

DAEMEN
COLLEGE

Graduate Catalog 2016-17



Office of Admissions
4380 Main Street
Amherst, New York 14226
716.839-8225 • 800.462.7652

www.daemen.edu

A World of Opportunity

DAEMEN COLLEGE

GRADUATE CATALOG 2016-2017

Table of Contents

Daemen Overview

Introduction.....	2
General Information About Daemen.....	4
Admissions.....	10
Financial Information.....	14
Financial Aid.....	17
Student Services.....	27
Academic Regulations & Standards.....	36
Administration.....	189
Administrative Staff.....	194
Faculty.....	203
Accreditation & Institutional Policies.....	211
Academic Calendar.....	217

Academic Programs

Arts Administration.....	53
Athletic Training.....	57
Education.....	67
Executive Leadership and Change.....	90
International Business.....	99
Nursing.....	107
Physician Assistant.....	140
Physical Therapy.....	150
Public Health.....	172
Social Work.....	181

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 2016-2017 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, Cytotechnology, 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 sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest

record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. 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.

To request a printed copy of the Daemen College Catalog, contact

The Office of Admissions
Daemen College
4380 Main Street
Amherst, NY 14226

telephone 716-839-8225 (toll free 800-462-7652 in NY, NJ & PA)
or email admissions@daemen.edu

Student Right-to-Know

Any individual who is considering enrolling at Daemen College may secure a copy of the College's graduation rate and additional College statistics compiled in accordance with the Student Right-to-Know Act by contacting the College's Admissions Office or visiting the [Fast Facts web page](#).

Jeanne Clery Disclosure of Campus Security and Crime Statistics (the Clery Act) (1990)

In compliance with the Department of Education and the Clery Act, Daemen College publishes an Annual Security and and Fire Safety Report which is available [online](http://www.daemen.edu/about/campus/campus-safety/emergencies/fire-and-safety-reports) at <http://www.daemen.edu/about/campus/campus-safety/emergencies/fire-and-safety-reports> or via the United States Department of Education website at: <http://ope.ed.gov/security/GetOneInstitutionData>. Visitors can also request to see a copy of the College Crime and Fire Logs available in the Office of Campus Safety.

Procedures in case of a major emergency disrupting normal campus operations are detailed in the Annual Security and Fire Safety Report, as well as the [Student Handbook](#).

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 Buffalo Niagara International Airport, serviced by most major airlines, is a fifteen-minute drive from the campus.

For directions and campus map:

<http://www.daemen.edu/about/campus/driving-directions>

Buildings and Facilities

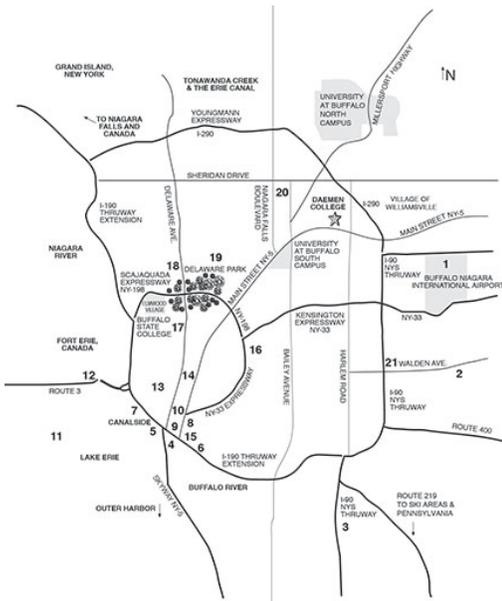
- **Academic and Wellness Center (AWC)** located across from Daemen's Main Street campus, houses the fitness center and recreation space, as well as state of the art classrooms for physical therapy, athletic training, and health promotion.
- **Alumni House** is the home for Advancement/Alumni and Publication Offices.
- **Athletics Complex** houses a basketball court in Lumsden Gym, as well as the College's athletic office space and athletic training room.
- **Business Building** includes business faculty offices, classrooms, computer lab and student lounge as well as the Office of Information Technology.
- **Campus Village Apartments** comprise seven buildings with 96 apartment style units. Each apartment has four bedrooms, two bathrooms, living room and kitchen. Lounges and laundry facilities are also available on each floor.
- **Canavan Hall** is a suite-style residence hall with kitchenettes, lounges, and laundry facilities.
- **Charles J. Wick Campus Center** houses student life offices including Campus Safety and the 24/7 Information Desk, lounges, a main dining room seating 650, the Den, and a social room/auditorium seating 500.
- **Patricia E. Curtis Hall** houses Physician Assistant, Psychology, & Social Work faculty offices.
- **Duns Scotus Hall** houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges and the bookstore.

- **Haberman Gacioch Center for Visual & Performing Arts** is a dramatic space which features the Tower Gallery, studios for illustration, figure drawing and painting, graphic design production area, computer labs, faculty offices, the Sr. Jeanne File Resource room and the Animation Center. The exterior features an outdoor classroom. The building was designed with green technology and uses geothermal heating to contain energy costs.
- **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre.
- **Research and Information Commons (RIC)** was built with innovative green technology, and is LEED Gold-certified. The RIC houses a comprehensive library, Student Success Center, Smart Squad, the Professional Educator Resource Center, RIC's Daily Grind cafe, small-group study rooms, a screening room with surround sound and 3D projection capabilities, and many state-of-the-art amenities to enhance the study experience.
- **Rosary Hall** is the original College administrative and classroom building, currently restored to house the division of Enrollment Management & Admissions
- **Schenck Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- **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 smart-board.

TELEPHONE: (716) 839-3600

Academic information and referrals 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 and Canalside
6. Bus Terminal
7. Erie Basin Marina
8. Buffalo and Erie County Library
9. Buffalo Convention Center
10. Theater 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. Buffalo History 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, Quebec	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, Ontario	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 2016. 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 sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. (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 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.

Students who achieve the minimum requirement of a 77 or higher on the TOEFL or a 6.5 on the IELTS will enroll in academic course work.

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 unless otherwise stated in departmental sections of this catalog.
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 to the Admissions office at no charge.)
 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 each academic department. 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:
Physical Therapy and Physician Assistant – \$500.00
All other graduate programs – \$100.00
 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.

Please note: As soon as the student remits the tuition deposit and is health compliant, 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.

Financial Aid

Information on eligibility for and availability of Financial Aid can be obtained from the Financial Aid Office (716-839-8254) and in the Financial Aid section of this 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.

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 2016-2017

GRADUATE

Tuition (per credit hour): \$967.00

Student Activity Fee per credit hour for 1-9 credit hours \$11.00

Student Activity Fee for over 9 credit hours \$100.00

Audited Graduate Course (per credit hour): \$483.50

SPECIAL FEES

- Application Fee Payable with Application: \$25.00
- Tuition Deposit, applicable to first semester's tuition (non-refundable): \$100.00 (\$500 for Physical Therapy and Physician Assistant)
- Transcript Fee: \$5.00
- Late Payment Fee: \$100.00
- Returned Check Charges (NSF): \$15.00
- Room Reservation Deposit (if resident student): \$200.00
- Challenge Examination Fee: \$100.00 plus Tuition (per credit hour) \$30.00
- Credit for Learning from Life Experience (CLLE) Assessment Fee: \$100.00 plus Tuition (per credit hour) \$30.00

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 due date on their billing statement for the amount of the semester charges less any financial aid and/or bank loans. A \$100.00 late payment fee will be assessed if arrangements are made after this date. If financial aid and/or bank loans are pending, 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 1 month 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 October 1st.

Suggested filing deadlines for:

Fall Semester **November 15**

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:

- One conviction: one year after the date of conviction.
- Two convictions: two years after the date of the second conviction.

- Three or more convictions: indefinite from the date of the third conviction

FOR CONVICTIONS INVOLVING SALE, THE PERIODS OF INELIGIBILITY ARE AS FOLLOWS:

- One conviction: two years after the date of conviction.
- Two or more convictions: indefinite from the date of the second conviction.

A federal or state drug conviction can disqualify a student for federal 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 www.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, 2016 and prior to July 1, 2017, the interest rate is fixed at 5.31%. Loans disbursed on or after October 1, 2016 and before October 1, 2017 will be charged a 1.069% 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.studentloans.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 for loans disbursed on or after July 1, 2016 and prior to July 1, 2017 the interest rate for the Direct Graduate PLUS loan is currently fixed at 6.31%. Loans disbursed on or after October

1, 2016 and before October 1, 2017 will be charged a 4.276% 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.tcli.ed.gov/CBSWebApp/tcli/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: TEACH Grant, Perkins Loan, Unsubsidized Stafford Loan and PLUS Loan.

Official notification from the student via telephone, email, or in person and the completion of a Withdrawal Form will be used to determine the date of withdrawal. For students who do not officially withdraw, it is assumed that the student attended 50% of the enrollment period, unless otherwise documented by the instructor.

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.studentloans.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.” Computer software may be purchased at educational prices through the Software Shop on the bookstore website. The bookstore buys used textbooks year round.

Bookstore hours during the fall and spring semesters are:

Monday – Friday 8:30 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 commitment to you begins your first day on campus and lasts throughout your lifetime. We provide a multitude of free services and support to prepare and empower you to achieve your career goals.

The benefit of a small college is Daemen’s personalized approach. We want to get to know you, your strengths, talents, and aspirations. Our student centered approach includes advising, offering individualized assessments, the iCAP (individual Career Action Plan), leadership programs and networking events as well as career lectures specific to your major. Plan on attending the many programs on campus, including: Recruiters on Campus, professional panel discussions, resume preparation workshops, and networking events.

Career Services works closely with Global Programs to support international internships as a stand-alone opportunity or added as part of an international educational experience. Please meet with your Career Services adviser to explore these opportunities. Information about these programs is also provided by GPO throughout the academic year.

Our staff has real world experience and business and community connections to ensure you develop a successful career strategy. More information can be found on the department website:

www.daemen.edu/career.

Classroom & Events Technology

Classroom & Events Technology 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: computing@daemen.edu or by phone: 839-8240.

Computing Services

Computing is an integral part of a Daemen education. All faculty and students have email accounts, 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 95% 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 Windows or Mac 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 118 hours each week. Additional computer equipment is available in departmental labs in animation, graphic design, natural sciences, mathematics and psychology for students taking classes in those disciplines.

The Office of Information Technology provides support for the instructional, research and communication needs of the college community. A 1Gbps Ethernet network and wireless network is provided across all offices, classrooms, labs, and residence halls. Students, faculty and staff have access to a variety of local technology services such as Blackboard, WebAdvisor and the Daemen website. Students living on-campus can access this high-speed network free of charge. Faculty and students living off-campus can access our network resources remotely.

The Office of Information Technology supports a standard suite of software for email, web browsing, word processing, 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 learning management system. The Research and Information Commons offers on-line bibliographic searching. College administrative functions are computerized and integrated by means of an Ellucian student information system. More information can be found at:

<http://www.daemen.edu/computing>

Counseling Services

The counselors of Daemen College serve the psychological well-being of the Daemen College community so that students may be successful academically, ethically, spiritually, and personally. All registered Daemen students are eligible to attend up to 15 sessions per academic year free of charge. Services provided include: individual counseling, group counseling, couples counseling (all participants must be Daemen students), mediation, and consultation.

All counseling sessions are confidential. Your privacy and trust are important to us and is protected by state laws and professional ethical standards. No information can be released without your written authorization. However, confidentiality is legally limited. Your counselor will speak with you about the limits of confidentiality when you first meet. Feel free to ask your counselor any questions or express any concerns you may have about confidentiality.

All counseling appointments take place in our counseling center in Duns Scotus Hall room 228. To schedule an appointment, please contact the counselor of your choice:

Shannon Radder, MS. Ed., LMHC, Director of Counseling Services: (716) 839-8337

Deloris Fields-Jones, LMSW: (716) 688-3852

Stephanie Bordin, LMHC: (716) 393-9821

Additional information can be found on the Counseling Services [webpage](#).

Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs is responsible for facilitating an enriching diversity education experience for our community. Through collaboration with various campus partners, the Office of Diversity and Multicultural Affairs holds the primary responsibility of providing faculty, staff and students with resources, guidance and support for issues as they relate to diversity and inclusion.

Our goal is to provide all members of the Daemen community with the education and experience necessary to become an active and engaged global citizen and to utilize those skills in their academic and career pursuits. We also seek to provide our students, staff, and faculty with the tools needed to engage in productive, informed, and impactful discussions around issues of social justice and inequity of all kinds, learning what those topics mean for us in the context of our current climate.

Health and Insurance Services

Upon acceptance to the College, a new student is required to complete the [Student Health Form](#) with a physical examination having 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. College students, particularly freshmen living on campus, are urged to consider vaccination. Further information about the risks of contracting meningitis is available from the [CDC](#) and the [National Meningitis Association](#) (NMAUS).

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 external learning experiences, and obtaining required immunizations. The staff also provides assistance to students with health insurance claims and questions.

INSURANCE

Daemen College requires all resident students, international students, student-athletes (club as well as intercollegiate sports), and students in health-related fields of study who will be participating in external learning experiences (clinical affiliations, etc.) to be covered by health insurance that can be used in the Buffalo/Amherst area.

Coverage should include:

- access to local doctors and other healthcare providers
- diagnostic testing/lab services
- prescription drugs
- outpatient mental health
- inpatient and outpatient hospital services
- emergency services
- urgent care centers

Please provide the Health & Insurance Services Office with a photocopy of your health insurance card prior to the fall semester. If you do not have health insurance, Daemen offers a plan. Prior to enrolling, please review the additional information about our health insurance administrator's plan listed under the "[Need Health Insurance](#)" section of our website. The cost for the 2016-17 academic year (August 1, 2016 through July 31, 2017) is **\$2,458**. The cost (once you have elected to enroll) will be added to your tuition bill.

Other health insurance options are available to college students:

- Coverage as a dependent on parents' health insurance plan to the age of 26;
- Coverage through [Medicaid](#) based on expanded eligibility requirements in some states;
- Coverage through a [Marketplace](#); with premium tax credit, or subsidy, if income requirements are met;
- Catastrophic Plan offered through a Marketplace;
- Coverage through an individual health plan offered outside of a Marketplace;
- Coverage as a common law employee;
- A variety of plans to compare at edusure.com.

Please remember that unless a copy of your health insurance card is on file in the Health & Insurance Services Office, no keys to residence halls will be given to students who plan to live on campus; athletes will not be allowed to practice or play; international students will not be allowed to attend classes; and students assigned to an external learning experience will not be allowed to participate.

If you do not provide proof of adequate insurance (a plan that can be used in the Buffalo/Amherst area), you will be enrolled in the Daemen insurance plan and the premium will be added to your student account. Once enrolled, the premium is non-refundable.

Students from the New York City Area, outside the metropolitan Buffalo area, and those from out of state: Please check with your insurance company (the member services number should be found on the back of your card) to see just how, if, and where your insurance can be used in the Amherst area. A

number of plans are not accepted by health care providers in this area and will not be considered acceptable proof of insurance.

Global Programs

The Global Programs Office provides information and services both for Daemen students desiring to study abroad and international students who have chosen Daemen for their graduate education. Students studying abroad under the auspices of Daemen College meet with Global Programs staff for program information, application assistance, and College approval of their international educational experience.

The Global Programs Office provides comprehensive assistance and support for the community of international students at Daemen College. Staff members help international students with their initial adjustment to the College and Buffalo. The office provides information and advice about immigration regulations, cultural differences, financial matters, and personal concerns.

The Daemen College Library

The library serves as a gateway to information resources found in Western New York and around the world.

The mission of the Daemen College library is to support teaching and learning, provide information for independent research and to provide recreational reading for the College community. The library provides access to information sources available in print, media, and digital formats as well as helpful and knowledgeable staff to assist the College community in their information needs.

Facilities

The library is located in the Research & Information Commons (RIC).

Collection

The library has a print collection of over 100,000 volumes as well as hundreds of print and digital periodical subscriptions. The library also provides access to over a thousand electronic books and over 52,000 electronic full-text journal titles. Faculty, librarians, and students may recommend new material for purchase.

Services

Reference librarians help students, faculty, and staff find the information they need. They provide: library instruction, so that classes may become aware of the resources necessary to complete course assignments; individual instruction on locating and analyzing resources, so that students may independently locate and analyze resources; and research consultation to students, faculty, and staff to help begin and focus a new research project or to assist in locating rare or hard-to-find sources. 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 RIC have wireless connectivity and task lighting. They include: quiet study space, talking permitted study space, group study rooms, a seminar room, an animation theater, a café, and two presentation rooms with appropriate technology. There is a variety of furnishings facilitating individual study, tables and chairs (both fixed and on wheels), booths for groups, and a variety of lounge chairs.

Students, faculty, and staff need only to present a valid Daemen College ID card to fully access all the collections and services the library has to offer. The library homepage at www.daemen.edu/library provides the virtual gateway to perform baccalaureate and graduate level research. 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. The library circulates laptop computers from the Circulation Desk to students for use within the Research & Information Commons.

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. Through the Academic Share Program, students and faculty can access other college and research libraries in Western New York by presenting their Daemen ID to that library.

Semester schedule

Sunday 10 AM – 1 AM

Monday – Thursday 7 AM – 1 AM

Friday 7 AM – 11 PM

Saturday 9 AM – 11 PM

Summer Schedule (and during breaks)

Monday – Friday 8 AM – 5 PM

Changes to schedules are posted in advance on the library homepage and at the entrance to the RIC.

Services for Students with Disabilities

Students with disabilities meet with the Disability Services Coordinator to submit documentation of their disability, receive authorization of reasonable accommodations, discuss learning strategies, and arrange services. Disability Services is located in the Student Success Center in the Research and Information Commons. Students with disabilities in off-site programs can receive assistance from the Daemen College representative at their site to communicate with the Disability Services Coordinator and arrange accommodations and services. See also the College's policy on the accommodation of students with disabilities in the "Accreditation and Institutional Policies" section of this Catalog.

Nancy Haberman Gacioch Center for Veterans

The mission of the Gacioch Center for Veterans is to support veteran scholars and eligible family members' success in postsecondary education by coordinating services to address their academic, financial, physical and social needs. As a designated Military Friendly School and a participant in the Yellow Ribbon Program, Daemen College is committed to providing the best possible service to the men and women who have served our country. We recognize that the transition from military service to civilian life, including the rigors of pursuing a college degree, can be challenging – not only for students themselves but for their loved ones. The Gacioch Center for Veterans is supported by the assistant director of transfer and veterans admissions, the veterans/dependents liaison, veterans/dependents advisor and certification officer, and veterans peer advisor who provide assistance with the admissions process, financial information, academic support and advice, and liaison with other campus offices, including services for students with special needs. The Center can also help students navigate Veterans Administration and other community resources available to veterans and their families. A dedicated veteran student lounge provides a comfortable and welcoming environment for study and conversation.

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 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; release of diplomas;
- verifying candidates for completion of certificate programs; preparation and release of certificates;
- processing and verifying changes in student status and general student directory information;
- 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 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 Regulations and Standards for linked undergraduate/ graduate programs in Accountancy, Athletic Training, Cytotechnology, Global Business, Physician Assistant Studies, and Physical Therapy are found in the Undergraduate College Catalog.

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:
 1. the use, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; or
 2. 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
 3. 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 30-65 (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.

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.

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:
 1. All full-time faculty within the department, including the department chair and, if fewer than three full-time faculty, 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.)
 2. 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.
 3. Two faculty members from the Graduate Committee on Academic Standards – one to be chosen by the student and one by the course instructor.
 4. 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	---
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)

Grades of B- and C are considered unsatisfactory at the graduate level and may 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 604S Thesis Introductory Seminar
- NUR 604 Thesis
- NUR 605S Project Introductory Seminar
- 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

* 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. At the instructor's sole discretion, an Incomplete grade may be extended for an additional semester if circumstances warrant. Any further extension would require a formal petition from the student 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.

GRADUATE THESIS/PROJECT GRADING POLICIES

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 semester or 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-Gerontology Primary Care Nurse Practitioner	Health & Human Services
1203.10	D.N.P. Adult-Gerontology Primary Care Nurse Practitioner	Health & Human Services
0899.50	M.S. Alt Cert: Childhood Special Education and General Education (TRANS B) –	Health &

	Initial/Professional Certification	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
1299.30	M.S. Athletic Training	Health & Human Services
0802+	M.S. Childhood Education – Initial/Professional Certification	Health & Human Services
0599	M.S. Executive Leadership and Change	Health & Human Services
0506	M.S. International Business	Health & Human Services
1203.10	B.S./M.S. Nursing/Adult-Gerontology Primary Care Nurse Practitioner (dual degree program leading to BS/MS 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
1212	M.S. Orthopaedic Manual Physical Therapy	Health & Human Services
1203.10	D.N.P. Palliative Care Nursing	Health & Human Services
1214	M.P.H. Public Health	Health & Human Services
2104	M.S.W. Master of Social Work	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-Gerontology Primary Care 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+	Health & Human Services

+ *inactive program – no new students are currently being accepted*

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.

Global Programs (Study Abroad)

Overview

Graduate students are able to pursue global experiences which are designed to enhance their academic careers. Students participate in traditional academic experiences, comparative cross-cultural programs, service learning, medical missions, research, and clinical experiences. To learn more about Daemen's Study Abroad programs, contact the Global Programs Office at international@daemen.edu.

Study Abroad Opportunities

Study Abroad for Education Students

Daemen College is partnered with the University of Jyväskylä in Finland. Opportunities exist for research and exchange. Students should seek information from Elizabeth Wright, Associate Dean for the Education Department.

Study Abroad for Physical Therapy Students

PT students are able to complete one of their clinical placements abroad. Space is very limited and interested students should speak with Dr. Theresa Kolodziej for further information.

Study Abroad for Physician Assistants

PA students are very involved in the student-run Students without Borders (SWOB) club. During January, the club goes on a medical mission that provides care to communities in the Dominican Republic.

Study Abroad for Public Health Students

MPH students have the opportunity to fulfill their practicum and/or conduct research for their capstone project abroad. Examples of these experiences include working with the NIH in Portugal, community research in Uganda, community health promotion in the Dominican Republic, and potential exchange with the University of Botswana.

Service Learning Abroad-Hope for Tomorrow

Upper division Athletic Trainers, Nurses, Physician Assistants and Physical Therapy students, with permission, are able to participate in a medical mission experience with doctors from the Hope for Tomorrow Foundation. Students must be pre-approved. The location changes annually but in the past students have provided care in Haiti, Armenia, Ghana, and Vietnam. The 2017 program is in May to Peru. For further information, please contact Ann Robinson in Global Programs.

Study Abroad Requirements

Students who intend to study, intern, volunteer, or conduct research abroad must have at least a 3.0 GPA and must have their proposed course work approved by their Department Chair and the Global Programs Office prior to departure. Students are required to adhere to the Code of Conduct of the program in which they are participating and with Daemen's Code of Conduct.

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. Online 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 online. Depending upon departmental policy, 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 online. **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 online 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 online 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 (excluding 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. Such announcements will include but are not limited to: opening of advance registration windows; call for applications for graduation. 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 and on line from the web pages of the offices of Academic Advisement and Registrar. Upon completing the form, the student arranges for an exit interview with a staff member of the Academic Advisement office, 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 on line (accessible from the Academic Advisement and Registrar's offices web pages) and 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 the Veterans' Certification Officer 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, \$5.00 per transcript, are the responsibility of the student. 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 Modeling, Branding and Marketing Your Leadership (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. 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)

DIRECT ENTRY MS, ATHLETIC TRAINING

1. ATHLETIC TRAINING (65 CREDITS):

- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2)
- ATH509/L Gross Anatomy (6/0)
- ATH510/L-511/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH512 Neuroscience (2)
- ATH515/L Musculoskeletal Fitness Assessment and Training (3/0)
- ATH520/L Therapeutic Agents (4/0)
- ATH521 Pharmacology in Sports Medicine (2)
- ATH522 General Medical Conditions (3)
- ATH523/L Therapeutic Intervention (4/0)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)
- ATH580 Research Methods (3)
- ATH581/582 Research Seminar I/II (1/2)
- ATH590/592/593/594 Athletic Training: Practical Application I/II/III/IV (3/3/3/3)

MS: TOTAL PROGRAM REQUIREMENTS = 65 CREDITS

Admissions Requirements

1. Baccalaureate degree.
2. Minimum overall GPA of 2.75.
3. Completion of the following prerequisite courses with a minimum grade of C and combined prerequisite GPA of 2.75: anatomy with lab (4 credits); physiology with lab (4 credits); exercise physiology (3 credits); kinesiology/biomechanics (3 credits); nutrition (3 credits); chemistry with lab (4 credits); physics with lab (4 credits); psychology (3 credits); statistics (3 credits).
4. Students must submit documentation of at least 50 hours of athletic training exposure under the supervision of a BOC Certified Athletic Trainer, with 15 of these hours being in a traditional Athletic

Training setting such as a high school or college. Applicants may use the Daemen [Athletic Training Student Observation Record Form](#) available on the Athletic Training website or submit a letter signed by a BOC Certified Athletic Trainer with dates, number of hours, and setting.

5. Students must submit 2 character references (one must be completed by a BOC Certified Athletic Trainer). Applicants may use the [Graduate Reference report](#) available on the Daemen Athletic Training website.
6. Students must submit a biographical sketch (brief, no greater than 2 pages double spaced, narrative describing your goal/philosophy related to a personal, academic, professional and service development, interest in athletic training, and/or relevant background in another allied health profession).
7. Students must submit copies of current CPR/AED and First Aid certification.
8. Students must submit a signed Technical Standards Verification form.
9. Students must submit a resume.
10. Complete the [Application materials](#).

NOTE:

- Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:
 - evaluation of their last 60 credit hours
 - evaluation of their Athletic Training Program Admission interview
- Conditional Acceptance may be considered if an applicant:
 - is in his/her final semester of a Bachelor degree program.
 - is in the process of completing prerequisite coursework or other requirements.
 - is deficient in no more than one (1) prerequisite course. That course must be successfully completed by the start of his/her first fall semester of the Athletic Training Program.

Requirements for Continuance in the Program

Detailed information on policies relative to academic requirements to maintain good academic standing in the program is available from the Athletic Training Department and is also published in the [Athletic Training Student Handbook](#).

Graduation Requirements

1. All students must satisfactorily complete all the requirements as per the terms set forth by the Athletic Training Department.
2. All students must complete a minimum of 800 clinical education experience hours.
3. All students must have a cumulative grade point average (GPA) of 2.75.
4. All students must earn a letter grade of C or better in all Athletic Training Program courses.

Suggested Course Sequence

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

Athletic Training Courses

Athletic Training

ATH 500: Introduction to Emergency Athletic Care (3)

This lecture/lab course will present the roles and responsibilities of the Athletic Trainer and Sports Medicine Team and the basic principles in the prevention, recognition, and care of acute, traumatic and exertional athletic injuries/illnesses. Topics will include: risk management, blood-borne pathogen training, life-threatening conditions, CPR/AED certification, head and spine injury management (stabilization and equipment removal), musculoskeletal injury, selected taping/wrapping techniques, environmental considerations, and sudden medical illnesses. Students will be expected to recognize unsafe environments and develop critical thinking strategies to act appropriately during athletic emergencies. Students will also demonstrate emergency care skill consistent with National Athletic Trainers' Association position statements. Prerequisite: Admission into the Athletic Training Program. Students must pass ATH 509/L with a C or better in order to progress to ATH 500. Offered Each Year (Summer). (GR)

ATH 500L: Intro to Emergency Athletic Care Lab (0)

This lecture/lab course will present the roles and responsibilities of the Athletic Trainer and Sports Medicine Team and the basic principles in the prevention, recognition, and care of acute, traumatic and exertional athletic injuries/illnesses. Topics will include: risk management, blood-borne pathogen training, life-threatening conditions, CPR/AED certification, head and spine injury management (stabilization and equipment removal), musculoskeletal injury, selected taping/wrapping techniques, environmental considerations, and sudden medical illnesses. Students will be expected to recognize unsafe environments and develop critical thinking strategies to act appropriately during athletic emergencies. Students will also demonstrate emergency care skill consistent with National Athletic Trainers' Association position statements. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Summer). (GR)

ATH 501: Foundations of Athletic Training (2)

This lecture/lab course is designed to prepare students to critically evaluate the association between physical activity and musculoskeletal injury and use clinical decision-making skills to appropriately apply a variety of supportive and protective devices for the head, torso, upper and lower extremity. Students will develop the necessary skills to appropriately choose and properly fit protective athletic equipment (e.g. helmet and shoulder pads) and properly apply preventative taping, wrapping, splinting, bracing and orthoses. Prerequisite: Admission into the Athletic Training Program and ATH 500 and ATH 500L. Offered Each Year (Fall). (GR)

ATH 501L: Foundations/Athletic Training Lab (0)

This lecture/lab course is designed to build upon the knowledge from the previous course work and experience of the athletic training students. Topics will include, injury documentation and management systems, protective equipment, taping, wrapping, splinting, bracing, orthoses, rehabilitation phases of injury and psychosocial and emotional response to injury. Prerequisite: Admission into the Athletic Training Education Program and complete ATH 500 and ATH 500L. Offered Each Year (Fall). (GR)

ATH 502: Foundations of Athletic Training II (2)

This course addresses a variety of topics to further develop the students' understanding of the scope of the Athletic Trainer's duties and the complexities involved in the daily operations of an Athletic Training facility. A combination of lecture, case studies and reflection of clinical educational experiences will allow for insightful peer engaged discussions. Topics will include: legal practice, professional ethics, cross-cultural awareness, inter-professional relationships, facility principles, budgeting process, integrated injury management, imaging, rehabilitation phases, psychosocial/emotional response to injury, and injury documentation and the use of electronic medical records. Prerequisite: Admission into the Athletic Training Program and ATH 501 AND ATH-501L. Offered Each Year (Spring). (GR)

ATH 509: Gross Anatomy (6)

This lecture/lab course is designed to 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. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Specific anatomical content will be presented on a regional basis, and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Summer). (GR)

ATH 509L: Gross Anatomy Lab (0)

This lecture/lab course is designed to 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. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Specific anatomical content will be presented on a regional basis, and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations. Prerequisite: Admission into the Athletic Training Program. Students must pass ATH 509/L with a C or better in order to progress to ATH 500. Offered Each Year (Summer). (GR)

ATH 510: Pathology and Clinical Examination I (4)

This lecture/lab course is the first in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the low back, lower extremities, reproductive organs, and abdominal region. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the low back and lower extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, gait analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine. Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L. Offered Each Year (Fall). (GR)

ATH 510L: Pathology and Clinical Examination Lab I (0)

This lecture/lab course is the first in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the low back, lower extremities, reproductive organs, and abdominal region. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the low back and lower extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, gait analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine.

Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L. Offered Each Year (Fall). (GR)

ATH 511: Pathology and Clinical Examination II (4)

This lecture/lab course is the second in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the head, neck, upper back, and upper extremities. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the head, neck, upper back, and upper extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, posture analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine.

Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L and ATH 510 and ATH 510L. Offered Each Year (Spring). (GR)

ATH 511L: Pathology and Clinical Examination II Lab (0)

This lecture/lab course is the second in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the head, neck, upper back, and upper extremities. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the head, neck, upper back, and upper extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, posture analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine.

Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L and ATH 510 and ATH 510L. Offered Each Year (Spring). (GR)

ATH 512: Neuroscience (2)

In this course, students will examine the structure and function of the central and peripheral nervous systems through a combination of lecture, discussion of case studies and examination of cadaveric brain specimens. Students will use the neurologic examination as a systematic framework for organizing their understanding of the functional anatomy of the nervous system. We will consider the following topics: development of the central nervous system; voluntary movement and postural control; sensory pathways; motor pathways; neurodegenerative disease and trauma. Students will develop basic familiarity with electrodiagnostic tests (i.e., nerve conduction velocity, EMG). Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Spring). (GR)

ATH 515: Current Concepts in Musculoskeletal Fitness Assessment & Training (3)

This lecture/lab course is designed to prepare the future athletic trainer to critically evaluate patient/client physical fitness, nutritional habits, and body composition to appropriately design fitness prescription for maintaining a healthy lifestyle and prevent chronic disease. Students will develop skills in performing measurements of body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance. These skills will be enhanced when learning how to develop and adjust fitness routines based on patient/client specificity. Students will also learn nutritional principles relative to strength training and in recognition of disordered eating. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Summer). Direct Entry MSAT students only. (GR)

ATH 515L: Current Concepts in Musculoskeletal Fitness Assessment & Training Lzb (0)

Lab practice and co-requisite for ATH 515. Direct Entry MSAT students only. (GR)

ATH 520: Therapeutic Agents (4)

This lecture/lab course is designed to prepare the future athletic trainer to critically select, provide rationale for, and skillfully apply therapeutic agents including massage, cold, superficial heat, infrared, hydrotherapy, short wave diathermy, ultrasound, iontophoresis, traction, and electrotherapy for inducing muscle contractions, reducing pain, enhancing wound healing, and curbing edema formation. Indications and contraindications relative to the selection and use of each modality are emphasized. Theory, principles, and methods of direct interventions will be discussed in lecture; associated psychomotor skills will be practiced and evaluated in lab. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 520L: Therapeutic Agents Lab (0)

This lecture/lab course is designed to prepare the future athletic trainer to critically select, provide rationale for, and skillfully apply therapeutic agents including massage, cold, superficial heat, infrared, hydrotherapy, short wave diathermy, ultrasound, iontophoresis, traction, and electrotherapy for inducing muscle contractions, reducing pain, enhancing wound healing, and curbing edema formation. Indications and contraindications relative to the selection and use of each modality are emphasized. Theory, principles, and methods of direct interventions will be discussed in lecture; associated psychomotor skills will be practiced and evaluated in lab. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 521: Pharmacology in Sports Medicine (2)

This course focuses on the pharmacokinetics and pharmacodynamics of drugs commonly encountered in the practice of athletic training. Topics include patient education, federal, state, and local regulations for proper storage and dispensing, and poison control protocols. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Spring). (GR)

ATH 522: General Medical Conditions (3)

This course is designed to prepare the future athletic trainer to recognize the signs and symptoms of diseases and illnesses of the body systems and to know when to refer to other medical professions. Topics include etiology, pathology, assessment, and risks associated with common diseases, impairments, and physical disabilities. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 523: Therapeutic Intervention (4)

This lecture/lab course is designed to enhance the student's assessment skills and to provide a foundation of appropriate exercise principles and rehabilitation techniques specific to athletic participation and the physically active. Topics will include planning, implementing, and evaluating the efficacy of therapeutic exercise and rehabilitation programs. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 523L: Therapeutic Intervention Laboratory (0)

This lecture/lab course is designed to enhance the student's assessment skills and to provide a foundation of appropriate exercise principles and rehabilitation techniques specific to athletic participation and the physically active. Topics will include planning, implementing, and evaluating the efficacy of therapeutic exercise and rehabilitation programs. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 524: Sports Nutrition (2)

This course discusses the physiological processes of digestion, absorption, and assimilation of food, fluids, nutritional supplements, herbs, and ergogenic aids specific to the energy needs for sports participation and the physically active. Topics include weight loss/gain, body composition, performance, illness, injury, and eating disorders. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Fall). (GR)

ATH 525: Organization and Administration in Athletic Training (3)

This course focuses on management, administration, leadership, and professional responsibilities associated with providing health care in an athletic training room, health care facility, and related venues that provide health care to athletes and others involved in physical activities. Topics include athletic training room design, budget, organization and administration of pre-participation physical exams, components of a medical record, regulations, insurance, personnel management, athletic training practice acts and registration, professional responsibility, continuing education, governing bodies, scope of practice, community awareness, and preparation for the Board of Certification (BOC) exam. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Spring). (GR)

ATH 530: Psychosocial Aspects in Athletic Training (3)

Psychosocial Aspects in Athletic Training (3) This course addresses a variety of integrated psychosocial topics involving the patient, the health care professional, and response to injury. Topics include motivation, self confidence, personality traits, emotional response to injury, interpersonal and cross-cultural communication. This course is designed for professional phase Athletic Training students. Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Spring). (GR)

ATH 580: Research Methods (3)

Fulfills core competency: Information Literacy; Writing Intensive. Meets Research and Presentation requirements. This course will explore the variety in research design and statistics commonly used in clinical research, further developing student analytical skills needed to support professional evidence-based practice in athletic training. Students will evaluate the merit and relevance of published research to the practice of athletic training from the perspective of experimental methodology and design. Students will select a topic of interest related to athletic training, conduct a review of the literature, define a research question, and prepare and present a report to their peers. Students will complete Collaborative Institutional Training Initiative (CITI training). Prerequisite: Admission into the Athletic Training Program. Offered Each Year (Spring). (GR)

ATH 581: Research Seminar I (1)

This course is a continuation of ATH 580 and the first of a sequence of two research seminar courses. Students will refine their literature review to develop and write the introduction and methods sections of their athletic training research project. Students will present their proposals to their peers. This is directed study under the supervision of faculty research mentor. Additionally, students will learn how to efficiently and effectively use the IBM SPSS Software. Prerequisite: Admission into the Athletic Training Program and ATH 580. Offered Each Year (Fall). (GR)

ATH 582: Research Seminar II (2)

This is the second in the sequence of two research seminar courses. Students will collect data, perform data analysis, and write the results, and discussion sections for their athletic training research projects. Students will revise and refine their final research project, develop a presentation, and present their findings. This is directed study under the supervision of a faculty research mentor. Additionally, students will demonstrate evidence based medicine through problem based learning scenarios in class. Prerequisite: Admission into the Athletic Training Program and ATH 581. Offered Each Year (Spring). (GR)

ATH 590: Athletic Training: Practical Application I (3)

This course is the first of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: general health and fitness assessment; environmental conditions assessment; recognition of emergencies and acute injury care; and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Education Program and ATH 500 and 500L. Offered Each Year (Fall). (GR)

ATH 592: Athletic Training: Practical Application II (3)

This course is the second of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: taping, wrapping, bracing, protective equipment fitting; clinical assessment, diagnosis and therapeutic intervention of the lower extremity and spine; and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum of 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Education Program and ATH 590. Offered Each Year (Spring). (GR)

ATH 593: Athletic Training: Practical Application III (3)

This course is the third of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: clinical assessment, diagnosis and therapeutic intervention of the upper extremity, head, neck, thorax and patients with common illnesses; psychosocial motivational strategies; recognition and referral of mental health disorders; and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete minimum of 200 and a maximum of 500 clinical hours.

Prerequisite: Admission into the Athletic Training Education Program and ATH 592. Offered Each Year (Fall). (GR)

ATH 594: Athletic Training: Practical Application IV (3)

This course is the fourth of four athletic training clinical experience courses. Athletic training students will be evaluated on clinical integration proficiencies taught the previous semester including: comprehensive therapeutic intervention, clinical examination, and diagnosis of musculoskeletal injury; common illnesses and conditions; psychosocial strategies and referral; professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge and practice those skills and techniques previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete 200 clinical hours. Prerequisite: Admission into the Athletic Training Program and ATH 593. Offered Each Year (Spring). (GR)

EDUCATION GRADUATE PROGRAMS

Degrees Offered

MASTERS IN SPECIAL EDUCATION

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

ALTERNATIVE CERTIFICATION PROGRAMS IN SPECIAL EDUCATION – BROOKLYN, NY

- [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. For information about certification requirements, please

visit: <http://www.highered.nysed.gov/tcert/certificate/certprocess.html>

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. Upon acceptance, possess a cumulative undergraduate grade point average of 3.00 or above (on a 4.00 scale)*.
2. Submit scores from taking the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT) by no later than December 16 for fall applicants, no later than May 1 for spring applicants, or no later than August 1 for summer applicants (*Amherst campus only*).**

School code for GRE scores: 2762

School code for MAT scores: 2669

3. Submit two letters of recommendation, preferably including one professional reference and one character reference.
4. Applicants to **professional** programs (*Amherst campus only*) 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. Participate in a personal interview.
6. Include a copy of a current resume.

* In the event the applicant does not possess a cumulative undergraduate grade point average of 3.00 or above (on a 4.00 scale), s/he may be admitted on a conditional basis, in accordance with CAEP quality standards. Candidates who do not earn a 3.0 in their first nine credits of study will be academically dismissed from the program.

**In the event the applicant does not score in the top 50 percent on a nationally normed ability/achievement exam i.e.) the Graduate Record Exam (GRE) or the Miller's Analogy Test (MAT), the candidate is at risk for academic dismissal from the 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 practica 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.

The Daemen College Teacher Preparation Program, inclusive of all undergraduate and graduate offerings, are nationally accredited by TEAC/CAEP through May 2020.

Capstone Experiences

Candidates admitted to all graduate programs are required to complete a capstone experience at the end of their program of study. They may complete the edTPA (mandatory for first time takers only), or complete a Research Project in Education (only with faculty advisement), or pass a Comprehensive Examination. Questions on the Comprehensive Examination will be based on core courses taken by candidates in each of the graduate programs.

Graduate research is carried out during the course 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.

M.S. IN 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)

- 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)
- edTPA : Successful submission of the edTPA will be referenced on the academic record as SED 696 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) 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)
- edTPA : Successful submission of the edTPA will be referenced on the academic record as SED 696 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) 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) Programs; Total Testing Incorporated (TTI), whose personnel will forward the documents to Daemen's Office of Education – Alternative Certification (Brooklyn) 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

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 a Brooklyn 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) 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)

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, Spring and Summer. (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, Spring and Summer. (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 Spring. (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 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. (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 Spring. (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. Offered Summer. (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. Offered Fall and Spring. (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. (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 Spring. (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. Offered Summer. (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 IN 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 to the desired future state.

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 practice and reflection as the primary methods for exploring leadership and change.

The Executive Leadership and Change program characterizes leadership development 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 (create personal Mission – Vision, Strategic Goals and Learning Objectives).
- Change behavior through self-knowledge, cultural sensitivity, emotional intelligence, 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 behavior development..

- 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 Modeling, Branding And Marketing Your Leadership (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 research project/thesis, do an organizational analysis and complete the specialization leadership 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, writing projects to establish a personal mission statement, use of a reflective "leadership log" and formulating strategies for balancing work and personal goals. The Leadership Portfolio is introduced. Prerequisite: Majors only or permission of instructor. Offered Fall (Wednesday nights) 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 the Osborn-Parnes 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, experiential activities, 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 (Wednesday nights) 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 Spring (Wednesday nights) 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 paper and presentation, completion of leadership/learning log and extensive reading and dialogue. Prerequisite: Majors only. Offered Spring (Wednesday nights) 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, strategy, and dialogue in the context of creating and transforming organizational community, internally, externally and or globally are obtained. Emphasis is given to understanding the processes of leadership focusing on individual and group development, social capital, strategy, organizational mission, vision, and values, structures of collaboration, problem solving and dialogue. For this course, the student may work individually or within a small group to become knowledgeable about an agency, business, or community group (identified below as practice setting). The student will apply action research methods to become knowledgeable about the practice setting. By spending time with various leaders within the practice setting, the student will become increasingly sensitive to the culture of the practice setting. Collaborating with their organizational host the student will identify a goal/problem within the practice setting and develop a mini-project. Drawing on foundational theories relating to organizational behavior, leadership style, decision-making, and problem solving, the student will become familiar with the communication and decision making mechanisms already in place at the practice setting to develop and or enhance competitive advantage. The remainder of the course will be spent on activating appropriate resources to meet mutually agreed upon goals. Upon completion of this course, students will be well prepared based on "best practices" and theoretical leadership foundation knowledge acquired in the program to undertake leadership roles/positions in various organizations, agencies, communities, businesses/international corporations, or Non-Governmental Organizations. Prerequisite: Majors only. Offered Summer (Wednesday nights) 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 statistical analysis and financial modeling. Prerequisites: Majors only. Offered Spring (Tuesday nights) and Fall (Wednesday nights). (GR)

LEAF 525: Leadership in Higher Education (3)

This course will offer a critical examination of leadership within the context of 21st century higher education, with a focus on trends, issues, challenges, and competencies influencing the effective practice of leadership in local, regional and U.S. colleges and universities. Beginning with a brief history and the theoretical foundations of higher education in the United States, the course will further explore leadership models and approaches, as well as content in a variety of topic areas related to the leadership and management of higher education institutions including: organizational administration and governance; finance; strategic planning; community and government relations; student affairs; and ethics and diversity. The course will be presented in seminar format and involve a variety of written, Web-enhanced (Blackboard), oral assignments, and classroom activities. These will include individual and group work, presentations, discussions, lecture, and guest speakers. For the final project, students will develop a leadership plan for the effective administration and management of a college/ university division or department. Prerequisite: Majors only. Offered Spring (Tuesday and/or Wednesday 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, segment analysis, strategic business units, 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, computer assignments, 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 Spring (Tuesday and/or Wednesday nights combined cohorts). (GR)

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

This course expands on the student's understanding of Leadership Theory by applying the theories within the context of Not-for-Profit (NFP) organizations. Students will have the opportunity to learn about the unique aspects of leadership within the NFP sector through "Guest Speakers" from the sector. Within the course students will engage in the exploration of complex system issues such as the role and impact of the Non-profit Board of Directors, budgetary constraints and the impact of governmental regulation and funding guidelines. Students will be challenged to study these complex issues within the context of the over-arching responsibility of the Non-profit leader to deliver on the organizational mission while maintaining fiscal viability and sustainability. The course will also explore the theory and practice of community-based change. Within this exploration, students will consider the level of community engagement necessary for a successful change strategy, the decision-making processes that ensure buy-in and engagement and the strategies to ensure that the different priorities of various stakeholders are considered in the final decision. Teaching methods will include: lecture; guest speaker presentations; case studies; interviews with Non-profit leaders and small group projects. Prerequisites: Majors only. Offered spring (Tuesday and/or Wednesday combined cohorts). (GR)

LEAF 528: Leadership in Health Care Organizations (3)

This course focuses on the integration of new knowledge, professional leadership practices, critical thinking and experiential reflection to promote an understanding of the role of leadership in healthcare environments. This course also focuses on the integration of course content from preceding LEAF classes. It promotes discussions of leadership challenges in healthcare and the implementation of evidence-based approaches to developing leadership capacity. The course explores leadership theories, and competencies that promote authentic behavior at all leadership levels. Emphasis is placed on the unique, complex systems within healthcare and those forces (both internal and external) that impact the decisions of healthcare leaders. The course examines healthy work environments, labor/management relationships, risk management practices, budgetary analysis, regulatory influences and diversity in the workplace. The course is designed for students preparing to assume the role and duties of a leader, manager, supervisor, officer or governing board member of a healthcare organization. Teaching methods include lecture, computer-based assignments, case studies, discourse on current events, special projects and presentations. Prerequisite: Majors only. Offered Spring (Tuesday and/or Wednesday 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 Fall (Wednesday nights). (GR)

LEAF 530: Modeling, Branding and Marketing Your Leadership (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 (Tuesday nights) Summer (Wednesday 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 and timely leadership issues. Prerequisite: Majors only. Offered Summer (Wednesday nights) 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 Spring (Wednesday nights) and Summer (Tuesday nights). (GR)

LEAF 545: Research Guidance (1)

This research guidance course is intended for students finishing their research projects or thesis. Guidance will be provided in the final writing and analysis of student's research activity. This course may be taken up to three times for credit. Prerequisites: Prior enrollment in LEAF540 and LEAF541. Offered as Needed. (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 (Tuesday nights) Summer (Wednesday 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 INTERNATIONAL BUSINESS

Mission Statement

In support of Daemen College's mission to prepare students for life and leadership in a complex multicultural world, the College's Master of Science in International Business is designed to provide business perspective and expertise to facilitate sustained economic growth. The program relies on experienced professionals who incorporate collaborative and integrative business strategies necessary for the development of outstanding, ethical business leaders. The MSIB program inspires graduates to become responsible and resourceful global citizens.

Outcome Objectives

Upon completion of the master's program in International 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 international 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:

1. 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.
2. 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: $(200 \times \text{undergraduate GPA}) + \text{GMAT score} > 1000$.
3. 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. In either case, the following topics must be covered as prerequisites through previous undergraduate course work or through bridge courses by the end of the first semester: Financial Accounting, Managerial Accounting, Business Law (including contract law), Business Statistics or Business Mathematics, and Principles of Marketing.
4. 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.
5. Demonstrate satisfactory oral and written English by a pre-admission interview, a pre-admission essay or, if applicable, a satisfactory TOEFL score.
6. Submit a completed application form with fee.
7. Submit a personal goal statement.
8. Provide official transcripts from the institution that awarded the baccalaureate degree and any work completed at the graduate level.
9. 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. International Business Scholarships

Four \$1,500 scholarships are available annually to new, full-time students in the M.S. International 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 International Business Program, Torsten Doering, tdoering@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 Systems 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) (9)

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 International Business or they may select a functional area of business in which to specialize. A specialty track is available in 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 SPECIALTY TRACK

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

MARKETING SPECIALTY TRACK

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

Time Limitation

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

International 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 . (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 . (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. (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. (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 instructs students on how manufacturing and service operations can support a global strategy. Course topics will include supply chain network design and management from incoming raw materials to final product delivery. Capacity planning, inventory, outsourcing, information technology, sustainability, risk management and recent trends will be discussed. (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)

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 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 the 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 the 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-Gerontology Primary Care 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 (**Currently not accepting new students**)
- Post-Master Adult-Gerontology Primary Care Nurse Practitioner
- Post-Master Nursing Education

NOTE

[Consumer Information on Certificate Programs](#) is published on the Daemen Website.

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; For Daemen alumni, only two professional references are required.
- Submission of curriculum vitae and a written personal goals statement.
- Interview with the nursing faculty.

Admission requirements applicable to MS programs in Adult-Gerontology Primary Care 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-Gerontology Primary Care Nurse Practitioner Program); registered professional nursing license and registration (Nursing Executive Leadership Program, Nursing Education Program).
- Three letters of recommendation; for Daemen alumni, only two professional references are required.
- 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. **A repeat of a graduate course due to a prior grade of “W” will also be counted as a course repeat.**

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-Gerontology Primary Care 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.

ACADEMIC BANKRUPTCY

The Nursing Department’s academic bankruptcy policy is intended to allow students who are pursuing a new graduate nursing program to repair their cumulative grade point average (GPA) by “bankrupting” certain course work taken while pursuing their former program. The record of course work taken and grades earned still appears on the student’s official transcript; however, both credits and quality point values are removed from the record of credits earned and the cumulative grade point average, respectively. A notation on the official transcript will indicate which courses have been bankrupted. Academic bankruptcy is available only to graduate students in nursing. The following criteria apply to the academic bankruptcy program:

1. The student must have changed his/her nursing graduate program and maintained a minimum semester GPA of 3.00 for at least one semester following the change of program.
2. Application may be made no earlier than upon completion of the first full semester in the student's new program, and no later than the semester before the semester of anticipated graduation.
3. Only courses required in the student's former nursing program may be bankrupted. Core courses required in all nursing graduate programs may not be bankrupted.
4. No more than 10 credit hours may be considered for bankruptcy.
5. A bankrupted course may not be repeated. Therefore, if a specific course is still required in the student's new program, it may not be bankrupted.
6. Regardless of the number of semesters or number of credit hours included in a student's petition for academic bankruptcy, a student may declare bankruptcy only once.
7. A successful petition for academic bankruptcy has no retroactive effect on any academic determinations made prior to bankruptcy, including but not limited to: academic probation or dismissal; financial aid eligibility; or tuition liability. A student with bankrupted course work is eligible for any honors which are based on the cumulative GPA.

The student must submit a written petition to the Graduate Committee on Academic Standards, clearly identifying the specific course work for which bankruptcy is desired. A letter of recommendation from the student's current faculty advisor should also be submitted.

The Graduate Committee on Academic Standards will review the petition for compliance with program criteria and may, at its discretion, consider the entirety of the student's academic record in rendering its decision. Note well: Students receiving financial aid for their graduate study should determine whether their petition will affect eligibility for continued aid.

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-Gerontology Primary Care 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

Applications not currently being accepted for Academic Year 2016-2017.

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. Disseminate results of scholarly work within the college and outside the college environment
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.

9. Influence professional nursing through leadership, education, and advocacy of healthcare policy and in healthcare 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-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER

Student Learning Outcomes

UPON COMPLETION OF THE ADULT-GERONTOLOGY PRIMARY CARE 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 Nursing Research (2)
- NUR604S/NUR605S Thesis/Project Introductory Seminar (1/1)
- NUR604/NUR605 Thesis/Project (3-5)

2. **NURSE PRACTITIONER SPECIALTY REQUIREMENTS: 26 CREDITS**

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

TOTAL PROGRAM REQUIREMENTS = 36 – 38

THESIS/PROJECT

Students must complete either Thesis or Project. The first credit will be completed in either NUR604S Thesis Introductory Seminar or NUR605S Project Introductory Seminar; the remaining credits will be completed in 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 the Thesis/Project.

Course Sequence

Access the course sequence for the MS, Adult-Gerontology Primary Care Nurse Practitioner, from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Advanced Certificate Program – Adult-Gerontology Primary Care 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 for the Adult-Gerontology Primary Care Nurse Practitioner (4/0)
- NUR509 Advanced Physiology/Pathophysiology for the Adult-Gerontology Primary Care Nurse Practitioner (3)
- NUR511 Conceptual Basis for Advanced Practice Nursing (2)
- NUR517 Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner (1)
- NUR519 Selected Topics in Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner (2)
- NUR561/L Adult-Gerontology Primary Care Practice I (6/0)
- NUR562/L Adult-Gerontology Primary Care Practice 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-gerontology primary care 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; for Daemen alumni, only two professional references are required.
 - 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 Nursing Research (2)
- NUR604S Thesis/Project Introductory Seminar (1)
- NUR604 Thesis/Project (5) – 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 Thesis or Project. The first of the 6 credits will be completed in either NUR604S Thesis Introductory Seminar or NUR605S Project Introductory Seminar; the remaining 5 credits in either NUR604 Thesis/ 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

- NUR515 Theoretical Perspectives in Advanced Practice Nursing (2)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Nursing Research (2)
- NUR604S/NUR605S Thesis/Project Introductory Seminar (1/1)
- NUR604/NUR605 Thesis/Project (3-5) – see below for pertinent information

2. LEADERSHIP SPECIALTY REQUIREMENTS: 24 CREDITS:

- LEAF 500 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 Course:
 - LEAF514 Leadership and Community (3)
 - LEAF529 Transformational Leadership and Organization (3)
 - LEAF530 Modeling, Branding and Marketing Your Leadership (3)

TOTAL PROGRAM REQUIREMENTS = 34-36 CREDITS

Thesis/Project

Students must complete either Thesis or Project. The first credit will be completed in either NUR604S Thesis Introductory Seminar or NUR605S Project Introductory Seminar; the remaining credits will be completed in 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 the Thesis/Project.

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, each Fall semester, the Wednesday evening program offers each LEAF course in 8 class meetings over an eight week period. The Wednesday program can be completed in 24 months. Each Spring, the second option offers LEAF courses on Tuesday evenings (each LEAF class runs for eight consecutive weeks). This option can also 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)
- 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 PROGRAM

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-gerontology primary care nurse practitioner MS degree. Students may enter

the Adult-Gerontology Primary Care 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 adult-gerontology primary care 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)

The Nursing department is currently not accepting new students to this certificate program.

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 Caring for Children with Developmental Disabilities (1)
- HSC532 Caring for 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. Prerequisite or Corequisite: NUR 505/L or PAS517/L or equivalent. Offered Each Intersession. (GR)

HSC 530: Caring for 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 or Corequisite: Acceptance in the PHEPD Certificate program or permission from the instructor. Offered Each Semester. (GR)

HSC 532: Caring for 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 or Corequisite: Acceptance in the PHEPD Certificate program or permission from the instructor. 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 For the Adult-Gerontology Primary Care Nurse Practitioner (4)

This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role.

Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program. This course must be taken in the semester immediately preceding NUR561/L. Prerequisites or Co-requisites: NUR 509, completed no more than five years prior to registering for Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner. Offered Each Year (Fall). Students will be required to purchase special examination equipment by the onset of the semester in which this course is taken. Lecture 3 hours/week. (GR)

NUR 505L: Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner (0)

This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role.

Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program. This course must be taken in the semester immediately preceding NUR561/L. Prerequisites or Co-requisites: NUR 509, completed no more than five years prior to registering for Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner. Offered Each Year (Fall). Students will be required to purchase special examination equipment by the onset of the semester in which this course is taken. Lecture 3 hours/week. (GR)

NUR 509: Advanced Physiology/Pathophysiology for The Adult-Gerontology Primary Care Nurse Practitioner (3)

This course examines concepts and theories related to disorders of physiological processes, which result in health alterations and disease in the adult and geriatric patient in a primary care setting. Fundamental concepts from cellular to clinical manifestations of altered health and disease are presented. Critical thinking/reasoning, evidence based research and problem-based learning are implemented to support the application of theoretical knowledge about physiology and altered physiology (pathophysiology) to actual adult and geriatric patient situations in the primary care setting. Offered Each Year (Fall) and as needed. (GR)

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

This course explores topics essential to conceptualizing advanced nursing practice. Evolution, advancement and regulation of nursing practice are explored. Emphasis is placed on developing a high level of professionalism, including effective communication, leadership competencies, political advocacy and advanced use of knowledge, in nursing. The importance of understanding evidence based practice, the health care delivery system and factors affecting advanced nursing practice 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 is designed to familiarize students with contemporary issues pertaining to advanced nursing practice. Issues related to economics, ethics, culture and global perspectives of advanced nursing care, quality improvement, system change strategies, and models of care delivery and coordination will be explored. This course will prepare students to practice as leaders in an advanced nursing role. Prerequisite: Acceptance into Daemen Nursing Department, Graduate Division. This course is offered on campus and in a web-enhanced format. Offered Each Year (Summer). (GR)

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

This course explores theoretical frameworks as the foundation for 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 advanced nursing practice. This course is offered on campus and in a web-enhanced format. Offered Each Year (Summer). (GR)

NUR 517: Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner (1)

This course provides a foundation for the understanding of pharmacological principles that will assist the adult gerontology nurse practitioner in prescribing medications. An introduction to general principles of pharmacology that are essential for an understanding of individual drug actions will be presented. Special considerations of physiological changes with the geriatric client will be addressed in respect to prescribing of medications. Select groups of medications will be explored focusing on drug actions, therapeutic usage, side effects, drug interactions, and monitoring in adult and geriatric clients. Ethical and legal principles related to safe prescription writing will be detailed. This course is a companion course to NUR 519, and together with NUR 519, fulfills the pharmacology requirement for the graduate adult-gerontology nurse practitioner program. This course includes 15 instructional hours, incorporating face-to-face and online learning. Offered Each Year (Fall). (GR)

NUR 519: Selected Topics in Pharmacology for the Adult-Gerontology Primary Care Nurse Practitioner (2)

This course focuses on selected categories of medications that are commonly used in primary care management of adult and geriatric clients. Information about select 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, physiologic implications and monitoring in adult and geriatric clients. This course is a companion course to NUR 517, and together with NUR 517, fulfills the pharmacology requirement for the graduate adult-gerontology nurse practitioner program. This course includes 30 instructional hours, incorporating face-to-face and online learning. Lecture: 2 hours. Offered Each Year (Spring). (GR)

NUR 520: Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner Competency Challenge (1)

This course is designed for the graduate nursing student who has successfully completed NUR505 and NUR505L at Daemen College within 2 academic years. Advanced Health Assessment Competency Challenge (NUR520) objectives and competencies are the same as NUR505/NUR505L. Re-demonstration of these objectives and competencies are met by success in all written examinations including a comprehensive final examination, and 2 laboratory re-demonstration components. This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role. Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program; successful completion of NUR505/L taken at Daemen College within 2 academic years; successful completion of NUR509 taken within 5 academic years of NUR505/L. NUR520 must be taken in the semester immediately preceding NUR561/L. Offered as Needed. (GR)

NUR 520L: Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner Competency Challenge Lab (0)

This course is designed for the graduate nursing student who has successfully completed NUR505 and NUR505L at Daemen College within 2 academic years. Advanced Health Assessment Competency Challenge (NUR520) objectives and competencies are the same as NUR505/NUR505L. Re-demonstration of these objectives and competencies are met by success in all written examinations including a comprehensive final examination, and 2 laboratory re-demonstration components. This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role. Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program; successful completion of NUR505/L taken at Daemen College within 2 academic years; successful completion of NUR509 taken within 5 academic years of NUR505/L. NUR520 must be taken in the semester immediately preceding NUR561/L. Offered as Needed. (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-Gerontology Primary Care Practice 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-Gerontology Primary Care Practice Practice I Lab (0)

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

NUR 562: Adult-Gerontology Primary Care Practice Practice 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-Gerontology Primary Care Practice Practice 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 process of the inductive mode of research. The history, methods, and outcomes of qualitative research are examined in detail. A number of qualitative research methodologies including phenomenology, grounded theory, ethnography and action research are differentiated. Criteria for maintaining rigor in qualitative research are analyzed. The application of informatics to qualitative research is explored. An emphasis is placed on synthesizing qualitative research as a basis for practice. Lecture: two hours per week. Offered Each Year (Spring). (GR)

NUR 603: Quantitative Nursing Research (2)

This course addresses the deductive mode of research. Steps in the design, implementation and analysis of various quantitative methods will be explored. Criteria for establishing reliability and validity and quantitative research will be appraised. Quantitative methods as applied to informatics, trends in healthcare, and the relationship between quality and safety in practice will be discussed. Data management and statistical analysis will be reviewed. Emphasis will be placed on synthesizing research as a basis for practice. Offered each year (Fall) 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 successfully complete NUR604S Thesis Introductory Seminar (1 credit; web-enhanced format). Prior to enrollment in NUR604. 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 (including the 1 credit earned in NUR604S) 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 in order to complete the thesis requirement. (GR)

NUR 604S: Thesis Intro Seminar (1)

This introductory seminar is designed to introduce the graduate student to the thesis/project process. The course addresses the similarities and differences between the thesis and project options. Ethical issues in research, the human subjects research approval process, and the application of research to practice are explored. Throughout the course, students work to focus and develop a topic that is related to their program of study. By the end of the course, the student is encouraged to choose a particular topical area he/she wishes to focus on as he/she moves forward with the thesis or project. Students registering for a thesis or project credit for the first time are required to take the introductory seminar. After they have successfully completed the introductory seminar, students will continue their work on the thesis or project by working directly with their thesis chair and thesis committee. The thesis option provides the student with an opportunity to consider a theoretical question that relates to their graduate program of study and to attempt to answer this question through the research process. 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. The project option is a demonstration of expertise in a field of interest related to the graduate student's program of study, which serves to either 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. 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. Offered Each Year (Fall, Spring, Summer). (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 Thesis for the first time are required to successfully complete NUR605S Project Introductory Seminar (1 credit) 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: NUR605S. 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 (including the 1 credit earned in NUR605S) 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 605S: Project Introductory Seminar (1)

This introductory seminar is designed to introduce the graduate student to the thesis/project process. The course addresses the similarities and differences between the thesis and project options. Ethical issues in research, the human subjects research approval process, and the application of research to practice are explored. Throughout the course, students work to focus and develop a topic that is related to their program of study. By the end of the course, the student is encouraged to choose a particular topical area he/she wishes to focus on as he/she moves forward with the thesis or project. Students registering for a thesis or project credit for the first time are required to take the introductory seminar. After they have successfully completed the introductory seminar, students will continue their work on the thesis or project by working directly with their thesis chair and thesis committee. The thesis option provides the student with an opportunity to consider a theoretical question that relates to their graduate program of study and to attempt to answer this question through the research process. 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. The project option is a demonstration of expertise in a field of interest related to the graduate student's program of study, which serves to either 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. 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. Offered Each Year (Fall, Spring, Summer). (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)

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

1. PHYSICIAN ASSISTANT STUDIES (98 CREDITS):

- PAS510/L Advanced Human Anatomy I (2/0)
- PAS511 Clinical Microbiology/Immunology (3)
- PAS513 Clinical Laboratory Medicine (2)
- PAS514 Pathophysiology (3)
- PAS515 Fundamentals of Clinical Medicine I (5)
- PAS516/L Advanced Human Anatomy II (2/0)
- PAS517/L Physical Diagnosis I (3/1)
- PAS518 Pharmacology I (3)
- PAS519 Fundamentals of Clinical Medicine II (5)
- PAS520/L Physical Diagnosis II (2/1)
- PAS521 Pharmacology II (3)
- PAS522 Cultural and Psychosocial Dynamics of Medicine (3)
- PAS524 Clinical Pediatrics (2)
- PAS525 Clinical Problem Solving (3)
- PAS526 Surgery (3)
- PAS527 Geriatrics (2)
- PAS528 Emergency Medicine (3)
- PAS529 Research Methodology (3)
- PAS531 Preventive Medicine (2)
- PAS535-536 Medical Professional Issues I-II (1/2)
- PAS538/L Orthopedic Medicine (1/0)
- **CLERKSHIPS:** 30 credits: PAS601, 602, 603, 604, 605, 606, 607, 608, 609, 610 Clerkship I – X (3 credits each)
- PAS612/613 Research I-II (1/1)
- PAS614/615/616 Clinical Seminar I-II-III (2/2/2)

2. ADDITIONAL REQUIRED COURSES (6 CREDITS):

- **Statistics: Select one:**
 - NSC310 Biostatistics (3)

- PSY333 Statistics for Psychology and Social Sciences (3)
- PHI321 Medical Ethics (3)

MS: TOTAL PROGRAM REQUIREMENTS = 104 CREDITS

Admission Requirements

- Baccalaureate Degree. Overall GPA of 3.0 or higher (average of accepted students generally > 3.5)
- 8 credits of Biology with lab (e.g., Zoology, Botany, General Biology I and II, A & P I and II)
- 8 credits of General Chemistry
- 3 credits of Calculus
- 9 credits of Psychology and/or Sociology
- GPA of 3.00 or higher (average of accepted students generally > 3.4) in the following four courses completed within the past five years:
 - 4 credits of Microbiology, 300 level
 - 4 credits of Anatomy, 300 level
 - 4 credits of Physiology, 300 level
 - 4 credits of Organic Chemistry or Biochemistry
- 120 hours of direct patient contact experience
- The GRE is not required.
- The TOEFL is required, if applicable.

Applicants are **strongly** encouraged to complete at least 8 credits of 300 level or higher science coursework within 12 months of entering the physician assistant program.

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Physician Assistant Department.

Suggested Course Sequence

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

Physician Assistant Studies Courses

Physician Assistant Studies

PAS 510: Advanced Human Anatomy I (2)

Functional and applied human anatomy presented on a systemic basis. The course is divided into sections - general anatomical concepts, thorax, abdomen, perineum, and pelvis. This advanced course will go beyond basic anatomical concepts and emphasize in both lecture and laboratory sessions the functional anatomical relationship to pathological conditions commonly encountered in the primary care setting. The relationship between embryology and the study of pediatrics will be taught. Laboratory sessions will be organized using models and prosection cadavers. Small group interactions will be used to demonstrate problem-solving abilities related to clinical findings and physical examination. Prerequisites: Three year program acceptance; Corequisites: PAS 510L, 511, 513, 514, 516, 516L, 535. Offered Each Year (Fall). (GR)

PAS 510L: Advanced Human Anatomy Laboratory (0)

Laboratory techniques for Advanced Human Anatomy I. Corequisite: PAS 510. (GR)

PAS 511: Clinical Microbiology/Immunology (3)

This course focuses on the anatomy, physiology, and relationships of bacteria, fungi, protozoa, viruses, and rickettsiae and helminths. Included are the systemic diseases caused by these organisms, control of microorganisms, the host-parasite relationship, and the establishment of disease. The immune system and genetics will be discussed in detail including resistance to disease, immunity and serology, and immune disorders. Corequisites: PAS 510, 510L, 513, 514, 516, 516L, 535. Offered Each Year (Fall). (GR)

PAS 513: Clinical Laboratory Medicine (2)

This course focuses on basic laboratory procedures and physiology used to investigate clinical problems encountered in the primary care setting. In addition to office procedures, laboratory tests conducted in the hospital setting useful in making a diagnosis and evaluating treatment effectiveness will be emphasized. Tests relevant to hematology, chemistry, bacteriology, urinalysis, and immunology will be discussed. Students will be exposed to interpreting case studies and laboratory reports. Prerequisite: Three year program acceptance; Corequisites: PAS510, 510L, 511, 513, 514, 516, 516L, 535. Offered Each Year (Fall). (GR)

PAS 514: Pathophysiology (3)

General concepts of disease are covered including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. Prerequisite: Three year program acceptance; Corequisites: PAS510, 510L, 511, 513, 516, 516L, 535. Offered Each Year (Fall). (GR)

PAS 515: Fundamentals of Clinical Medicine I (5)

This course provides an introduction to the study of the disease process. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to medical problems encountered in the primary care setting. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each system are discussed. Topics to include problems of the respiratory tract, cardiology, hematology, endocrinology, nephrology, urology, and gastroenterology. The course will use both lecture and seminar formats. The student learns the general principles of diagnostic imaging and electrocardiography. Prerequisites: Minimum grade of C in PAS 510, 511, 513, 514 and 516; Corequisites: PAS 517 and 518. Offered Each Year (Spring). (GR)

PAS 516: Advanced Human Anatomy II (2)

This course is a continuation of PAS 510, Advanced Human Anatomy. Functional and applied human anatomy presented on a systemic basis. The course is divided into sections: head and neck, back, extremities, and neuroanatomy. This advanced course will go beyond basic anatomical concepts and emphasize in both lecture and laboratory sessions the functional anatomical relationship to pathological conditions commonly encountered in the primary care setting. The relationship between embryology and the study of pediatrics will be taught. Laboratory sessions will be organized using models and prosection cadavers. Small group interactions will be used to demonstrate problem-solving abilities related to clinical findings and physical examination. Prerequisites: Three year program acceptance; Corequisites: PAS 510, 510L 511, 513, 514, 535. Offered Each Year (Fall). (GR)

PAS 516L: Advanced Human Anatomy II Lab (0)

Laboratory techniques for Advanced Human Anatomy II. Corequisite: PAS 516. (GR)

PAS 517: Physical Diagnosis I (3)

Physical Diagnosis I is the first module of a dual semester course. It is presented in the spring semester of the first year of the PA program and is complemented in the following fall semester by PAS 520 Physical Diagnosis II. PAS 517 is comprised of a 3 hour per week class lecture. The overall course objective is for the student to learn to perform and document a complete physical examination. Students will be expected to integrate the knowledge learned in anatomy, physiology, pathology, microbiology, and pharmacology relevant to some of the most common medical problems. Using appropriate medical terminology, students will demonstrate their ability to describe their clinical findings and assessments in both verbal and written formats. Students must keep in mind that clinical competency encompasses many factors including a solid fund of medical knowledge, proficiency in clinical skills, appropriate attitudes, behaviors and critical thinking skills in their approach to the patient's medical concerns. Prerequisites: Minimum grade of C in PAS 510, 511, 513, 514; Corequisites: PAS 515, 517L and 518. Offered Each Year (Spring). (GR)

PAS 517L: Physical Diagnosis I Laboratory (1)

Physical Diagnosis I Lab is a 2 hour per week lab which allows for students to learn, practice, and demonstrate the ability to perform an organ specific physical examination as well as a comprehensive head to toe physical examination by completion of the semester. Each week of the laboratory experience covers a different organ system's appropriate physical examination. Corequisite: PAS 517. Offered Each Year (Spring). (GR)

PAS 518: Pharmacology I (3)

This course is designed in sequence with the topics presented in Fundamentals of Clinical Medicine I and focuses on practical pharmacotherapeutics. Mechanisms of drug action, therapeutic uses, specific effects and toxicity, effects on organ systems, contraindications and drug interactions will be presented. Emphasis is placed on the most commonly used categories of drugs. Prerequisites: PAS 510, 510L, 511, 513, 514, 516, 516L, 535; Corequisites: PAS 515, 517, 517L. Offered Each Year (Spring). (GR)

PAS 520: Physical Diagnosis II (2)

This course is a 2 credit hour course (a continuation of Physical Diagnosis I) consisting of two hours of physical diagnosis lecture weekly. This course will provide opportunities for the student to apply the pertinent physical examination findings in response to focused historical data and specific patient complaints. The classroom lectures will prepare students to complete organ system specific and specialty specific cases in the laboratory setting. Successful completion of PAS 510, 511, 513, 514, 515, 516, 517, 518; Corequisites: PAS 519, 520L, 521, 531, 536, 538/L. Offered Each Year (Fall). (GR)

PAS 520L: Physical Diagnosis II Laboratory (1)

The physical diagnosis laboratory meets for 2 hours weekly. The psychomotor skills necessary for performance of the entire physical exam were obtained in Physical Diagnosis I Lab. In this semester students will be able to obtain a comprehensive and problem focused history, perform the appropriate physical examination, and document a patient encounter note for each organ system. Each student will also complete one lab on the female pelvic examination and one lab on the male genitourinary examination. Corequisite: PAS 520. Offered Each Year (Fall). (GR)

PAS 521: Pharmacology II (3)

This course is a continuation of PAS 518, Pharmacology I and designed in sequence with Fundamentals of Clinical Medicine II. Prerequisite: Minimum grade of C in PAS 515, 517, and 518; Corequisites: PAS 519, 520, 520L, 536, and 538. Offered Each Year(Fall). (GR)

PAS 522: The Cultural and Psychosocial Dynamics of Medicine (3)

Topic areas will include clinical decision-making and problem solving, domestic violence, rape, death and dying, developmental and intellectual disabilities, sexuality issues, substance abuse, HIV and other special topics. A critical review of selected readings will be required for seminar discussions. Students are introduced to concepts in health psychology and behavioral medicine which identify the cultural and psychosocial factors contributing to health, physical and emotional well being. Defenses and adaptations are discussed as related to the types of patients the students will work with. Other psychological responses to acute and chronic illness, disability, and death and dying, are discussed as they relate to the patient and the medical practitioner. Students are introduced to the techniques of modeling and role-playing and are required to participate in the roles of health care practitioner, patient and family member. Emphasis is placed on establishing a relationship, and understanding the effects of culture and personality types. Prerequisite: Minimum grade of C in PAS 515, 517, 518 and PHI 321. Corequisites: PAS 519, 520, 520L, 536, and 538 Offered Each Year (Fall). (GR)

PAS 524: Clinical Pediatrics (2)

This course is an introduction to the study of pediatric and adolescent medicine. It is designed to provide the PA student with a functional understanding of the pediatric exam, growth, development, and disease processes as they relate to the infant and child. Through integration of the basic and clinical sciences, the PA student will become acquainted with neonatology, as well as pediatric cardiology, hematology, nephrology, urology, orthopedics, infectious diseases, gastroenterology, surgery, and psychiatry. Practical application of pharmacological principles to case studies is required. Prerequisite: Minimum grade of C in PAS 519, 520, 521, 522, 536, and 538; Corequisites: PAS 525, 526, 527, 528, and 529 Offered Each Year (Spring). (GR)

PAS 525: Clinical Problem Solving (3)

This course consolidates all the topics of medicine by developing a logical methodology of assessment of disease processes or syndromes, and subsequent intervention. Students will master the ability to generate a differential diagnosis specific to the patients' presenting complaints, signs and symptoms and laboratory data. A case study format is used. Prerequisite: Prerequisite: Minimum grade of C in PAS 519, 520, 521, 522, 536, and 538; Corequisites: PAS 524, 526, 527, 528, and 529 Offered Each Year (Spring). (GR)

PAS 526: Surgery (3)

This course encompasses general principles related to the management and care of patients with surgical conditions. Wound healing and surgical techniques, pre- and post-operative management are studied. Surgical diseases of the head and neck, gastrointestinal, endocrine, cardiovascular, pulmonary, and urogenital system are covered. Basic procedures will be presented, including basic suturing technique, wound care, casting, splinting, aseptic technique, gowning and gloving, and other procedures necessary to function in the surgical setting. Prerequisite: Minimum grade of C in PAS 519, 520, 521, 522, 536, and 538; Corequisites: PAS 524, 525, 527, 528, and 529 Offered Each Year (Spring). (GR)

PAS 527: Geriatrics (2)

This course deals with aging and long term care and continues building on the student's awareness of the social context in which health care is provided to the elderly and chronically ill. The course emphasizes the development of communication skills necessary to enhance the humanistic practice of geriatric medicine. Students are required to interview chronic and acute geriatric patients in nursing home and acute care hospital settings. Through required readings, lectures, field experience and group discussions, the students will learn the fundamentals of geriatric medicine and the multi-dimensional aspects of long term care. Prerequisite: Successful completion of PAS510, 510L, 522, 513, 514, 515, 516, 516L, 517, 517L, 518, 519, 520, 520L, 521, 531, 535, 536, 538, 538L; Corequisites: PAS512, 524, 525, 526, 528, 529. Offered Each Year(Spring). (GR)

PAS 528: Emergency Medicine (3)

Initial, life-saving procedures on the critically ill and seriously injured are considered. Shock, trauma, burns, gastrointestinal, obstetrical, gynecologic, pulmonary, and cardiovascular emergencies are covered. Students are certified in advanced cardiac life support (ACLS). Students learn the principles of sterile technique and universal precautions. There are hands-on skill sessions. Prerequisites: Successful completion of PAS510, 510L, 511, 513, 514, 515, 516, 516L, 517, 517L, 518, 519, 520, 520L, 521, 531, 535, 536, 538, 538L and BLS CPR certification; Corequisites: PAS512, 524, 525, 526, 527, 528, 529. Offered Each Year (Spring). (GR)

PAS 529: Research Methodology (3)

Fulfills core competency: Information Literacy. Together with PAS 612 and PAS 613, combination of all three courses meet Research & Presentation requirement. Engaging in the process of clinical research design, students will develop skills that are necessary for reviewing objective data as a component of clinical practice. Students will identify a research question relevant to the practice of medicine and critically review the relevant clinical and scientific literature. Prerequisites: Successful completion of PAS510, 510L, 511, 513, 514, 515, 516, 516L, 517, 517L, 518, 519, 520, 520L, 521, 531, 535, 536, 538, 538L; CorequisiteS: PAS512, 524, 525, 526, 527, 528. Offered Each Year (Spring). (GR)

PAS 530: Preliminary Writing for Research (1)

Writing Intensive. This course is a Corequisite to PAS 529. (GR)

PAS 531: Preventive Medicine (2)

This course has been designed to provide the PA student with a functional understanding of prevention strategies employed in the primary care setting. Emphasis has been placed on applying appropriate interventions and services that have been proven effective in preventing disease and improving the human condition as it relates to the quality of life and longevity. In addition, nutrition will be a major focus in this course. Students will review the epidemiological distribution of disease and its sociologic implications. Prerequisites: PAS510, 510L, 511, 513, 514, 515, 516, 516L, 517, 517L, 518, 535; Corequisites: PAS519, 520, 520L, 521, 536, 538, 538L. Offered Each Year (Fall or Spring). (GR)

PAS 535: Medical Professional Issues I (1)

Medical Professional Issues is a two course series offered to all Daemen College Physician Assistant students. Part I establishes an introductory level of knowledge about the US healthcare system and the PA profession. Part II builds off this foundation and serves as the primary venue to examine, at great depth and breadth, the professional issues delineated in the 4th Edition of the ARC-PA Standards. Together, the courses allow students to gain the knowledge and skills to abide by the laws and regulations that govern the PA profession and the practice of medicine. But, perhaps more importantly, students will be prepared to be effective participants and leaders in the profession. Co-requisites: PS510/L, 511, 516/L, 513, 514, PHI321. Offered Each Year (Fall). (GR)

PAS 536: Medical Professional Issues II (2)

Medical Professional Issues is a two course series offered to all Daemen College Physician Assistant students. Part I establishes an introductory level of knowledge about the US healthcare system and the PA profession. Part II builds off this foundation and serves as the primary venue to examine, at great depth and breadth, the professional issues delineated in the 4th Edition of the ARC-PA Standards. Together, the courses allow students to gain the knowledge and skills to abide by the laws and regulations that govern the PA profession and the practice of medicine. But, perhaps more importantly, students will be prepared to be effective participants and leaders in the profession. Prerequisites: PAS510/L, 511, 515, 516/L, 517/L, 513, 514, 518, 535, NSC310 or PSY333, PHI321. Co-requisites: PAS519, 520/L, 521, 531, 536, 538/L. Offered Each Year (Fall). (GR)

PAS 538: Orthopedic Medicine (1)

An introduction to the study of musculoskeletal injuries and disease processes. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to medical problems encountered in the musculoskeletal system. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each region are discussed. This course includes the Orthopedic Skills Laboratory which focuses on the understanding of musculoskeletal special testing and physical examination skills by region. Prerequisites: PAS510/L, 511, 513, 514, 515, 516/L, 517/L, 518, 535, 536, NSC310 or PSY333, PHI321. Co-requisites: PAS519, 520/L, 521, 531, 536, 538L. Offered Each Year (Fall). (GR)

PAS 538L: Orthopedic Medicine Lab (0)

Laboratory portion of PAS538. Co-requisites:538. Offered Each Year (Fall). (GR)

PAS 601: Clerkship I (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 602: Clerkship II (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 603: Clerkship III (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 604: Clerkship IV (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 605: Clerkship V (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 606: Clerkship VI (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 607: Clerkship VII (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 608: Clerkship VIII (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 609: Clerkship IX (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 610: Clerkship X (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, psychiatry/behavioral medicine, and geriatrics. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614, 615, or 616. Offered Each Year (Summer, Fall, Spring). (GR)

PAS 612: Research I (1)

Fulfills core competency: Information Literacy. Writing Intensive. Together with PAS-529 and PAS-613, combination of all three courses meet Research & Presentation requirement. This is the first half of the final research and presentation requirement for students enrolled in the Physician Assistant curriculum. Students will refine the research, analytical, and writing skills they have gained at Daemen College required to research and write original documents based on source materials appropriate to the practice of medicine and approved by the faculty research advisor. During the summer of the student's final year in the program, the student will enroll in PAS 612. Working closely with a faculty research advisor, the student will identify a specific research question, conduct a thorough search of the relevant clinical research, critically analyze the publications and write the research paper. Students will collaborate through use of the electronic media and provide feedback on reviewed work in a constructive manner. Offered (Summer) (GR)

PAS 613: Research II (1)

Fulfills core competency: Information Literacy. Writing Intensive. Together with PAS-529 and PAS-612, combination of all three courses meet Research & Presentation requirement. Students utilize EBP (evidence-based practice) to present a clinical case to their peers in a Grand Rounds format. EBP is a widely accepted approach used by many medical professionals to encourage sound decision-making and ensure positive outcomes. EBP incorporates observation, research, clinical opinion/analysis and patient perspective into each case. Benefits of implementing EBP into clinical practice include improved patient outcomes, improved patient compliance and a commitment that a provider is up to date with the most recent guidelines and recommendations. This course will follow the completion of PAS 612 Research I. The student will choose a case that he/she participated in while on supervised clinical experiences and use EBP to present and facilitate discussion. The case will be presented to the student's peer research group and faculty advisor. Completion of this course will require students to demonstrate competency in critical thinking, creative problem solving, communication and information literacy. Offered Each Year (Spring). (GR)

PAS 614: Clinical Seminar I (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of supervised clinical practice experiences, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to supervised clinical practice experiences will register for a two-credit seminar each semester. Offered Each Year (Summer). (GR)

PAS 615: Clinical Seminar II (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of supervised clinical practice experiences, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to supervised clinical practice experiences will register for a two-credit seminar each semester. Offered Each Year (Fall). (GR)

PAS 616: Clinical Seminar III (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of supervised clinical practice experiences, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to supervised clinical practice experiences will register for a two-credit seminar each semester. Offered Each Year (Spring). (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 Lecture (3)
- BIO109/L-110/L General Biology I-II (3/1; 3/1)
- BIO330/L-340/L General Anatomy; General Physiology (4/0; 4/0)
- CHE110/L-111/L Chemistry I-II (4/0; 4/0)
- CMP315 Advanced Composition for Health Professionals (3)
- MTH134 Pre-Calculus (3)
- PHY101/L-102/L Physics I-II (3/1; 3/1)
- 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 (4/0; 4/0)
- PT501 Applied Biostatistics (3)
- PT504/L-505/L Clinical Functional Anatomy I & II (3/0; 2/0)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/0; 2/0)
- PT508/L Physiology of Exercise (3/0)
- PT509/L Principles & Applications of Physical Agents (4/0)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/0; 5/0)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT517 Clinical Medicine I (3)
- PT521/L Prosthetics & Orthotics (2/0)
- PT530 Psychosocial Aspects of Health and Disability (3)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (2/0)

- PT544/L-545/L Neuromuscular Rehabilitation I-II (4/0; 4/0)
- 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 (1/0)
- 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.

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](#) through PTCAS.

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.

MASTER OF SCIENCE IN ORTHOPAEDIC MANUAL PHYSICAL THERAPY

ORTHOPAEDIC MANUAL PHYSICAL THERAPY (30 CREDITS):

- 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

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. 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 five years of orthopaedic physical therapy clinical experience;
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 documentation of the Diplomae in Mechanical Diagnosis and Therapy

NOTE: In addition, 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 21.2 Current Concepts of Orthopaedic Physical Therapy, 3rd edition
- DVD, Research and Evidence Based Practice

Potential Fellows in Training must be Orthopaedic Section Members to register for this package.

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.

Physical Therapy Courses

Physical Therapy

PT 101: Freshman Seminar in Physical Therapy (1)

This course is designed to introduce students to the physical therapy profession and to the professional phase of the physical therapy curriculum. Students will be introduced to the history of the physical therapy profession, scope of practice, professional organizations, roles of other health care professionals, and the importance of scientific research and its link to the concept of evidence-based practice. Concepts related to managed care and the changing health care environment will be explored as they relate to the health care professional and consumer. Additionally, issues of contemporary practice will be discussed and debated. Prerequisite: PT freshman status or permission of instructor or PT Department. Offered Each Fall and Spring Semester (As Needed). (UG)

PT 201: Sophomore Seminar in Physical Therapy (1)

This course is the second in a sequence of two courses designed to introduce students to the professional phase of the physical therapy curriculum and the profession. Topics will include an introduction to medical terminology and documentation formats in physical therapy, principles of therapeutic communication, core values, sociocultural issues and cultural competence in health care delivery, issues in professional continuing education in a dynamic profession, and computer literacy in physical therapy. Prerequisite: PT 101 or permission of instructor or PT Department. Offered Each Fall and Spring Semester (As Needed). (UG)

PT 312: Principles of Teaching and Learning (3)

Fulfills core competency: Information Literacy. Together with CMP 315, Advanced Composition for Health Professionals, combination of both courses meets Research & Presentation requirement. The course focuses on educational principles associated with adult learning. Topics will include theoretical models of cognitive development, adult learning styles, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. The importance of designing educational experiences to meet the unique needs of the learner will be emphasized as they relate to individuals from different social, economic, and cultural backgrounds, as well as individuals with disabilities. Students will be required to design and orally present a learning activity to a selected audience. Prerequisites: PT 101, PT 201 or permission of instructor or PT Department. Offered Each Spring (As Needed). (UG)

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. This course will have distinct but related units to promote and enhance further proficiency in musculoskeletal rehabilitation patient/client management. The student will have an opportunity to engage in both the cognitive and psychomotor domains of learning for thrust and non-thrust manipulation of the spine and extremities. Paper cases will be analyzed to further enhance differential diagnosis skills. Students will present a patient case from their summer clinical internship (PT 577) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with musculoskeletal pathology. Students will be given carefully constructed musculoskeletal case studies not presented in Musculoskeletal Rehabilitation I or II (PT 514/PT 515). Through these case studies students will focus on knowledge and skills associated with examination and intervention in a higher order thinking manner. These cases will also highlight social / cultural / psychosocial issues, legal and ethical aspects of professional behavior, and integration of published literature into clinical practice. 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 530: Psychosocial Aspects of Health and Disability (3)

This course applies biopsychosocial models of health, illness, and disability, including psychosocial aspects of disability; social attitudes and perceptions; adjustment to and secondary effects of disability. This course will develop student competence in responding to individuals who are experiencing physical and psychiatric problems. This course is designed for Physical Therapy students to be taken in the professional phase of the curriculum. Students will have had exposure to patients with musculoskeletal and neurological disorders and will therefore be able to consider the issues addressed in the course in the context of specific illnesses and/or disabilities relating to these body systems. Through readings, guest speakers, video, and community experiences, and in class discussions, this course is intended to challenge one's paradigm of how one has perceived both physical and psychiatric disability. Discussions on quality of life, self-help, and recovery are intended to help one develop and sustain one's professional relationships with the individuals with whom one may assist in their recovery. As this course is intended to help one understand and respond with comfort to individuals who are experiencing physical and mental health problems, the student will have the opportunity to discuss various psychosocial issues that he/she has experienced personally, in his/her clinical exposure courses, internships and/or other settings, and using case studies towards a better understanding of how one might more effectively communicate and manage various challenges in the clinical setting. Prerequisites: PSY103; PT Second Year Spring professional status or permission of PT Department. Offered Each Year (Spring). (GR)

PT 532: Motor Control and Motor Learning (2)

This course explores conceptual issues in motor control and motor learning that form an important theoretical foundation for the practice of evidence-based physical therapy. We will examine historical and contemporary theories of motor control, postural control, information processing and motor learning, as frameworks for understanding goal-directed, functional movement. We will also explore theories of motor control and postural control as explanatory models for changes in movement capabilities, as well as typical and atypical development across the lifespan. The postural control process will also be explored from the 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. Environmental task demands will be analyzed from the perspectives of motor control, information processing, and motor learning. Potential functional constraints to the motor control and postural control systems will be explored using a systems model within the context of an ICF framework. (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 outpatient facilities utilized for the internship will focus on musculoskeletal 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)

MASTER OF PUBLIC HEALTH (MPH)

The Daemen Master of Public Health (MPH) degree is comprised of competencies across five key public health areas: (1) biostatistics, (2) epidemiology, (3) health services administration, (4) health education/behavioral science, and (5) environmental health. In addition to class room and web enhanced instruction, students also complete a 240-hour practicum. This field experience provides for real-world applications of training and builds experience working directly with public health professionals. A final capstone project provides students the opportunity to investigate an important public health problem in their area of interest.

The Daemen College MPH program offers three specialty tracks of study – Epidemiology, Community Health Education, and a Generalist Track. Regardless of which area of study students pursue, graduates from Daemen’s MPH program will be well prepared to serve their communities in promoting public health and well-being, and preventing disease and injury.

Daemen College also offers an **accelerated joint degree program in which students earn a Bachelor of Science in Health Promotion after four years and a Master of Public Health degree after the fifth year**. Access to the complete curriculum for the accelerated joint BS, Health Promotion and Master of Public Health program can be found here: [link coming soon].

Required Core Courses (20 credits)

- PH500 Epidemiology (3)*
- PH510 Psychosocial and Behavioral Foundations of Public Health (3)
- PH520 Research Methods in Health Promotion (3)*
- PH530 Web Environmental Health (3)
- PH540/L Public Health Biostatistics Lecture and Lab (3/2)
- PH550 Public Health Policy, Administration, and Management (3)

* PH 500 and PH 520 must be taken during the first semester offered

Required Specialty Track Courses; Choose One Track (12 credits)

COMMUNITY HEALTH EDUCATION

- PH560 Community Health Education (3 credits)
- PH562 Assessment and Planning in Community Health Education (3 credits)
- PH564 Implementation and Evaluation in Community Health Education (3 credits)
- PH566 Communication, Advocacy and Consultation in Community Health Education (3 credits)

EPIDEMIOLOGY

- PH568 – Advanced Epidemiology (3 credits)
- PH570 – Advanced Biostatistics (3 credits)
- PH572 – Chronic Diseases, A Lifecourse Approach (3 credit seminar)
- PH574 – Infectious Disease Epidemiology (3 credit)

GENERALIST

Choose any four courses (12 credits) from the other tracks or electives

Electives (6 credits)

Choose from electives that include topics on global health, grant writing, health disparities, community-based participatory research, public health nutrition, public health law and others as offered or approved by the department.

Summer Practicum (3 credits)

Under the direction of a faculty advisor, students complete a summer practicum in their specialty track in order to apply and to further develop their academic skills. Each practicum requires a minimum of 240 hours of documented work and a minimum number of designated weeks (typically 9) at the practicum site. In line with the service learning focus of Daemen College, the practicum, regardless of track, is a concerted effort to integrate classroom learning, community, and service, providing students an opportunity to work alongside members of and in service to the community, and to begin creating a network of colleagues outside of the College.

- PH600 Practicum – Community Health Education track
- PH601 Practicum – Epidemiology track
- PH602 Practicum – Generalist track

Capstone Seminar (1 credit) and Capstone Project (3 credits)

The capstone seminar (PH610) provides a supportive setting to help prepare students to identify and plan for their capstone project in their specialty track. The capstone project is a culminating experience

that provides students the opportunity to synthesize, integrate, and apply their curricular knowledge to a significant public health problem in their specialty track, and like the practicum, is completed in collaboration with a community partner.

- PH620 Capstone Project in Community Health Education
- PH621 Capstone Project in Epidemiology
- PH622 Capstone Project – General

TOTAL PROGRAM REQUIREMENTS = 45 CREDITS

Admission Requirements

Transfer Studies

Students in the MPH program may apply for up to six graduate transfer credit hours for courses taken from a public health accredited or public health-related accredited institution outside of the College with grades of B or better. Requests for transfer credit will be considered on an individual basis by the program director or departmental designee and must be approved additionally by the College Registrar. Grades assigned to transfer credits will not be included in the calculation of the student's grade point average.

Prerequisite Studies

There are no specific prerequisite courses that are required by students in order to be considered for the MPH program. However, applicants should have a demonstrated interest in public health through previous related academic studies or volunteer or employed public health related work.

Non-Matriculating Students

Non-degree or non-matriculating students may take no more than nine credits of "PH" courses before they are required to apply to the program. This does not apply to students admitted to the accelerated BS in Health Promotion / Master of Public Health linked degree program.

Program Policies and Student Expectations

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 Public Health degree must be completed within a period of five years from the student's enrollment for graduate study unless otherwise approved by the MPH program director. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the Graduate Catalog.

Course Repeats, Probation, and Dismissal

Any course for the MPH degree in which less than a grade of B- is earned must be repeated. No course can be repeated more than once. A maximum of two repeated courses is allowed. Students must maintain an overall minimum cumulative grade point average (GPA) of 3.0 at the end of each semester. Students who earn less than a B- in a course or less than a 3.0 semester or cumulative GPA will be placed on academic probation. Students must remediate unsatisfactory grades at the earliest opportunity.

Professional Conduct

Students are expected to conduct themselves in a manner commensurate with the standards of an institution of higher education and to abide by the "Standards of Honor and Professional Conduct Policies" established by the Division. These standards and policies are guided by the mission of our program and American Public Health Association (APHA) Core Values. Upon entering the MPH program, the essential values are expected to be our common understanding. As future public health leaders, professionalism and ethical conduct will influence how others perceive the field of public health. MPH students are required to maintain high standards for their work. This includes the necessity of remaining current on significant developments in the field and abiding by recognized ethical standards in the conduct and publication of research. As a member of the profession of public health, all matriculating MPH students are required to maintain student membership in the American Public Health Association (apha.org).

Graduation Requirements

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

1. Completion of all course work as defined on the student's Plan of Study, which is designed together with the student's Graduate Faculty Advisor.
2. Successful completion of a practicum and capstone.
3. A minimum grade of B- in any course. (Refer to the "Course Repeats" section for policies on course repeats.) Students must maintain an overall minimum cumulative grade point average (GPA) of 3.00.

4. Filing 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.

Public Health Courses

Public Health Courses

Public Health

PH 500: Epidemiology (3)

This course will provide an introduction to the basic concepts of epidemiology. Concepts for both chronic and infectious disease epidemiology will be taught. Course content will include an overview of the history of epidemiology, disease etiology, outbreak investigation, disease surveillance, and screening. Epidemiological research design concepts will be taught and include experimental and non-experimental designs, attributable, absolute and relative risk, odds ratios, random and systematic error, bias and confounding. Discussions of current public health issues will be illustrated and presented by faculty and students. Offered As Needed. (GR)

PH 510: Psychosocial and Behavioral Foundations of Public Health (3)

The course will focus on psychosocial theories of health, community change concepts and theories, economics and marketing in decision making, and policies shaped by social and behavioral science. Offered As Needed. (GR)

PH 520: Research Methods in Health Promotion (3)

Review and critical analysis of components of research design, including collection of data. Both quantitative and qualitative methodologies will be taught. Emphasis is on the health education professional as producer and consumer of research. Offered As Needed. (GR)

PH 530: Environmental Health (3)

This course will provide an introduction to the public health function of environmental and community health. This course is intended to give students a basic understanding of how environmental factors impact the health of people and the community, and of the efforts made to prevent or minimize the effects of negative impacts. The emphasis of this course is to explore the relationship of people to their environment -- how the environment affects their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. Offered As Needed. (GR)

PH 540: Public Health Biostatistics (3)

This course focuses on the application of research methods for public health. Themes include the application of statistical methods using statistical software and the interpretation of the results. Offered As Needed. (GR)

PH 540L: Public Health Biostatistics Laboratory (2)

Laboratory techniques for Public Health Biostatistics. (GR)

PH 550: Public Health Policy, Administration, and Management (3)

This course examines public health care systems and policy with integration of concepts for administration and management. Specific areas of study will include finance, ethics/law, need/demand and quality/effectiveness. Policy issues will be utilized and include medical care and public health preparedness. Offered As Needed. (GR)

PH 560: Community Health Education (3)

This course provides an overview of community health education. The history, theory, and settings for public health education will be discussed. Offered As Needed. (GR)

PH 562: Assessment and Planning in Community Health Education (3)

This course provides students with the knowledge and skills to assess health resources and needs, and to develop health education and promotion programs to meet specific needs in particular populations. The course further examines the program planning and development process, including both planning and program models, strategy/intervention selection, setting goals and objectives, and performing both primary and secondary needs assessments. Offered As Needed. (GR)

PH 564: Implementation and Evaluation in Community Health Education (3)

Students will explore the methods and techniques used by health educators to deliver a health education and health promotion program in the community. This course will review health education theories, program designs, and program implementation. Emphasis will be placed on the methodology of the health education program including: communication techniques; presentation channels and delivery; social marketing concepts; measuring outcomes and data collection. Students will design, implement and evaluate a health education program in the community. Offered As Needed. (GR)

PH 566: Communication, Advocacy and Consultation in Community Health Education (3)

This course is designed to advance communication skills and explore advocacy and consultative roles within the context of community health education. Offered As Needed. (GR)

PH 568: Advanced Epidemiology (3)

This course presents epidemiology in greater depth and detail than an introductory course. The intent of this course is to provide advanced level training for public health students interested in pursuing careers in public health research and need additional expertise in advanced epidemiology. An additional aim is to explore advocacy roles within the context of public health epidemiology. Offered As Needed. (GR)

PH 570: Advanced Biostatistics (3)

This course presents advanced topics in biostatistics to provide advanced level training for public health students interested in pursuing careers in public health research and need additional expertise in advanced biostatistics. Topics will include formulating scientific questions in terms of a statistical model, multivariate logistic and linear regression modeling, measures of association, stratification, matched pairs, mixed-effects modeling, analysis of rates, and survival analysis using proportional hazards models. Coursework will include the use of data analysis software for analysis of data. Offered As Needed. (GR)

PH 572: Chronic Diseases, a Lifecourse Approach (3)

This seminar course presents topics in chronic disease using a lifespan approach. Contemporary chronic health diseases across the life span, which are prevalent in both developed and developing countries, will be discussed including cardiovascular disease, obesity, cancer, stroke, Alzheimer's disease and others. Offered As Needed (GR)

PH 574: Infectious Disease Epidemiology (3)

This course covers concepts in the prevention and control of infectious disease. Pathogenesis, epidemiology, and control of infectious diseases affecting global health will be explored. Offered As Needed. (GR)

PH 577: Global Health and Comparative Global Public Health Systems (3)

The course introduces the many contexts of global health. Critical issues to be explored include: the multiple determinants of health; the disparities and burden of disease experienced around the globe, particularly by such populations as women and children; the ethical dimensions related to such disparities; current health priorities, and the importance of global health in the terms of development. The Millennium Development Goals will be referred to as a standard for future goals on a global scale. Offered As Needed. (GR)

PH 579: Contemporary Issues in Community Health Education (3)

Using examples from contemporary and emerging topics in public health, students are presented with strategies for effective community health education. This course will include discussions on contemporary health problems, the use of health education tools for treatment and prevention of health problems, and obstacles to health education. Offered As Needed. (GR)

PH 581: Community-Based Participatory Research for Community Health (3)

Community-based participatory research is an approach that combines evidence-based research strategies with collaborative community based strategies to bridge the gap between research and community health practice. Establishing effective societal behavioral change for improving community health is a primary outcome for measuring success of community-based participatory research. This approach recognizes that community partnerships are essential in the development, implementation, and evaluation of community health programs. Students will be exposed to definitions and principles for this approach. Through lectures, readings, and discussion they will also be exposed to various research designs, ranging from those that emanate from the community, community-academic partnerships, and academic research projects that depend on community participation. Students will also discuss implementation of such research and evaluation strategies. Offered As Needed. (GR)

PH 589: Grant Writing and Scholarship Dissemination in Community Health (3)

Through lectures, readings, and discussion students will learn grant writing and reviewing skills and methods for disseminating scholarship outcomes in public health. As part of this course, students will identify potential funding agencies for public health interventions, develop a grant proposal and gain experience in understanding how to disseminate public health outcomes. Offered As Needed. (GR)

PH 591: Global Public Health Policy and Development (3)

Through lectures, readings, and discussion, students will understand the factors influencing global health, and the interdependence between developed and developing countries in improving global health. Epidemiologic, nutrition, socioeconomic, and cultural factors that affect global health efforts will be discussed. Considerations when working in a developing country, including potential problems and barriers, will be reviewed. Offered As Needed. (GR)

PH 593: Professional Medical Writing (3)

Public health professionals must be able to write clearly and effectively. This course prepares the student to synthesize knowledge through the engagement of professional medical writing and scholarship. Students will learn the fundamental skills of professional writing: clarity, accuracy, precision, and brevity. Advanced instruction focuses on several forms of expository writing common in the health professions while emphasizing effective communication between the writer and different audiences. Additionally, a capacity to critically analyze and to accurately evaluate research (information and evidence) is integral to the professional writer. Emphasis is placed on cultivating critical thinking skills to prepare exemplars of scholarly medical writing. Offered As Needed. (GR)

PH 595: Cultural Competency and Health Disparities in Public Health (3)

Through lectures, readings, and discussion, students will come to understand health disparities and factors that influence race-, ethnic-, and class-based health disparities among various community groups and individuals. The role of health disparities in public health will be discussed, and strategies will be presented to help protect and promote health in the most vulnerable and underrepresented U.S. populations. Offered As Needed. (GR)

PH 600: Practicum-Community Health Education (3)

Under the direction of a faculty advisor, the student completes a practicum in his/her specialty track in order to apply and to further develop their academic skills. Each practicum requires a minimum of 240 hours of work at the practicum site. Students selecting a focus in global health will complete the practicum in an international setting. Offered Each Year (Summer). (GR)

PH 601: Practicum-Epidemiology (3)

Under the direction of a faculty advisor, the student completes a practicum in his/her specialty track in order to apply and to further develop their academic skills. Each practicum requires a minimum of 240 hours of work at the practicum site. Students selecting a focus in global health will complete the practicum in an international setting. Offered Each Year (Summer). (GR)

PH 602: Practicum (3)

This practicum will be taken by students in pursuit of the Generalist track of the MPH program. Under the direction of a faculty advisor, the student completes a practicum in order to apply and to further develop their academic skills. Each practicum requires a minimum of 240 hours of work at the practicum site. Students selecting a focus in global health will complete the practicum in an international setting. Offered Each Year (Summer). (GR)

PH 610: Capstone Seminar (1)

This seminar provides an opportunity for students to reflect on and discuss their practicum experience with other students. It also provides a supportive setting to help prepare students to identify and plan for their capstone project in their specialty track. Offered Each Year (Fall). (GR)

PH 620: Capstone Project in Community Health (3)

The capstone project will be completed on a topic pertinent to the student's specialty track. If completing a focus in global health, the project must also have global health relevance. Offered Each Year (Spring) (GR)

PH 621: Capstone Project in Epidemiology (3)

The capstone project will be completed on a topic pertinent to the student's specialty track. If completing a focus in global health, the project must also have global health relevance. Offered Each Year (Spring) (GR)

PH 622: Capstone Project (3)

This capstone project will be taken by students in pursuit of the Generalist track of the MPH program. The capstone project will be completed on a topic pertinent to Public Health. If completing a focus in global health, the project must also have global health relevance. Offered Each Year (Spring). (GR)

MASTER OF SOCIAL WORK

Program Description

The Master of Social Work (MSW) Program is designed to train students for advanced social work practice with systems of any size (micro, mezzo, and macro). In the foundation year of the master of social work curriculum, students are taught the basics of generalist social work practice. The concentration year focuses on the development of clinical practice skills such as using the DSM-V, managing crisis, applying advanced clinical techniques, demonstrating competency in a clinical practicum that emphasizes children and families, and students will focus on the clinical needs of other marginalized groups. After the completion of this program, students are encouraged to sit for licensure at the LMSW (Licensed Master of Social Work) or LCSW (Licensed Clinical Social Worker) levels.

The two year MSW program is a 60 credit hour program and the one year Advanced Standing MSW Program is a 30-33 credit hour program. Students are required to complete a minimum number of clock hours in field education.

Mission Statement

The Mission of the Daemen College Master of Social Work Program is to provide intimate, quality graduate education that will prepare students with the generalist knowledge and skills to become competent clinical social work practitioners. Our students will seize opportunities to work on behalf of ALL at-risk populations locally and globally. Furthermore, through advocacy, activism, ethics, research, scholarship, altruism and innovative practices demonstrated by the program faculty and staff, students will emulate these unique qualities and make their own individual and collective contributions to the profession of social work.

Program Goals

Goal 1- Prepare students to work with and on behalf of diverse populations.

Goal 2- Prepare students for basic generalist practice with systems of any size.

Goal 3- Prepare students for advanced clinical practice with a focus on children and families.

Goal 4- Prepare graduates to impact the profession of social work locally and globally.

Goal 5- Prepare students to effectively use scholarship and research for the benefit of their practice and the profession.

Goal 6- Prepare students for advocacy and activism to reduce oppression, social and economic injustices.

Goal 7- Prepare students for life-long learning in the profession of social work and other allied areas.

Master of Social Work Programs:

Advanced Standing MSW

Admission Requirements:

Earned a Bachelor's Degree in Social Work (BA, BS or BSW) within the last five years from a CSWE accredited program.

Submit ALL official transcripts from colleges and universities attended (Regionally accredited colleges and universities only).

Complete and submit a Daemen College graduate school application (Application fee \$25.00) and fulfill the admission requirements of the Graduate School at Daemen College.

Complete and submit a 3-4 page typed personal statement that focuses on the following points:

- Your experience in social work, including volunteer experience.
- The life experiences that impacted your interest in social work.
- Your personal qualities that will be useful in serving others as a social work professional.
- Your values that will be useful in serving others as a social worker.
- Your career goals and how social work education will help you achieve these goals.

Have an overall GPA of 3.0 and GPA of 3.2 or higher in major courses such as

- Social Work Methods I/II
- Research Methods I
- Human Behavior in the Social Environment I/II
- Field Instruction I/II

Provide three letters of reference: 1 letter from the BSW Program Chair; 1 letter from an academic source and 1 letter from volunteer/community source.

- Provide a copy of final evaluations (Field Instruction I and II)
- Have completed courses in Human Biology and Statistics with a grade of “C” or better
- A minimum combined, verbal and quantitative, score of 285 or higher (800 on GRE Scores prior to 2012) on Graduate Record Examination (GRE) taken within five years prior to application for admission

REQUIRED COURSES

- SW514 Applied Research and Data Analysis (3)*
- SW611 Crisis Management w/ Evidenced Based Interventions (3)
- SW612 Advanced Clinical Practice w/ Evidence Based Interventions (3)
- SW617 Psychopathology (3)
- SW619 Field Instruction III and Seminar (3)
- SW620 Field Instruction IV and Seminar (3)
- SW652 Concentration: Children and Families I* (3)
- SW653 Concentration: Children and Families II* (3)
- SW680 Social Work Licensure Preparation (0)
- SW682 Clinical Practice w/ Children (3)
- Elective Credit (3)

*Entering Advanced Standing students without a second research course, must take this course.

**Concentration: Children and Families I and II

TOTAL PROGRAM REQUIREMENTS = 30-33 CREDITS

Traditional MSW

Admission Requirements:

A baccalaureate degree from an accredited college or university.

Submit ALL official transcripts from colleges and universities attended (Regionally accredited colleges and universities only).

Complete and submit a Daemen College graduate school application (Application fee: \$25.00) and fulfill the graduate admissions requirements of Daemen College.

Complete and submit a 3-4 page typed personal statement that focuses on the following points:

- Your experience in social work, including volunteer experience.
- The life experiences that impacted your interest in social work.
- Your personal qualities that will be useful in serving others as a social work professional.
- Your values that will be useful in serving others as a social worker.
- Your career goals and how social work education will help you achieve these goals.

Provide three letters of reference: 2 from an academic source and 1 from a volunteer experience.

A minimum combined, verbal and quantitative, score of 285 or higher (800 on GRE Scores prior to 2012) on Graduate Record Examination (GRE) taken within five years prior to application for admission.

Have an overall GPA of 2.7 or higher.

Have completed courses in Human Biology and Statistics with a grade of "C" or better.

REQUIRED COURSES

- SW511 Foundations of Micro/Mezzo Practice (3)
- SW512 Foundations of Macro Practice (3)
- SW513 Social Work Research (3)
- SW514 Applied Research and Data Analysis (3)
- SW515 Oppression, Power and Change (3)
- SW516 Social Welfare History, Policy and Services (3)
- SW517 Human Behavior in the Social Environment I(3)
- SW518 Human Behavior in the Social Environment II (3)
- SW519 Field Instruction I and Seminar (3)
- SW520 Field Instruction II and Seminar (3)
- SW611 Crisis Management w/ Evidenced Based Interventions (3)
- SW612 Advanced Clinical Practice w/ Evidence Based Interventions (3)
- SW617 Psychopathology (3)
- SW619 Field Instruction III and Seminar (3)
- SW620 Field Instruction IV and Seminar (3)
- SW652 Concentration: Children and Families I* (3)
- SW653 Concentration: Children and Families II* (3)
- SW680 Social Work Licensure Preparation (0)

- SW682 Clinical Practice w/ Children (3)
- Elective Credit (6)

*Concentration: Children and Families I and II

TOTAL PROGRAM REQUIREMENTS = 60 CREDITS

Practice Concentrations:

- Child and Families

Time Limitation for Degree Completion

Excluding an approved leave of absence, all requirements for the MSW, Social Work and MSW, Advanced Social Work must be completed within a period of four (4) calendar years, effective from the first date of matriculation in the program.

The Master of Social Work Program at Daemen College does not award credit for life experience

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.

Social Work and Sociology Courses

Social Work

SW 511: Foundations of Micro/Mezzo Practice (3)

Foundations of Micro and Mezzo Practice is the first course in the two-course practice methods sequence in the Master of Social Work (MSW) program. This course places emphasis on helping students develop basic practice knowledge and skills necessary for micro and mezzo generalist social work practice (i.e. working with individuals and families). This course presents a conceptual framework that covers the basic elements of generalist social work practice. Students will be introduced to the philosophy, values, ethics, and knowledge base of professional social work practice. Offered Each Year (Fall). (GR)

SW 512: Foundations of Macro Practice (3)

This course prepares students to use professional knowledge, values, and skills in generalist practice with organizations and communities. Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work practice. Offered Each Year (Spring). (GR)

SW 513: Social Work Research (3)

This course presents the conceptual foundations and methods of research in order to help students integrate research knowledge with professional social work practice. The process of research is followed from problem identification to the conceptualization of research questions, sampling, design, measurement, data collection, and analysis. Offered Each Year (Fall). (GR)

SW 514: Applied Research & Data Analysis (3)

Students apply quantitative and qualitative research to promote understanding of scientific, analytic, and ethical approaches to building knowledge for practice. The content prepares students to utilize research to provide high quality services, initiate change, improve practice, policy, and service delivery systems as well as evaluate their own practice. Offered Each Year (Spring). (GR)

SW 515: Oppression, Power & Change (3)

This course examines institutionalized oppression and its implications for social work practice at all levels, emphasizing the consequences of social inequality and the social worker's responsibility to fight oppression. This is a writing and reading intensive course. There will be 2-3 major papers and one group project. The course format is seminar style. Offered Each Year (Fall). (GR)

SW 516: Social Welfare History, Policy And Services (3)

This course gives an overview of the history of social welfare policy, services and the profession of social work. Additionally, this course will cover assessment of policy as it directly affects service delivery. It examines the responsibilities and roles of a generalist worker in policy development, policy clarification, and change in policy implementation. Offered Each Year (Spring). (GR)

SW 517: Human Behavior and the Social Environment (3)

This course focuses on the development of the individual from conception through middle childhood and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on that development. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. Offered Each Year (Fall). (GR)

SW 518: Human Behavior and the Social Environment II (3)

This course focuses on the development of the individual from middle adolescence/young adulthood through very old age and the impact of various aspects (i.e., family, groups, organizations, and community) of the social environment on that development. Offered Each Year (Spring). (GR)

SW 519: Field Instruction and Seminar (3)

This course offers practical experience in a social service agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 16 hours per week in an approved agency setting under the supervision of a staff member. Students also attend three day long field seminars during the semester. Offered Each Year (Fall). (GR)

SW 520: Field Instruction II and Seminar (3)

This course offers practical experience in a social service agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 16 hours per week in an approved agency setting under the supervision of a staff member. Students also attend three day long field seminars during the semester. These seminars focus on personal and professional development. Offered Each Year (Spring). (GR)

SW 547: Selected Topics (1 - 3)

(GR)

SW 601: MSW Bridge Course (2)

(GR)

SW 611: Crisis Management With Evidence Based Interventions (3)

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with crisis intervention. The prevalence of acute crisis situations in our society necessitates that social workers acquire a knowledge and skill base for effective and professional crisis intervention. Offered Each Year (Fall). (GR)

SW 612: Advanced Clinical Practice With Evidence Based Intervention (3)

This course examines theories of direct social work practice (i.e., psychodynamic/developmental, cognitive, and behavioral) and their application in the engagement, assessment, diagnosis, case conceptualization, treatment planning, interventions, and evaluation of individual clients. This is an advanced practice seminar in which mastery of all previous generalist and direct practice coursework of the graduate curriculum is assumed. Offered Each Year (Spring). (GR)

SW 617: Psychopathology (3)

This course is designed to provide students with an in-depth knowledge of major forms of emotional disorder manifested in children and adults. Offered Each Year (Fall). (GR)

SW 619: Field Instruction III and Seminar (3)

This course offers students an advanced experience in a social service agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 20 hours per week in an approved agency setting under the supervision of a staff member. Students are to complete 300 hours in a social service agency. Offered Each Year (Fall). (GR)

SW 620: Field Instruction IV and Seminar (3)

This second part of this course offers student an advanced experience in a social service agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 20 hours per week in an approved agency setting under the supervision of a staff member. Students are to complete 300 hours in a social service agency. Offered Each Year (Spring). (GR)

SW 652: Concentration: Children and Families I (3)

This course utilizes a system of care framework that emphasizes family-centered practice, cultural competence, and community-based services as contexts for the development of basic competencies in child and family practice, with child welfare constituting a major context for such practice. The course also examines the early history of child welfare and moves through various time periods that influenced the growth of child welfare. Offered Each Year (Fall). (GR)

SW 653: Concentration: Children & Families II (3)

This course expands upon SW 652 by applying the frameworks and practice models learned in the previous course to specific issues facing children and families, including child maltreatment, domestic violence, substance abuse, mental illness, emotional and behavioral disorders, grief and loss, developmental crises, and interactions with the criminal justice system. This course also examines local and global trends in child welfare. Offered Each Year (Spring). (GR)

SW 680: Social Work Licensure Preparation (0)

This course is designed to expose students to issues and information that are pertinent for preparing to take the ASWB (Association of Social Work Boards) graduate and clinical level licensing examination. Offered Each Year (Spring). (GR)

SW 682: Clinical Practice With Children (3)

This course provides an in-depth study of issues related to clinical social work practice with immigrants and refugees. It is set in the macro context of understanding global trends in immigration, immigration to the U.S. and related public policy responses in terms of their influence on the lives of persons coming to this country and on the service delivery systems intended to serve them. Offered Each Year (Spring). (GR)

ADMINISTRATION

Gary A. Olson, *President*; B.A., Kings College; M.A., University of Connecticut; Ph.D., Indiana University of Pennsylvania.

Michael S. Brogan, *Vice President for Academic Affairs and Dean of the College*; A.S., Erie Community College; B.S., Daemen College; M.S., Ph.D., University at Buffalo; D.P.T., Daemen College.

Patricia Ruppert Brown, *Vice President for Enrollment Management*; B.A., M.A., State University of New York College at Oswego; Ph.D., Northern Arizona University.

Kelly Duran, *Chief Information Officer*; B.S., Canisius College.

Sherrie A. Gustas, *Executive Director, Office of the President and Board of Trustees*; B.S., Medaille College; M.S., SUNY Buffalo State.

Craig A. Harris, *Vice President for Institutional Advancement*; B.A., State University of New York College at Fredonia; M.S., SUNY Buffalo State.

Robert E. Mills, *Special Assistant to the President*; B.A., University of Maryland-College Park; M.A., George Washington University; J.D., Georgetown University Law Center.

Greg J. Naylor, *Vice President for Student Affairs and Dean of Students*; B.A., M.Ed., State University of New York at Potsdam; Ph.D., University of Virginia.

Bridget Niland, *Director of Athletics and Special Assistant to the President*; B.A., Ed.M., J.D., University at Buffalo.

Richard Schott, *Vice President for Business Affairs and Treasurer*; B.S., Canisius College; M.B.A., Medaille College.

Presidents Emeriti

*M. Alphonse Kampshoff, OSF

*M. Angela Canavan, OSF

*Robert S. Marshall, Ph.D.

Martin J. Anisman, Ph.D.

The Board of Trustees

Thomas P. Stewart '74

Chair

Catherine M. LePage-Campbell '84

Vice Chair

Richard J. Day

Secretary/Treasurer

Gary A. Olson

President (Ex Officio)

David W. Anderson

Caroline Hassett Buerk '59

Audre Bunis

Robert M. Chur

Dale B. Demyanick '79

Jed Dietrich

Dennis Elsenbeck

Alan Gracie

Donald B. Hutton

Hratch Karamanoukian

Seymour H. Knox, IV

Gail Y. Mitchell

Dorothy Mueller '66, OSF

Thomas M. Reynolds

Shandra Spicer

Connie Vari

Jeffrey A. Wellington

Arthur G. Wingerter

Wayne D. Wisbaum

Edith Wyss '66, OSF

Brenda L. Young

John R. Yurtchuk
JoEtte Mosey-Zaccagnino

Trustees Emeriti

*Thomas W. Bowen
Thomas E. Brydges
Adrian F. Dedecker, Jr.
*Leonard Greenfield
*Edward P. Gueth, Jr.
Nedra J. Harrison '73
Peter F. Hunt
*William W. Kimmins, Jr.
*Charles L. Lumsden
Lynn S. Millane
*Milton Milstein
Hon. Henry J. Nowak
Gregory M. Oehler
*Jean R. Oshei
*Joan Ellis Shatkin
*M. Angelice Vogt, OSF
Paul A. Willax

Faculty Emeriti

James A. Allen
Professor Emeritus
*Mary Urban Archer, OSF
Professor Emerita
Ellen Banks
Professor Emerita
John Blest
Professor Emeritus
Richard Cimbalo
Professor Emeritus
Rosalind F. Cramer
Professor Emerita
J. Edward Cuddy
Professor Emeritus
Marion Short Elmer

Professor Emerita
*Jeanne File, OSF
Professor Emerita
Joan Gunther
Professor Emerita
*M. Rachel Hooper, OSF
Professor Emerita
Abu Ismail
Professor Emeritus
Richard Johnston
Professor Emeritus
*Arnold Kieltsch
Professor Emeritus
*James K.Y. Kuo
Professor Emeritus
Karen Little
Professor Emerita
Thomas J. Maass
Professor Emeritus
Bruce Marzahn
Professor Emeritus
*John Masterson
Professor Emeritus
Carol Maull
Professor Emerita
*Edward J. McMahon
Professor Emeritus
James Moran
Professor Emeritus
*Elizabeth S. O'Neil
Professor Emerita
William Predmore
Professor Emeritus
*M. Vivian Rauch, OSF
Professor Emerita
Charles Reedy
Professor Emeritus
*Charles Sabatino
Professor Emeritus
*M. Francesca Schlang, OSF

Professor Emerita

*Richard S. Schweichler

Professor Emeritus

John Segmen

Professor Emeritus

Peter Siedlecki

Professor Emeritus

*Wilma Sorohan, OSF

Professor Emerita

John Starkey

Professor Emeritus

Virginia C. Suhalla

Professor Emerita

*Katherine Sullivan

Professor Emerita

Christopher Wilson

Professor Emeritus

Alfred W. Zielonka

Professor Emeritus

* deceased

ADMINISTRATIVE STAFF

Office of Institutional Advancement

Jillian Covert, *Director of Advancement Services*; B.A., The College at Brockport; M.S., Daemen College.

Kathryn Graf, *Director of Alumni Relations*; B.F.A., Daemen College; M.S., Canisius College.

Justin M. Johnston, *Director of Development & Gift Officer*; B.A., Daemen College; M.S., Canisius College.

Michael A. Morgan, *Director of Publications*; B.S., SUNY Buffalo State.

Patricia Smith, *Director of Leadership Giving*; B.S., The College at Brockport.

Margene W. Weiss, *Director of Conferences & Events*; B.A., Gettysburg College; M.A., Ohio State University.

Joyce Strobel, *Graphic Designer*.

Office of Special Assistant to the President

Paula Witherell, *Director of Institutional Communication*; B.A., SUNY Buffalo State.

Office of the Vice President for Enrollment Management

Frank Williams, *Associate Vice President for Enrollment Management and Dean of Admissions*; B.A., SUNY College at Fredonia; M.Ed., University at Buffalo.

Kelly Monkelbaan, *Executive Director of Enrollment Research*; A.A.S., Villa Maria College; B.S., M.S., Daemen College.

Julie Harpst, *Assistant Director of Enrollment Research*.

Casey Button, *Assistant Director of Transfer Admissions*; B.A., SUNY College at Oswego; M.S., University at Buffalo.

Nicole DeStefano-Stone, *Director of Transfer Admissions*; B.A., Mansfield University; M.S., Daemen College.

Caroline Falcone, *Associate Director of Undergraduate Admissions*; B.A., M.S., Alfred University.

David Johnson, *Associate Director of Undergraduate Admissions*; B.A., Daemen College.

Kevin W. Fricano, *Assistant Director of Transfer Admissions*; B.A., SUNY Buffalo State; M.L.S., University at Buffalo.

Luke Ramey, *Director for Graduate and National Admissions*; B.S., M.S., Daemen College.

Colleen Lanigan, *Admissions Counselor*; B.S., Mercyhurst College; M.S.W., University at Buffalo.

Kayle Butler, *Admissions Counselor*; B.S., Northern Arizona University.

Linda A. Koller, *Executive Director of Marketing*; B.A., Florida State University; M.S., Daemen College.

Yolanda Morris, *Director of Admissions Events & Special Programs*; B.A., Russell Sage College; M.S., SUNY Buffalo State.

Isaac Williams, *Web Marketing Manager*; B.A., M.S., University of Phoenix; M.F.A., Full Sail University.

Derrick Porter, *Web Content Specialist*; B.A., M.S., SUNY Buffalo State.

Megan Mahoney, *Marketing Assistant*; B.A., University at Buffalo.

Office of the President

Sherrie Gustas, *Executive Director, Office of the President and Trustee Affairs*; B.S., Medaille College; M.S., SUNY Buffalo State.

Office of the Vice President for Academic Affairs

Ann E. Robinson, *Executive Director of Global Programs*; B.A., New York University; Ed.M., Teachers College, Columbia University.

Krista Rockholt, *Assistant Director, Global Programs*, B.A., Pepperdine University; Ed.M., University at Buffalo.

Roberta Freedenberg, *Education Placement Coordinator*; B.S., SUNY Buffalo State; M.S., Adelphia University.

Patricia L. Beaman, *Director of Institutional Research*; B.A., University of Massachusetts; M.A., University of Delaware; Ph.D., University of Kentucky.

Kathleen C. Boone, *Associate Vice President for Academic Affairs (Associate Dean of the College, Dean of Graduate Studies, Title IX and 504/ADA Coordinator)*; B.A., Houghton College; M.A., Ph.D., University at Buffalo.

Doris Murphy, *CPCU, Executive Director, Office of Academic Affairs*; A.A.S., Bryant & Stratton College; B.S., M.S., Daemen College.

Sabrina Fennell, *Assistant Dean of Academic Support Services*; B.S., SUNY College at Fredonia; M.S., SUNY Buffalo State.

Adriane Williams, *Associate Director for Academic Advisement and First Year Initiatives*; B.A., Daemen College; M.S., SUNY Buffalo State.

Alyssa Crofts, *Academic Advisor*; B.S., M.A., The College at Brockport.

Robin King, *Director, Academic Grants & Sponsored Programs*; B.A., University of Vermont; M.S.W., San Diego State University.

Mimi Steadman, *Associate Vice President for Institutional Effectiveness*; B.S., Cornell University; M.S., University of Rhode Island; Ed.D., University of California at Berkeley.

Michael R. Berta, *Director of Educational Development*; B.A., Canisius College; M.A., Ed.D., University of Phoenix.

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

Karen Moronski-Chapman, *Data Analyst*; B.A., Daemen College; M.Ed., University at Buffalo.

Irene Holohan-Moyer, *Registrar*; B.A., M.Ed., University at Buffalo.

Rimma Nisnevich, *Sr. Data Specialist*; Diploma (B.S./M.S.), College of Energy, Belarusian Polytechnic Institute.

Katelyn Letizia, *Registration Advisor*; B.A., SUNY Buffalo State; M.S., Canisius College.

Kim Kerrigan, *Registration Advisor*; B.S., New Mexico State University; M.S., Daemen College.

Tiffany Shadden, *Associate Registrar*; B.S., Daemen College; M.B.A., Medaille College.

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

Tiffany Hamilton, *Assistant Director of Arthur O. Eve H.E.O.P.*; B. S., SUNY College at Fredonia; M.S., SUNY Buffalo State.

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.

Lindsay Masters, *Writing Specialist*; B.S., SUNY College at Fredonia; M.S., Canisius College.

Maureen Millane, *Associate Vice President for Community Engagement, Creativity, and Career Development*; B.S., Cornell University; M.B.A, Canisius College; Ph.D., University at Buffalo.

Lamark Shaw, *Assistant Director of Career Services*; B.S., SUNY Buffalo State; M.A., Medaille College.

Ashley Breth, *Career Counselor*; B.S., Daemen College.

Melissa Peterson, *Director, RIC & Library Services*; B.A., Binghamton University; M.A., M.L.S., University at Buffalo.

Kara McGuire, *Assistant Director, RIC & Library Services, Circulation/Interlibrary Loan Librarian*; B.A., SUNY Buffalo State; 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.

Rebecca Bley, *Reference and Instruction Librarian*; B.A., SUNY College at Fredonia; M.L.S. University at Buffalo.

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

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

Catherine Zawodzinski, *Data Manager, Education Department*.

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

Vincenette SanLorenzo, *Director of PA Graduate Services*; B.S. SUNY Buffalo State.

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.

Susan Marchione, *Director of New Program Development & Strategic Initiatives*; B.A., M.S., Canisius College; Ed.D., D'Youville College.

Theresa Joyce, ; B.A., SUNY College at Fredonia; Ed.M., Ph.D., University at Buffalo.

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

Office of the Vice President for Business Affairs

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

Robyn Kulczyk, *Accounting Supervisor*; B.S., Hilbert College; MBA, St. Bonaventure University.

Steven Chmielewski, *Grants Administrator*; B.S., Canisius College.

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

Kelly E. Pogore, SHRM-SCP, *Associate HR Director*; B.S., Cornell University.

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

Jaclyn Herne, *Bookstore Manager*.

Donald Phillips, *Director of Facilities*.

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

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

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

Tina T. Burke, *Assistant Payroll Director*; B.S., Saint Francis University.

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

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

Scott Rowe, *Assistant Director of Financial Aid*; B.A., SUNY College at Geneseo; M.S., SUNY Buffalo State.

Maggie Fage, *Sr. Financial Aid Counselor*; B.A., Hilbert College; M.Ed., University at Buffalo.

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

Danielle Weaver, *Director of Housing and Residence Life*; B.A., Saint Lawrence University; M.S., SUNY Buffalo State.

Meg Conley, *Assistant Director of Residence Life*; B.S., M.S., Daemen College.

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

Shannon M. Radder, *Director of Counseling Services*; B.A., Daemen College; M.S., St. Bonaventure University.

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

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

Robert Mead-Colegrove, *Assistant Dean for Campus Life*; B.S., SUNY College at Fredonia; M.Ed., University at Buffalo.

Alvin Roberts III, *Director of Diversity & Multicultural Affairs*; B.S., M.S., Rochester Institute of Technology.

Deloris Fields-Jones, *Counseling Services*; B.S., Rosary Hill College; M.S.W., University at Buffalo.

Stephanie Bordin, *Counseling Services*; B.A., Canisius College; M.S., University at Buffalo.

Athletics

Brandi Guerinot, *Associate Athletics Director-Compliance & Student Athlete Success*; B.S., George Washington University; M.A. Ohio State University.

Michael Miranto, *Associate Athletic Director for Communications*; B.A., SUNY Buffalo State.

Heidi Cheston, *Assistant Athletic Director for Business Affairs*; B.S., M.S., Daemen College.

Carol Bartlo, *Academic Support Specialist*; B.A., Central Michigan University; M.B.A., Canisius College.

Michael Berkun, *Athletic Operations Assistant*; B.A., Medialle College.

Kaley Vazquez, *Intramural/Recreation and Wellness Coordinator*; B.S., Daemen College.

Amanda Zanghi, *Operations Assistant for Games & Administration Management*; B.A., Daemen College; M.S., Canisius College.

Jeffrey Sage, *Clinical Assistant Professor/Clinical Coordinator/Head Athletic Trainer*; B.S., The College at Brockport; M.S., California University of Pennsylvania.

Karen Roehling, *Assistant Athletic Trainer*; B.S., Ithaca College; M.S., Canisius College.

Kyle Clifford, *Strength & Conditioning Coordinator/ Assistant Athletic Trainer/Assistant Soccer Coach*; B.S., M.S., Daemen College.

Stephen Beatty, *Head Coach, Men's and Women's Tennis and Assistant Director of Athletic Facilities*; B.A., D'Youville College.

Daniel Dolan, *Head Coach, Women's Soccer*.

Robert McColl, *Head Coach, Men's Soccer*; B.S., Trinity International University; M.S., Roberts Wesleyan College.

Michael MacDonald, *Head Coach, Men's Basketball*; B.A., St. Bonaventure University; M.S., Canisius College.

Jenepher Banker, *Head Coach, Women's Basketball*; B.S., Springfield College; M.S., Iowa State University.

Jon Metz, *Head Coach, Women's Triathlon*; B.S., Florida International University; Ed.M., SUNY Buffalo State; Ed.D., D'Youville College.

Stephanie Albano, *Senior Woman Administrator and Head Volleyball Coach*; B.S. University of North Carolina at Chapel Hill; M.S., Canisius College.

Jennifer Kinyon, *Head Coach, Women's Bowling*; B.A., Canisius College; M.S., Niagara University, M.S., Canisius College.

Paul Lagno, *Head Coach, Men's and Women's Cross Country & Track and Field*; B.S., University at Albany; M.S., Florida State University.

Andrew Bennett, *Head Men's Golf Coach*; B.A. University of North Carolina at Chapel Hill; M.S., Canisius College.

Office of Information Technology

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

Joseph LaPorta, *Technical Support Specialist*; B.S., SUNY Buffalo State.

Brian Caraway, *Director of Computer Support and Network Administration*; B.S., SUNY Buffalo State.

Thomas J. Driscoll, *Systems Administrator*; B.S., SUNY Buffalo State.

Alex Herdzik, *Technical Solutions Developer*; B.S., University at Buffalo.

Christopher Pack, *Director of Systems Administration*; B.S., SUNY Buffalo State.

John Zaepfel, *Director of Web Development*; B.A., University at Buffalo.

Ryan Ackley, *Director of Information Management*; B.S., St. Bonaventure University.

David Balcerzak, *Information Systems Analyst*; B.S., SUNY Buffalo State.

Kenneth Stephens, *Technical Support Specialist*; B.S., Rochester Institute of Technology; M.S., SUNY Buffalo State.

James J. Bachraty, *Director of Classroom & Events Technology*;

Thomas P. Wojciechowski, *Director of Web Communications*; B.F.A., University at Buffalo; M.S., Daemen College.

FACULTY

Arts Administration

ROBERT WATERHOUSE, *Associate 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, *Assistant Professor, Alternative Teacher Certification Program*; B.A., Yeshiva University; M.A., Azrieli Graduate Institute; M.S., Columbia University; Ph.D., Walden University.

BATSHEVA BERKOVITS, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., M.A., Mercy College.

JODI L. BRENNER, *Adjunct Professor, Alternative Teacher Certification Program*; A.A.S., Kingsborough Community College; B.S., SUNY Empire State College; M.S., Brooklyn College; S.A.S, Baruch College.

MARK BROWN, *Associate Professor of Education*; B.S., Canisius College; M.S., SUNY Buffalo State; Ph.D., University of Cincinnati.

ELISA CHREM, *Adjunct Professor, Alternative Teacher Certification Program*; B.S., M.S., M.A., Brooklyn College.

MIRIAM DREISINGER, *Assistant Professor, Alternative Teacher Certification Program*; B.A., SUNY at Albany; M.A., Manhattan College; Ed.D., St. Mary's University of Minnesota.

SHOSHANA EHRENPREIS, *Assistant Professor, Alternative Teacher Certification Program*; B.A., Thomas Edison State College; M.S., Adelphi University; Ph.D., Capella University.

TRACY EISMAN, *Adjunct Instructor of Education*; B.A., Nazareth College, M.S., University at Buffalo.

FRANK ENGELBERG, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Hofstra University; M.S., Ed.D., Yeshiva University.

SARA CHAYA FARBSTEIN, *Instructor of Education, Alternative Teacher Certification Program*; B.S., M.S., Touro College; Ph.D., Capella University.

HARVEY FERTIG, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., Brooklyn College; M.S., NYU; C.A.S., Brooklyn College.

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.

COURTNEY GERKEN, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., New Paltz University; M.S., Adelphi 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.

YISROEL GROSSBERG, *Adjunct Professor, Alternative Teacher Certification Program*; Bachelors in Talmudic Law, Beth Medrash Govoha; B.A., M.S., Touro College.

MARC KATZ, *Instructor of Education, Alternative Teacher Certification Program*; B.A., M.A., M.S., Touro College; Ed.D., Northcentral University.

VICKI MADAUS KNAPP, *Assistant Professor and Director of the Applied Behavior Analysis Program in the Education Department*; B.S., Western Michigan University; M.S., Eastern Michigan University; Ph.D., University of Kansas; Board Certified Behavior Analyst-Doctoral; NYS Licensed Behavior Analyst.

SUSAN KRICKOVICH, *Associate Professor of Education and Department Chair, Undergraduate Education*; B.S., M.S., Ed.D., University at Buffalo.

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.

ROCHEL LAZEWNIK, *Assistant Professor, Alternative Teacher Certification Program*; B.A., Thomas Edison State College; M.S., Long Island University; Ph.D., University of Cincinnati.

ROCHEL LIEBERMAN, *Adjunct Professor, Alternative Teacher Certification Program*; B.S., Touro College; M.A., Lehman College.

KATHY MALCOMSON, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Queens College; M.S., Hunter College.

FEIGA MANDEL, *Instructor of Education, Alternative Teacher Certification Program*; B.A., College of Staten Island; Dual M.S., College of Staten Island.

ERIC MASLIN, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., M.S., Touro College.

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.

MARLENE MORRIS, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., St. Francis College; M.A., Columbia University; C.A.S., Brooklyn College.

ALAN MOSKOWITZ, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., M.S., Touro College.

MALKA ORATZ, *Adjunct Professor, Alternative Teacher Certification Program*; B.A., Thomas Edison State College; M.S., Walden University.

SARA ROTHSTEIN, *Adjunct Professor, Alternative Teacher Certification*; B.A., College of Staten Island; M.S., Touro College.

DEVON RUGGIERO, *Instructor of Education, Alternative Teacher Certification Program*; B.A., SUNY at New Paltz; M.S., Brooklyn College; M.S., Adelphi University.

ETTY SAMUEL, *Instructor of Education, Alternative Teacher Certification Program*; B.S., Touro College; M.S., College of Staten Island.

MINDY SCHREINER SCIRRI, *Assistant Professor of Education*; B.A., University of Rochester; M.A., Binghamton University; Ph.D., Syracuse University.

AVROHOM SCHWARTZ, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Yeshiva University; M.S., Touro College.

EVELYN SHACHNER SEEVE, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Touro College; M.A., Ph.D., Hofstra University.

FRAN SHANKER, *Instructor of Education, Alternative Teacher Certification Program*; B.A., Queens College; M.S., Brooklyn College; M.S., Columbia 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, *Assistant Professor, Alternative Teacher Certification Program*; B.A., Touro College; M.A., Ph.D., Hofstra University.

ELIZABETH WRIGHT, *Associate Professor of Education, Associate Dean for the Education Department*; B.A., Binghamton University; M.S.W., J.D., University at Buffalo.

Executive Leadership and Change

MARC ADLER, *Adjunct Instructor*; B.A., M.B.A., M.A., University at Buffalo.

SUZANNE CHAMBERLAIN, *Adjunct Instructor*; B.A., University of Massachusetts; M.A., University of Missouri; M.S., SUNY Buffalo State.

CHRISTINA COYLE-LENZ, *Interim Program Director*; B.S., M.B.A., University at Buffalo; M.S., SUNY Buffalo State.

MARGARITA COYNE, *Adjunct Instructor*; B.S., University at Buffalo; M.S., Daemen College.

JOETTE FIELD, *Adjunct Instructor*; B.S., M.S., SUNY Buffalo State.

JOHN S. FREDERICK, *Founder and Instructor, Executive Leadership and Change Program*; B.S., M.S., SUNY Buffalo State; Ed.D., University at Buffalo.

TERRY FULCHER, *Adjunct Instructor*; B.S., M.S., Daemen College.

STEVEN J. HARVEY, *Adjunct Instructor*; B.S., M.S.Ed., Ph.D., University at Buffalo.

ARLENE KAUKUS, *Adjunct Instructor*; B.A., SUNY Buffalo State; M.S., Case Western Reserve University; M.B.A., University at Buffalo.

SUSAN M. MARCHIONE, *Adjunct Instructor*; B.S., M.S., Canisius College; Ed.D., D'Youville College.

LISA NAPORA, *Adjunct Instructor*; B.A., SUNY Buffalo State; M.A., The Center for Esoteric Studies; Ph.D., University at Buffalo.

KIMBERLY PAGANO, *Adjunct Instructor*; B.A., Canisius College; M.S., Daemen College.

STEPHEN WHITTON, *Adjunct Instructor*; B.A., Haverford College; Ph.D., University of Wisconsin-Madison.

JOSEPH F. WINTER, *Adjunct Assistant Professor of Accounting*; B.S., Daemen College; M.B.A., Canisius College.

International Business

TORSTEN DOERING, *Assistant Professor of Accounting, Director of the International Business Program*; Dipl. Ing., Cologne University of Applied Sciences; Dipl. Wirt. Ing., Niederrhein University of Applied Sciences; M.B.A., Ph.D. candidate, University at Buffalo.

MICHELE FLINT, CPA, *Associate Professor and Chair, Accounting/MIS/Business/Paralegal Studies*; B.S., Utica College of Syracuse University; M.B.A., St. Bonaventure University; Ed.D., University of Rochester.

HAITHAM BEN JABALLAH, *Adjunct Instructor*; B.S., High Institute of Management; M.S., D'Youville College; Ph.D., University at Buffalo.

GARY A. JORDAN, *Adjunct Instructor*; B.S., United States Military Academy, West Point; M.B.A., University of Maine; M.A., University of New Hampshire.

AARON JOYAL, *Assistant Professor of Marketing*; B.S., Embry-Riddle Aeronautical University; M.B.A., University of Central Florida; Ph.D. candidate, University of Memphis.

LINDA KUECHLER, *Professor of Accounting and Business Administration*; B.A., Canisius College; M.B.A., Rochester Institute of Technology; Ph.D., University at Buffalo.

CARMEN MARTORANA, *Adjunct Instructor*; B.S., Rochester Institute of Technology; B.S., SUNY Buffalo State; M.S., Canisius College.

PAUL H. McAFEE, *Adjunct Instructor*; B.A., University of Maryland; M.B.A., University of Rochester.

TITO RODRIGUEZ, *Adjunct Instructor*; B.S. Polytechnic Institute of NYU; M.S., Massachusetts Institute of Technology; M.B.A., The Wharton School, University of Pennsylvania.

JAMES WALTERS, *Adjunct Instructor*; B.A., M.B.A., University at Buffalo.

JON P. YORMICK, *Adjunct Instructor*; J.D., Case Western Reserve University.

Nursing

LISA S. BALL, FNP, *Associate Professor of Nursing*; B.S., University of Western Ontario; M.S., Ph.D., University at Buffalo.

JOSETTE BROADHEAD, *Assistant Professor of Nursing*; A.A., Miami Dade Community College; B.S.N., Columbus State University; M.S.H.S., Independence University; M.S.N., Mansfield University; Ph.D. candidate, Capella University.

VIRGINIA M. HART, ANP, *Assistant Professor of Nursing, Advanced Practice Nursing Programs Director*; B.S., University at Albany; M.S., University at Buffalo; D.N.P., St. John Fisher College.

JANICE HOBBA-GLOSE, *Assistant Professor of Nursing*; B.S., Roberts Wesleyan College; M.S., University at Buffalo; D.N.S., The Sage Colleges.

MARTHA KERSHAW, *Assistant Professor of Nursing*; B.S., Niagara University; M.S., Daemen College.

WENCAN LU, FNP, *Assistant Professor of Nursing*; B.S., Shanghai Maritime Institute; A.A.S., Erie Community College; B.S., Niagara University; M.S., D'Youville College; D.N.P., Daemen College.

DEBORAH H. MERRIAM, *Assistant Professor of Nursing*; B.S., Roberts Wesleyan College; M.S., Canisius College; M.S., Daemen College; D.N.S., The Sage Colleges.

CHERYL NOSEK, *Professor of Nursing, Department Chair*; B.S., University at Albany; M.S., D.N.S., University at Buffalo.

DIANE RYAN, ANP, *Associate 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, *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, *Associate 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.

LISA INGLIS, *Clinical Assistant Professor of Physical Therapy*; Bachelor of Kinesiology, McMaster University; M.S./PT, University of Toronto; Transitional Doctorate of Physical Therapy, University of South Dakota.

THERESA KOLODZIEJ, *Director of Clinical Education*; B.S., D.P.T., Daemen College; M.S., Ph.D., University at Buffalo.

MARGARET A. MAZZONE, *Clinical 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.

MICHAEL ROSS, *Assistant Professor of Physical Therapy*; B.S., Daemen College; M.S., DHSc, University of Indianapolis.

RON SCHENK, *Professor of Physical Therapy, Director of the Orthopaedic Manual Physical Therapy Program, 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.

LAURIE WALSH, *Associate Professor of Physical Therapy*; B.S., University at Buffalo; M.S., Daemen College; J.D., University at Buffalo.

JESSICA A. WIATROWSKI, *Assistant Director of Clinical Education*; B.S., M.S., Daemen College.

PUBLIC HEALTH

CLEMON GEORGE, *Assistant Professor of Public Health*; B.Sc., Memorial University of Newfoundland; M.Sc., University of Saskatchewan; Ph.D., University Laval.

WHITNEY E. MENDEL, *Assistant Professor of Public Health*; M.S.W., Ph.D., University at Buffalo.

BRIAN H. WROTONIAK, *Director, Master of Public Health program; B.S., Daemen College; M.S., University of Indianapolis; Ph.D., University at Buffalo.*

SOCIAL WORK

DIANE R. BESSEL, LMSW, CNM, *Program Director and Assistant Professor of Social Work; B.A., University at Buffalo; M.S.S.A., Case Western Reserve University; Ph.D., University at Buffalo.*

JOANNE M. CANNAVO, LCSW-R, *Associate Professor of Social Work; B.A., Canisius College; M.S.S.A., Case Western Reserve University; Ph.D., University at Buffalo.*

MAGGIE DREYER, LCSW-R, *Director of Field Education and Clinical Instructor; B.A., Daemen College; M.S.W., University at Buffalo.*

GEORGE SIEFERT, MSW, *Associate Dean of Behavioral Sciences & Social Work Programs and Associate Professor of Social Work and Sociology; B.S.W., SUNY at Brockport; M.S.W., San Diego State University; Ph.D., University at Buffalo.*

MEEGAN M. STAMM, *Clinical Instructor & Field Education Liaison for Social Work; B.A., College of the Holy Cross; M.S.W., Boston University.*

MERI STILES, *Associate Professor of Social Work; B.A., M.S.W., Ph.D., University at Buffalo.*

ANDREW J. WILTON, *Clinical Assistant Professor of Social Work; B.A., M.S.W., University at Buffalo.*

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, Philadelphia, PA 19104, (267) 284-5000, fax (215) 662-5501. Email: info@msche.org, Spanish: españolinfo@msche.org. The Middle States Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2013.

Master's (M.S.), Post-Master's Certificate, and clinical doctorate (D.N.P.) programs in Nursing are accredited by the [Accrediting Commission for Education in Nursing \(ACEN\)](#), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020, email: info@acenursing.org, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2011, and the U.S. Department of Education (USDOE).

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) 684-2782, (800) 999-2782, fax (703) 684-7343, email: accreditation@apta.org. CAPTE, an accrediting body for professional programs for the physical therapist, is recognized by the Council for Higher Education Accreditation (CHEA), September 2012, and the U.S. Department of Education (USDOE). Note: CAPTE accredits only programs which prepare students to sit for licensure examinations. The M.S. – Fellowship Program in Orthopaedic Manual Physical Therapy is credentialed by the APTA and has met the clinical guidelines of 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. Email: arc-pa@arc-pa.org.

The **Master of Science (M.S.) in International Business** (Management Information Systems; Marketing) and dual degrees (**B.S./M.S.**) in **Accounting/Professional Accountancy** and in **Business Administration/International Business** 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, email: iacbe@iacbe.org. IACBE is 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 **Council for the Accreditation of Educator Preparation** (CAEP), 1140 19th Street NW, Suite 400, Washington DC 20036, (202) 223-007. CAEP is a specialized accrediting body for teacher education programs recognized by the U.S. Department of Education (USDOE) and the Council for Higher Education Accreditation (CHEA), May 2014.

The **Athletic Training** program (**B.S. in Health Promotion/M.S. in Athletic Training**) is accredited by the **Commission on Accreditation of Athletic Training Education** (CAATE), 6836 Austin Center Blvd., Suite 250, Austin, TX 78731-3193, (512) 733-9700, toll free (844) 462-2283. CAATE is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2014.

Affiliations

- Association of American Colleges and Universities
- Association for the Advancement of Sustainability in Higher Education
- Association of Governing Boards
- Commission on Independent Colleges and Universities
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent College and Universities
- National Collegiate Athletic Association (NCAA) Division II
- P2 Collaborative of WNY, Inc.
- 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 concerns should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible. If the matter remains unresolved at the department/unit level, students should bring their complaint to the attention of the dean of the pertinent academic division, the dean of students, the bursar, or the associate vice president for academic affairs (504/ADA Officer, Title IX Officer), as applicable. The Student Dispute Resolution Procedure or the Grievance Procedure in Discrimination and Harassment Cases (both contained in the Daemen College Student Handbook) will be followed when applicable.

Students who are unsure of whom to contact or who need further guidance 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.

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 sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status,

status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. 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 sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law.

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, Dr. Kathleen Boone, who serves as the College's Equal Opportunity and Affirmative Action Officer, Title IX Coordinator, and 504/ADA Coordinator. Any questions concerning this policy and any complaints of discrimination should be communicated to Dr. Boone, Duns Scotus Hall, Room 102, telephone (716) 839-8301 (campus extension 8301), kboone@daemen.edu.

A complaint of discrimination may also be filed 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 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 (FERPA Policy)

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 2016-2017

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 6	Classes begin
September 13	Last day for making changes in schedule (Adding and Dropping Courses Ends)
October 7	Application for Degree forms must be filed with the Registrar's office for all prospective January and May 2017 graduates
October 10-11	Fall Break – <i>classes will not meet</i>
October 12	Classes resume
October 21	Mid semester deficiencies due at NOON
November 7	Last day for authorized withdrawal from courses (or change to audit)
November 8	Advance Registration begins for Intersemester/Spring Semester 2017
November 23-25	Thanksgiving Recess – <i>classes will not meet</i>
November 28	Classes resume
December 9	Last day of classes
December 12	Final Examinations begin (NOTE: Exams for select courses may be scheduled for December 10 and/or 11.)
December 16	Final Examinations and Fall 2016 Semester Ends
December 20	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 16	Martin Luther King, Jr. Observance – classes will not meet
January 17	Last day of classes
January 18	Final Examinations are held (if no final exam, class is held on this day)
January 20	Intersemester grades due at NOON
Second Semester	
January 23	Classes begin
January 30	Last day for making changes in schedule (Adding and Dropping Courses Ends)
February 20	President's Day – classes will not meet
March 8	Mid semester deficiencies due at NOON
March 13 – 19	Spring Break – classes will not meet
March 20	Classes resume
March 30	Last day for authorized withdrawal from courses (or change to audit)
April 3	Advance Registration begins for Summer and Fall Semester 2017
April 12	Academic Festival
April 13	Last day for submission of application to Upper Division/Professional Phase of Major for all departments
April 14 – 18	Spring Holiday – classes will not meet
April 19	Classes resume
May 3	Last day of classes
May 5	Final Examinations begin
May 11	Final Examinations and Spring 2017 semester ends
May 16	Grades due at NOON for: prospective May 2017 graduates, non-graduating ceremony “walkers,” also for candidates’ admission to the Athletic Training and Physician Assistant programs, and to the professional phase of the Physical Therapy program.
May 19	Annual Excellence Awards Ceremony: 7:00 PM (held in Wick Social Room)
May 20	Commencement held at Kleinhans Music Hall, Buffalo, NY

May 23	Semester grades due at NOON for all other students
June 9	Application for Degree forms must be filed for all prospective September 2017 graduates

Daemen College catalogs are published online at
www.daemen.edu/catalog.

This volume is a courtesy print copy available to prospective and current students upon request from the Daemen College Office of Admissions at 716.839.8225 or admissions@daemen.edu.