

# DAEMEN COLLEGE

## GRADUATE BULLETIN

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**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 bulletin was prepared for the 2010-11 academic year, but should not be regarded as a contract between the student and Daemen College. The right is reserved to change any of the rules and regulations of the College at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, to alter course content, to change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those who already are enrolled in the College.

**Policy on Nondiscrimination**

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

**Student Right-to-Know and Campus Security Act**

Any individual who is considering enrolling at Daemen College may secure a copy of the College's graduation rate and annual campus security report compiled in accordance with the Student Right-to-Know and Campus Security Act by contacting the College's Admissions Office. Any enrolled student may secure a copy of this information by contacting the Registrar's Office.

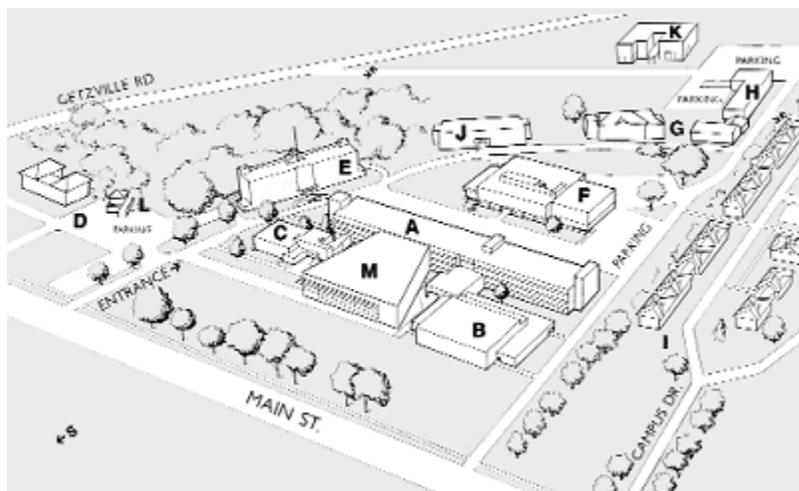
**Campus Crime Statistics**

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

# General Information About Daemen

## The Campus

**Daemen College** is located on a 39-acre campus in Amherst, New York. The suburban location enables students of the College to have ready access to metropolitan Buffalo while enjoying the charm of a beautifully landscaped campus. Daemen is easily accessible by major rail, plane, and motor routes which service the city of Buffalo. The College is less than five minutes from exit 50 of the New York State Thruway. The Greater Buffalo International Airport, serviced by most major airlines, is a fifteen-minute drive from the campus. Directions can be found at: <http://www.daemen.edu/about/visit/Pages/Maps.aspx>.



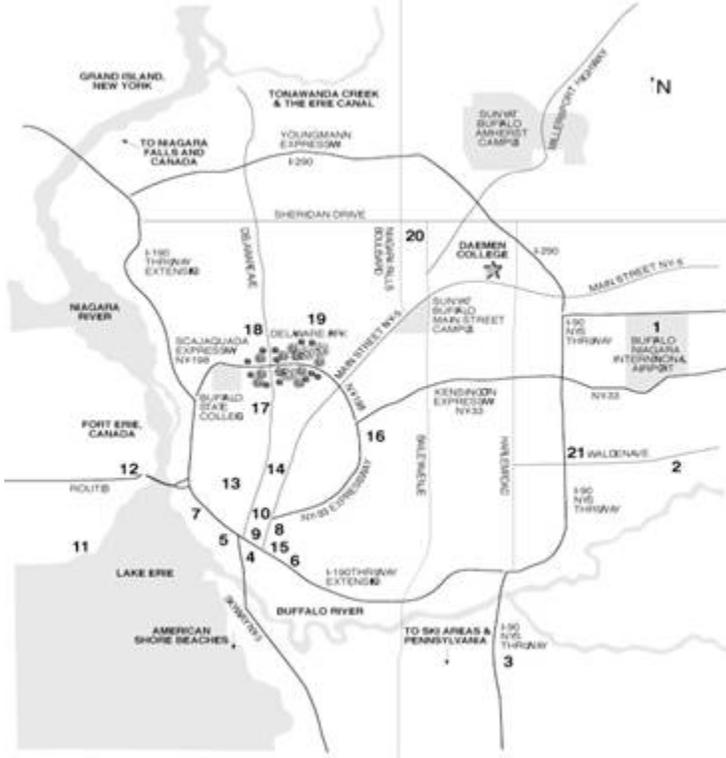
## Buildings and Facilities

- A. **Duns Scotus Hall** houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges, a bookstore, and the Fanette Goldman and Carolyn Greenfield Art Gallery.
- B. **Athletic Facilities** include a basketball court, exercise and weight rooms, saunas, and an outdoor practice field.
- C. **Marian Library** formerly housed the College's library collection; it is slated for refurbishment as instructional space.
- D. **Patricia E. Curtis Hall** houses Physician Assistant, Psychology, and Social Work faculty offices.
- E. **Canavan Hall** is a dormitory-style residence hall with kitchenettes, lounges, and laundry facilities.
- F. **Charles J. Wick Campus Center** houses student life offices, lounges, a main dining room seating 650, and a social room/auditorium seating 500.
- G. **Rosary Hall** is the original College administrative and classroom building, currently restored to house Admissions, Alumni and External Relations offices.
- H. **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre Company and College classrooms.
- I. **Campus Village Apartments** comprise seven buildings with 96 apartment style units. Each apartment has four single bedrooms, two bathrooms, living room and kitchen. Lounges and laundry facilities are also available on each floor.
- J. **Schenk Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- K. **Business Building** includes business faculty offices, classrooms, computer lab and student lounge.
- L. **The Thomas Reynolds Center for Special Education & After-School Programs** includes a conference room, observation room, and four classrooms, one of which is equipped with a smartboard.
- M. **The Research and Information Commons (RIC)** is our newest building. Built with innovative green technology, it has environmentally friendly design features. The RIC houses a full service library, Academic Support Services, Academic Computing Services, the Professional Educator Resource Center, RIC's Daily Grind cafe, small-group study rooms, and many state-of-the-art amenities to enhance the study experience.

**Telephone: (716) 839-3600**

Academic Information or academic department office	839-8301
Admissions	839-8225
Alumni	839-8555
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	839-8278
Public Relations & Publicity	839-8209
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. HSBC Arena (NHL Hockey)
5. Naval Park
6. Bus Terminal
7. Erie Basin Marina
8. Erie County Library
9. Buffalo Convention Center
10. Theatre District
11. Fort Erie
12. Peace Bridge to Canada
13. Kleinhans Music Hall
14. Allentown/Delaware Historic Area
15. Dunn Tire Park (Baseball)
16. Museum of Science
17. Albright-Knox Art Gallery
18. Historical Society Museum
19. Buffalo Zoo
20. Northtown Plaza
21. Walden Galleria



**Approximate mileage from Greater Buffalo to the following:**

Albany, NY	301 miles
Allentown, PA	334 miles
Atlantic City, NJ	443 miles
Baltimore, MD	368 miles
Binghamton, NY	211 miles
Boston, MA	471 miles
Burlington, VT	465 miles
Charleston, WV	446 miles
Chicago, IL	545 miles
Cincinnati, OH	440 miles
Cleveland, OH	191 miles
Detroit, MI	270 miles
Elmira, NY	148 miles
Erie, PA	96 miles
Harrisburg, PA	296 miles
Hartford, CT	407 miles
Indianapolis, IN	525 miles
Lake Placid, NY	395 miles
Long Island, NY	419 miles
Manchester, NH	457 miles
Montreal, Canada	394 miles
New York City, NY	371 miles
Philadelphia, PA	388 miles
Pittsburgh, PA	219 miles
Portland, ME	548 miles
Poughkeepsie, NY	359 miles
Providence, RI	475 miles
Richmond, VA	511 miles
Rochester, NY	75 miles
Scranton, PA	266 miles
Springfield, MA	384 miles
Syracuse, NY	156 miles
Toronto, Canada	100 miles
Utica, NY	199 miles
Washington, DC	405 miles
Wilmington, DE	418 miles

# General Information

## HISTORY AND IDENTITY

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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 2006. 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

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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

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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.

# Financial Information

## Tuition & Fees

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### Graduate

Tuition (per credit hour) \$795  
Audited Graduate Course (per credit hour) \$397.50

### Special Fees

Application Fee Payable with Application \$25  
Tuition Deposit, applicable to first semester's tuition (non-refundable)  
Full-time graduate student \$500  
Part-time graduate student \$250  
Transcript Fee \$3  
Late Payment Fee \$100  
Returned Check Charges \$15  
Room Reservation Deposit (if resident student) \$200  
Challenge Examination Challenge Exam Fee \$100  
Tuition (per credit hour) \$30  
Credit for Learning from Life Experience (CLLE)  
Assessment Fee \$100  
Tuition (per credit hour) \$30

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

### Financial Agreements

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

### Payments

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

Other payment options are available such as payment by Visa, MasterCard, Discover Card, 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.

# 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. As of the Fall 2010 semester, several textbook titles will be 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](http://www.daemen.bkstr.com) or from the Daemen home page under "Student Services." Bookstore hours during the fall and spring semesters are:

Monday – Friday 8 a.m. – 4:30 p.m.

Saturday As needed

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

## Business Office

The Business Office bills and collects fees from students in cooperation with the Financial Aid Office. The Office of Student Accounts keeps track of individual student balances.

## Career Development Center

Career Development Center staff are available to assist graduate students and alumni in evaluating their interests and needs as part of the process of changing or advancing their careers. Assistance is provided with honing job-search skills, individual counseling, career interest inventories, and connecting with professionals through various opportunities to network with alumni and employers. Extensive resources are available for all students and alumni to review job openings and employer information. Throughout the year, arrangements are made for representatives of business, government, industry, and service agencies to meet with students on campus and at numerous events. Information can be found on the department website: [www.daemen.edu/career](http://www.daemen.edu/career).

## Computing Services

Over 90% of our students have their own computers. Those who choose to use equipment in one of the public computing labs have access to a wide variety of resources available free of charge. Located in the Research and Information Commons and the business and commerce building, these labs contain Dell computers configured with high-speed Internet access and productivity software. Software is updated regularly, and hardware is replaced every three years. During the fall and spring semesters, these labs are open 95 hours each week.

Academic Computing Services provides support for instructional, research and communication needs of the College community. An Ethernet network provides 100 or 1000-megabit service directly to all offices, classrooms, labs, and residence halls to give students, faculty and staff access to local network services such as file servers, the web and email. External access to the internet is provided via a full duplex 50MB link. Faculty and students living off-campus can access our network resources over broadband services.

Academic Computing Services supports a standard suite of software for email, web browsing, word processing, web development, virus protection and other standard needs. Daemen College has entered into licensing agreements with Adobe, Microsoft, SPSS, Symantec and others to provide our students, faculty, and staff with access to the most widely used productivity software.

Faculty may use dedicated computer classrooms for hands-on computer instruction, or use cart-based wireless laptops to turn any conventional classroom into a computer lab. Projection equipment also facilitates computer aided instruction and demonstrations. In addition, faculty may make computer resources available outside of the classroom on the web via Blackboard, a course management program.

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

## Counseling Services

The College provides counseling and mental health services. Up to fifteen sessions are offered to each student per academic year at no cost to the student, regardless of private insurance coverage. Professional counselors retained by the College are available for

regularly scheduled hours on campus to assist with personal, emotional, and social concerns. Crisis situations will be referred to a professional clinician, a community service agency, or an area hospital.

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

## **Health and Insurance Services**

Upon acceptance to the College, a new student is required to have a physical examination 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.

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

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

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

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

## **Instructional Technology Services**

The Instructional Technology Services Department provides the College community with class room 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: [its@daemen.edu](mailto:its@daemen.edu) or by phone: 839-8240. Student identification cards are also made in the Instructional Technology Services department.

## **Library**

The mission of the Daemen College Library is to support classroom instruction, provide information for independent research relating to the College curriculum, and to provide recreational reading for the College community. The library provides access to information in print, media, and digital formats. A well-trained and knowledgeable staff is present to meet the information needs of the College community. The library functions as a team member along with Academic Computing, Academic Support Services, and the Writing Coordinator to support student learning.

### **Facilities**

The library is located in the Research & Information Commons.

### **Collection**

The library has a print collection of over 161,000 volumes and 580 print serial subscriptions. The library also has access to over 37,000 electronic books and over 24,000 electronic full-text journal titles. Faculty, librarians, and students recommend new materials for purchase.

### **Services**

Reference Librarians help students, faculty, and staff to find the information they need and to use information technology. The library staff collectively possesses the specialized skills necessary for the library to function in a diverse, global, and increasingly complex information environment. Patrons are encouraged to seek their assistance.

Library study spaces within the Research & Information Commons all have wireless connectivity and task lighting. They include the quiet study space, talking-permitted study space, group study rooms, media viewing rooms, a "pillows and pads" area, a

seminar room, a café, and three classroom/learning areas of varying size and technological sophistication. There are various furnishings including individual study carrels, tables – both fixed and on wheels, chairs – both fixed and on wheels, booths for groups, and a variety of lounge chairs.

The library utilizes the latest information technology including a large video wall in the central atrium. The library homepage at [www.daemen.edu/library](http://www.daemen.edu/library) has links to help students perform high quality library research. The catalog of library holdings is computerized. Users may also search specialized databases for full-text scholarly articles and other full-text information located around the world. Most course reserve readings are available full-text on the library web site.

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

The library circulates laptop computers to students from the Circulation Desk for use within the Research & Information Commons. A student must present a valid Daemen College ID card, have no outstanding library fines, and sign a “Laptop Loan Agreement Form.”

Information sufficient for the vast majority of classroom assignments is available from the library. However, if users need specialized information located elsewhere, interlibrary loan is available. InfoPass cards are also available at the Circulation Desk. They allow students to borrow books from virtually any library in Western New York.

## **Ministry on Campus**

Campus Ministry seeks to serve the spiritual needs of the entire College community: students, faculty, administrators, staff, and alumni of any faith, of any denomination (or of none at all). Acknowledging that various religious beliefs are present on campus, this ministry has a distinctly ecumenical dimension. Since Campus Ministry takes place in an academic context, it aspires to help members of the College community grow in their own faiths. Campus Ministry offers spiritual guidance, counseling, marriage preparation, Bible Studies, retreats, and social action projects. The office also lists churches, synagogues, and other religious facilities in the Buffalo area. Those desiring to worship or seek spiritual guidance in any specific denomination may contact Campus Ministry for referral.

## **Registrar**

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

- prepares the course offerings for each term which are accessible (on the Search for Sections option on WebAdvisor) on the Daemen website;
- processes registrations for courses which require a permit to register;
- after the last day for drop/add, processes withdrawals from courses for students who submit a withdrawal form;
- designs/revises/customizes 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, processes acceptable transfer studies for incoming and returning graduate students;
- verifies candidates for graduation/degree conferral;
- processes and verifies changes in student status and general student directory information;
- certifies veterans enrollment;
- certifies Tuition Assistance Program (TAP) recipients;
  - processes transcript requests.

# Admissions

## Admissions Policy

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We rely on high school GPA, transcripts (including grade performance and rigor of courses selected), extracurricular activities, class rank, and counselor or teacher recommendations in making our admission decisions. We value strong writing skills, a solid secondary school program, and a student's potential for making an important contribution to our campus community. Daemen College will no longer require applicants to submit standardized test scores (SAT, ACT) as part of the admission application. Our decision to make test scores optional reflects our commitment to enrolling students who reflect intellectual curiosity, persistence in reaching a goal, talent, motivation, and determination to make a difference in their lives and the lives of others. We will also give careful consideration to applications from students whose preparation is unusual and who can provide strong recommendations as to their ability to succeed in a college program of study.

Persons who desire application materials or wish to arrange for an interview and tour should contact the Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226. Telephone: (716) 839-8225. Toll-free: 1-800-462-7652 or visit our website: [www.daemen.edu/admissions](http://www.daemen.edu/admissions).

## College Requirements

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Applicants for admission must possess, or be candidates for, a high school diploma, or must have received satisfactory scores in a high school equivalency examination.

Students who have been home schooled are requested to provide appropriate evidence of equivalency of high school education. Typically, this will be documentation in the form of possession of a General Equivalency Diploma (GED) or written attestation by the superintendent of schools in the student's public school district of residence that the student has completed an appropriate program of home instruction. Appropriate documentation is also needed to establish eligibility for financial aid. All home-schooled students should discuss their particular situation with financial aid and admissions counselors.

If an applicant is approved admission to Daemen College and is currently a student, it will be understood that such admission has been granted on a provisional basis until all final records have been reviewed and found to be in accordance with Daemen's admission requirements.

## Departmental Requirements

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Unless a course of study is listed below, a general high school academic program meets entrance requirements.

*Art* — Portfolio

*Biology* — Trigonometry\* and Chemistry

*Business Administration* — Trigonometry\*

*Foreign Languages: French or Spanish* — three years of a language or interview with Department Chair

*Mathematics* — Trigonometry\*

*Natural Science* — Trigonometry\* and Chemistry

*Physical Therapy* — Trigonometry\* and Chemistry

*Physician Assistant* — Trigonometry\* and Chemistry

*Psychology* — Trigonometry\*

\* Trigonometry is highly recommended: those who have not completed Trigonometry will be required to take an entry-level mathematics course.

## Application Procedure for New Freshmen

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Applications are reviewed throughout the year beginning in October of each fall.

1. Complete the application on-line or with the Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226. A visit to the Daemen campus is strongly recommended. Please write or call the Office of Admissions at (716) 839-8225 or toll free, 1-800-462-7652, to arrange an appointment for an interview and campus tour or visit our website: [www.daemen.edu/admissions](http://www.daemen.edu/admissions).
2. Ask high school guidance counselor to forward transcripts directly to Daemen College, Office of Admissions.
3. Decide whether or not you want to submit your SAT or ACT test scores or other documents such as scores from AP, IB, college credit, writing sample and personal statement as part of your application. (See Admissions Policy above)
4. To be complete, all applications must include the following documents:
  - o A completed Daemen College application
  - o A personal essay
  - o An official secondary school transcript
  - o An official school profile produced by the secondary school counseling staff
  - o Letter(s) of recommendation from one or more of your academic teachers

**AND**

Standardized test scores **OR** one or more of the following (for those who choose not to submit test scores):

  - o Advanced Placement (AP) scores and/or AP courses in progress;
  - o International Baccalaureate (IB) test scores and/or IB courses in progress;
  - o College credit courses offered on a college campus and taught by college faculty;
  - o College credit courses offered by the secondary school and taught by college approved faculty;
  - o Personal statement regarding unusual circumstances (optional).
5. When the application for admission is complete the student's credentials are reviewed. Applicants are then notified of the admission decision.

## Transfer Students

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Transfer students who have attended two-year or four-year colleges and who have a college average of at least "C" (2.0) are eligible to apply for admission. Transfer applicants must submit an application for admission indicating all previous institutions attended.

Transfer students who are admitted from colleges accredited by the appropriate regional/ career/ faith based accrediting body as listed in Accredited Institutions of Postsecondary Education will be considered for transfer. In most cases, a minimum grade of "C" is required for a course to be eligible for transfer. For students who have earned an Associate or higher degree courses with a grade of "D" may also be eligible for transfer.

Acceptance of transfer credit is based upon course content and the specific curricular requirements of the program in which a student intends to matriculate. Credit evaluations are completed upon receipt of all transcripts from institutions previously attended, and upon acceptance to Daemen College.

Final official high school and college transcripts indicating honorable dismissal from the last college attended, must be sent directly to the office of admissions. Daemen College Does not require high school transcripts of those applicants who have earned an Associates or higher degree.

For detailed information on the transfer policy at Daemen College please visit the registrar's website.

## Part-Time Students

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Students who carry fewer than twelve semester hours of credit are classified as part-time students. They must fulfill all admission requirements.

## Conditional Admit Students

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Students admitted conditionally show evidence of academic promise and potential: the College is committed to facilitating their successful transition to college and will work with students to develop essential academic skills through personalized advisement and support from our academic advisement and learning centers. Conditionally admitted students may take a maximum of four to five courses per semester, as recommended by their advisor. Conditional admit students will be considered regularly admitted students upon their achievement of a minimum 2.3 GPA after a full semester of college course work (including any required non-credit-bearing work).

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## **Non-Degree Students**

Students who wish to enroll in courses to supplement professional backgrounds or to enrich their personal lives, but who do not plan to matriculate for a Bachelor's degree, enroll as non-degree students. Non-degree students must meet all academic standards for enrollment in courses. Applicants should contact the Academic Advisement Office to register for courses as a non-degree student. Non-degree students whose performance is below acceptable standards will not be permitted to continue to enroll in courses.

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## **Cross-Registered Students**

Students from WNY Consortium of Higher Education colleges or universities who wish to attend Daemen College for the purpose of transferring earned credits to their parent institutions must provide a cross-registration form - which is obtained from their parent institution.

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## **Readmission**

Students who have left the College and who desire to return are not automatically readmitted. If they have officially withdrawn, they must file an application for readmission and, if appropriate, submit official transcripts of any subsequent college level courses taken. Students who have taken an official Leave of Absence may return without submitting an application for readmission. A student returning from a Leave of Absence or accepted for readmission following a withdrawal must meet all requirements in force at the time of the student's return to the College.

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## **Veterans**

Veterans who apply for admission must have a high school diploma or its equivalent. To initiate the application procedure, the veteran should contact the Office of Admissions to arrange for a personal interview. Veterans who wish to study under the GI Bill should consult the Veterans Administration's Regional Office. The veteran works with the Coordinator of Veteran Services in the Registrar's Office to facilitate tuition and living expense payment. The V.A. Veterans' enrollment certifications are processed by the Registrar's Office. All veterans planning to obtain educational allowances through the Veterans Administration must record their intentions with the Registrar's Office for each certification period. Failure to comply may result in loss of benefits. Students applying for Veterans' benefits at Daemen College for the first time should make application to the Veterans Administration in advance of college registration. Forms are available in the Registrar's Office. DAEMEN COLLEGE IS APPROVED BY THE NEW YORK STATE EDUCATION DEPARTMENT FOR THE TRAINING OF VETERANS AND OTHER ELIGIBLE PERSONS.

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## **ConAp (Concurrent Admissions Program)**

Daemen College is a member of the Concurrent Admissions Program in conjunction with the U.S. Army. Admission to Daemen College is concurrent with enlistment in the Army. Actual enrollment is deferred until the active duty soldier has completed his or her enlistment. Interested students may contact the Admissions Office for more information about this program.

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## **Reserve Officers' Training Corps (ROTC)**

Daemen College has a special cross-registration arrangement with Canisius College for students desiring to enroll in military science courses and earn an officer's commission through the [Reserve Officers' Training Corps \(Army ROTC\) program](#). For more details on this program, contact the Daemen College Admissions Office.

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## **Arthur O. Eve Higher Education Opportunity Program**

This state and College sponsored program is designed for New York State residents who lack the normal credentials for college admission, but who have the potential for academic success. To be eligible for the Arthur O. Eve Higher Education Opportunity Program, applicants must have a high school or equivalency diploma and financial need. Special documentation of income is required in order to establish economic eligibility in accordance with state guidelines.

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## **Students with Disabilities**

Daemen College does not discriminate against qualified disabled persons in programs, activities, or services offered. The College is committed to compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans With Disabilities Act. The College campus and buildings provide access for physically disabled students. All students must be able to communicate in a manner which will allow instructors to evaluate their course performance. Students or applicants with disabilities who have any questions concerning the College's nondiscrimination policy or who request consideration of accommodations with respect to admission or course participation should consult the College's policy on Accommodation of Student with Disabilities in the

## International Students

### Application Procedures and Requirements for International Students

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1. Complete the on-line application at [www.daemen.edu/admissions/international/apply](http://www.daemen.edu/admissions/international/apply) or request a paper application by e-mailing the Office of Admissions at [admissions@daemen.edu](mailto:admissions@daemen.edu).
2. Submit all official secondary (high school) and post-secondary (college/university) transcripts. Transcripts should be submitted in both the country's official language and translated into English. **Transfer and Graduate students must send international transcripts through a credit evaluation service that can evaluate your transcripts to the American grading and course equivalencies.** We recommend using World Education Services, [www.wes.org](http://www.wes.org) or Josef Silny Associates, [www.jsilny.com](http://www.jsilny.com). Students applying through a university which has a signed articulation agreement (Memorandum of Agreement) with Daemen College will be exempt from submitting a transcript evaluation, although students will need to submit official transcripts from the university.
3. 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); this requirement may be waived for students who have lived in an English-speaking country for two or more years. Students who receive a score lower than the minimum requirement will need to complete an Intensive English Program at Daemen or another institution with which it has a formal agreement prior to regular admission. During international orientation all students will take an English Placement Exam in order to determine their English proficiency and whether ESL courses will be assigned. Daemen's TOEFL Minimum Requirement is 500 Paper Based and/or 63 Internet Based Test; Daemen's IELTS Minimum Requirement is 5.5.
4. Proof of Financial Support must be submitted. You must show ability to pay for the entire cost of the academic program and living expenses in order to be eligible for the I-20 form necessary for a student visa (F-1) application. Financial support documentation will also be necessary when applying for your student visa at a United States Consular Office.

## College Program for High School Students

This program is for academically qualified juniors and seniors who are recommended by their school counselors. They may take a maximum of two college courses per term while enrolled in a regular high school program. For further information, contact the Office of Admissions.

## Advanced Placement

High school students who have completed studies in an Advanced Placement program at their high school may be eligible to receive academic credit for these college level studies. A minimum score of three (3) on the Advanced Placement examinations (administered by the College Entrance Examination Board) must be earned in order for credit to be granted. Further information is available from the Office of the Registrar.

## Credit by Examination

Daemen participates in programs through which applicants can receive college credit for competencies developed outside the formal classroom. Enrolled students who score successfully on select college proficiency examinations offered by the New York State Education Department or the College Board may receive credit applicable to a degree at Daemen. In order to have examination scores reviewed for the possible granting of credit, students must have official transcripts/grade reports submitted to the Office of the Registrar. Official transcripts must be sent directly from the examination source. Further information on acceptable exams and scores may be obtained from the Office of the Registrar. Further information on exams may be obtained by contacting Excelsior College Examinations, 7 Columbia Circle, Albany, New York 12203-5159, [www.regents.edu](http://www.regents.edu) or the College-Level Examination Program, P.O. Box 6600, Princeton, New Jersey 08541- 6600, [www.collegeboard.com](http://www.collegeboard.com).

Veterans of the armed services may receive credit for satisfactory scores received on tests administered by the United States Armed Forces Institute and for their military educational experiences as recommended by the Commission on Accreditation of Service Experience.

## Credit for Educational Programs in Non-Collegiate Organizations

Credit will also be granted for educational programs in non-collegiate organizations as published by the New York State Education Department; the amount of credit granted depends upon course content and the Daemen degree program in which a student wishes to matriculate. Daemen College also awards academic credit for learning through these extramural experiences as part of its Credit

for Learning from Life Experience (CLLE) program, described in the Academic Regulations section of this catalog.

## **Developmental Courses and Placement**

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Student records are used to help determine placement in mathematics, chemistry, physics, computer science, English, and composition courses. Students may also request to take a placement examination.

Daemen offers developmental support, either through tutorial services or through formal courses, for students who lack the necessary preparation for college-level work in English and mathematics. Courses are available in pre-algebra, basic algebra, reading, grammar, and rhetoric. If developmental work is required, a student must enroll immediately in the appropriate course sequence or be placed in the appropriate tutorial, and must remain enrolled until satisfactory completion. In cases where this requirement would result in a first semester freshman's inability to maintain satisfactory academic progress for eligibility for student aid, the student is permitted to modify the scheduling of developmental coursework under the direction of his or her advisor and subject to the approval of the Associate Dean of the College.

## **Health Record**

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The Student Health Form is mailed to accepted students and must be completed by the applicant and a physician. The Health Form should be returned to the Health Services Office immediately, since registration cannot be completed until this is done. All students taking 4 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 academic program. Compliance with all New York State regulations regarding immunization is required. The health form details what is required as well as what is acceptable proof of immunity.

## **Orientation**

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New students are introduced to campus life through an intensive orientation program which is offered during the summer. The purpose of the Summer Orientation Program is to provide new students and their families with an all-inclusive introduction to Daemen College that will ease their transition into the academic and social community of the institution. The Program provides students and their families with greater access to the services, information, and assistance needed to best prepare them for their progression into the College. Orientation sessions include social events as well as seminars and discussion groups conducted by upperclassmen, administrators, and faculty. Orientation events offer the incoming student an opportunity to meet new friends, to meet with the faculty, and to become acquainted with College personnel and campus facilities.

## **Alcohol and Drug Policy**

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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.

# Academic Regulations and Standards

## Departmental Policies

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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 Bulletin.

## Graduate Curricula And Academic Standards

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

### Academic Honesty

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

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

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

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

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## Degree and Advanced Certificate Requirements

A student must complete a program of 30-48 (degree) or 12-30 (advanced certificate) semester hours with a minimum grade point average of 3.00 (equivalent to B) for graduation. 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 specified in the departmental sections of this Bulletin. A Plan of Study is considered an important aspect of the student's academic program, and students will not be permitted to register for additional courses until the Plan of Study has been submitted to the student's graduate program office, in accordance with program requirements. It is the student's responsibility to initiate the process required for completion of the Plan. Once the Plan of Study is approved, the student must ensure that the Plan is followed. The student must complete the specific courses listed on the Plan of Study. A student who wishes to modify his/her Plan of Study must meet with his/her advisor and make a new Plan of Study. The modified Plan must then be submitted to the Director of one's graduate program who will forward it to the Registrar.

## Graduation Requirements

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

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

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### Grade Reports

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

### Grade Appeals

1. A student with questions or complaints about an assigned grade shall first discuss the matter with the course instructor within 30 days of receipt of the grade. In the event of the serious illness or absence from Western New York (or other instructional site vicinity) of either the student or the faculty member, an extension may be granted by the appropriate divisional dean. The instructor is expected to provide an appropriate explanation of the student's grade and, if the student's appeal is meritorious, to be willing to change the grade.
2. If the student's concerns remain unresolved following discussion with the instructor, the student may appeal in writing to the chair of the department in which the grade was given. This written appeal must be made within 45 days of the posting of the original final grade. All supporting documentation must be submitted at this time, with the written appeal. The department chair shall review the student's appeal and consult with the course instructor. The department chair may support the instructor's evaluation or may recommend to the instructor that the grade be changed. (If the department chair is the course instructor whose grade is under appeal, the divisional dean shall handle the appeal at this stage.)
3. Should the complaint still remain unresolved, an ad hoc grade appeal committee shall be constituted, comprising:
  - a. All full-time faculty within the department, including the department chair and, if applicable, members of the Departmental Personnel Advisory Committee. (Per Faculty Handbook section V, C. A department with fewer than 3 full time, tenured faculty shall have a DPAC consisting of all full time members of the department and up to 3 total tenured faculty members from other departments. For departments with fewer than 3 full time, tenured faculty members, the DPAC serves the function of the department faculty.)
  - b. The dean of the division in which the department is housed, unless the grade under appeal has been given by said dean (or the dean is a member of the departmental faculty as described above), in which event, the dean of the other division shall serve.
  - c. Two faculty members from the Graduate Committee on Academic Standards - one to be chosen by the student and one by the course instructor.
  - d. If the grade under appeal is given by an adjunct instructor, then he or she will be invited to join the committee.

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

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

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

## Grading Scale

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

Grade		Quality Points
A	Superior achievement	4.00
A-		3.70
B+	Satisfactory	3.30
B		3.00
C	Achievement below expectation	2.00
F	Failure; no academic credit	0.00
I	Incomplete	- - -

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

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

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

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

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

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

bulletin. 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 U (unsatisfactory) 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. A U grade reflects credit attempted but not earned, does not carry quality point value, and reflects lack of satisfactory progress. (Students earning a grade of U must 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 I may also be given, if warranted, allowing a student an additional semester for thesis/project completion.

### **Academic Standing: Probation, Dismissal, Appeal**

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

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

### **Attendance**

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

### **Deferred Examinations**

Arrangements for late examinations must be made with the instructor(s). Ordinarily, at the discretion of the instructor, the examination must be taken within one month of the scheduled date. The instructor will submit a grade of 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 Requirement**

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**

HEGISCODE	DEGREE	DAEMEN DIVISION
0803	M.S. Adolescence Education: Biology, English, French, Mathematics, Social Studies, Spanish	Health & Human Services
1203.10	M.S. Adult Nurse Practitioner	Health & Human Services
1203.10	D.N.P Adult Nurse Practitioner	Health & Human Services
0599	M.S. Arts Administration	Arts & Sciences
0802	M.S. Childhood Education, Initial/Professional Certification	Health & Human Services
0899.50	M.S. Alt Cert: Childhood Special Education (TRANS B)	Health & Human Services
0899.50	M.S. Alt Cert: Early Childhood Education and Childhood Special Education (TRANS B)	Health & Human Services
0599	M.S. Executive Leadership and Change	Inter-Divisional
0506	M.S. Global Business	Health & Human Services
1203.10	B.S./M.S. Nursing/Adult Nurse Practitioner (dual degree program leading to B.S./M.S. degrees)	Health & Human Services
1203.10	M.S. Nursing Education	Health & Human Services
1203.10	M.S. Nursing Executive Leadership	Health & Human Services
1203.10	M.S. + Palliative Care Nursing	Health & Human Services
1203.10	D.N.P. Palliative Care Nursing	Health & Human Services
0808	M.S. Special Education: Childhood Education Initial/Professional Certification	Health & Human Services
0808	M.S. Special Education: Childhood Education Professional Certification	Health & Human Services

+ MS, Palliative Care: program is currently inactive - no new incoming students accepted effective Fall 2010

## CERTIFICATE PROGRAMS

HEGIS CODE	CERTIFICATE	DAEMEN DIVISION
1203.12	Post-Master's Advanced Certificate Adult Nurse Practitioner	Health & Human Services
1203.12	Post-Master's Advanced Certificate Nursing Education	Health & Human Services
1203.12	Post Baccalaureate Advanced Certificate Nursing Executive Leadership	Health & Human Services
1212.00	Advanced Certificate Orthopaedic Manual Physical Therapy	Health & Human Services
1203.12	Post-Master's Advanced Certificate Palliative Care Nursing	Health & Human Services

### Credit for Learning from Life Experience

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

### Registration

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

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

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

### Changes in Registration/Course Withdrawals

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

1. Drop/Add: completed on line during the first week of classes (exact dates are published in the Academic Calendar on the Daemen web page). Drops/adds 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 into 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 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 or address occurs, students should contact the Registrar for a Change of Name and/or Address Form. A student whose permanent address is in a foreign country (other than Canada) must supply a local address and telephone number. Name changes will be executed only when the change form is accompanied by a copy of the legal document which verifies the name change.

### **Electronic Mail**

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

### **Change of Program**

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

### **Withdrawal from the College**

A student who withdraws from the College before completing his/her graduate program is required to fill out the Notice of Intent to Withdraw Form, available in the Academic Advisement Office. The student completes the top of the form, and arranges for an exit interview with the Executive Director of Academic Support Services as well as the graduate program director. Upon completion of these exit interviews, the withdrawal process is completed. Withdrawal necessitates a formal application for readmission. 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 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 Executive Director of Academic Support Services and begins after the end of the semester in progress. Students desiring a leave of absence should complete the Leave of Absence Form available in the Academic Advisement office. 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 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.

### **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 this Bulletin.

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 student's advisor 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**

Requests for transcripts of a student's graduate level academic record must be made in writing one week before the transcript is needed. During peak periods (at the beginning and end of each semester, and immediately after graduation) the processing time for transcript requests may be extended. Graduate students should direct their requests to the Registrar's Office. (Consult the Registrar's web page, [www.daemen.edu/registrar](http://www.daemen.edu/registrar), for further details.) The transcript reflects both Daemen undergraduate and graduate studies and cumulative grade point averages. Official transcripts are not generally issued to the student, but, in accordance with accepted practice, are sent directly to the institutions indicated by the student. In rare instances, official transcripts may be issued to students in a sealed envelope with the raised College Seal across the envelope's seal. If the envelope seal is broken, the transcript is considered void. Unofficial copies of transcripts may be ordered for personal use. These copies will be marked Student Copy. For each copy (official and unofficial) there is a fee of \$3.00. From September through August of the graduating year, the fee is \$2.00 per transcript. Transcript fees must be paid in full when the request for a transcript is submitted. Payment options are referenced on the Registrar's web site. Transcripts or any document which is generally accepted in lieu of transcript (e.g., a letter indicating completion of all graduate requirements) will not be sent for any student whose financial obligations to the college have not been met.

## **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

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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.

Although this program is not necessarily unsuited to students who wish to hone a particular skill or pursue a career as an artist, it is geared primarily towards people 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

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### Students entering the MS must have:

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

### Required Courses

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

**TOTAL PROGRAM REQUIREMENTS = 30 CREDITS**

## **Practical Experience**

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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. The Arts Council in Buffalo and Erie County [www.artscouncilbuffalo.org](http://www.artscouncilbuffalo.org) and the Theatre Alliance of Buffalo [www.theatreallianceofbuffalo.com](http://www.theatreallianceofbuffalo.com) both host links to the dozens of organizations with which the Daemen student may connect.

## **Time Limitation for Degree Completion**

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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**

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Minimum grade point average (GPA) of 3.00.

# Visual and Performing Arts Courses

## Arts Administration

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### **ARTA 501: Arts Administration Overview**

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

### **ARTA 535: Professional Seminar in Arts Administration: Visiting Lecturer Series**

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. (GR)

### **ARTA 550: Practicum Seminar in Arts Administration and Management**

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. (GR)

### **ARTA 640: Arts Administration Thesis Project**

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. (GR)

### **ARTA 650: Capstone in Arts Administration**

This course seeks to synthesize the content of previous Arts Administration and Leadership courses and prepare students for public presentation of their research. (GR)

# Education Graduate Programs

## Degrees Offered

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### Weekday Masters Program

- [Master of Science in Special Education: Childhood Education Initial/Professional Certification](#)
- [Master of Science in Special Education: Childhood Education Professional Certification](#)

### Weekend Masters Program

- [Master of Science in Childhood Education Initial/Professional Certification \(1-6\)](#)
- [Master of Science in Adolescence Education Initial/Professional Certification \(7-12\)](#)
- [Master of Science in Early Childhood Special Education \(Birth – 2\) – Alternative Certification Trans-B \(Brooklyn only\)](#)
- [Master of Science in Childhood Special Education \(Grades 1-6\) – Alternative Certification Trans-B \(Brooklyn only\)](#)

## Initial/Professional Graduate Programs

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

## Professional Graduate Programs

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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

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

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

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

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

## Philosophy

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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

## Purpose

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The Purpose of the Education Department is to foster active discourse regarding the general education core in the liberal arts and sciences, the content core and the pedagogical core. By fostering this discourse within our learning community we will instill within our teacher candidates knowledge and professional preparedness while promoting understanding regarding equity, diversity and exceptionality. It is also the Purpose of the Education Department to offer practical opportunities for the application of the knowledge and understanding gained in our learning community and related communities. We will also offer opportunities for assessment of and reflection upon this knowledge and understanding. Our paradigm for Life Long Learning consists of the concepts of discourse, knowledge, professional preparedness, understanding regarding equity, diversity and exceptionality, practice, assessment and growth, and serves as the framework upon which our Purpose is based.

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.

## Comprehensive Examination or Research Requirement

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

Graduate research is carried out during the course AE/CE/ECSE/SED 699 Research Project. *This is not a required course*. Certain teacher candidates based on personal career goals and with faculty advisement, 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, facility, organization and expression and originality in thought. The thesis must receive the approval of the Department Graduate Committee and must comply with Human Subjects Research Review Committee guidelines, if applicable. A candidate for the oral presentation and defense of thesis must:

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

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

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

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

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

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

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### 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 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 Advisors 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 Childhood Special Education Professional Certification (Grades 1-6)

### Requirements

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- 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 Advisors 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 timeframe 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

- A. Completion of all course work as defined on the student's Plan of Study
- B. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00
- C. All degree students are required to file 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 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.]

# Childhood and Adolescent Education Certification

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

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### Requirements

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

**TOTAL PROGRAM REQUIREMENTS = 42 – 45 CREDITS**

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

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### Requirements

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

### Specialty Track

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

#### Literacy Track

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

Areas (3)

## Mathematics Track

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

## Research Project

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

## TOTAL PROGRAM REQUIREMENTS = 45 – 48 CREDITS

## Course Repeats

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

## Transfer Credit

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

## Requirements for Student Teaching

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

## Requirements for Graduation

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- A. Completion of all course work as defined on the program curriculum
- B. A minimum grade of B earned in the Methods courses:
  - **Adolescence Education:** AE500 Dimensions of Learning and Teaching (6); AE515 Specific Methods of Teaching Secondary Subjects (6)
  - **Childhood Education:** CE500 Dimensions of Learning and Teaching at the Primary Level (6) ; CE507 Methods and Content Instruction at the Junior Level (6)
- C. A minimum Grade Point Average (GPA) of 3.00 each semester
- D. A minimum cumulative Grade Point Average of 3.00
- E. 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

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Consult Daemen's Office of Special Programs for further information.

## Time Limitation

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

# Alternative Certification (Trans B)

## Master of Science in Childhood Special Education (Grades 1-6) – Alternative Certification

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### Requirements

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

### TOTAL PROGRAM REQUIREMENTS = 36 39 CREDITS

### ADDITIONAL REQUIREMENTS FOR CERTIFICATION

Consult Daemens Office of Auxiliary Programs in Education 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).

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 (Birth – 2) – Alternative Certification

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### Requirements

- ECSE521 Language Communication Development for Young Children with Special Needs (3)
- ECSE522 Infant Development and Intervention with Assistive Technology (3)
- ECSE524 Transdisciplinary Intervention and Family Involvement (3)
- ECSE570 Student Teaching and Seminar in Early Childhood Special Education (B-2) (3)
- ECSE610 Seminar in Early Childhood/Action Research (3)

- SED504 The Reading Process for Students with Disabilities (3)
  - SED505 Classroom and Behavior Management for Students with Disabilities (3)
  - SED516 introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)
  - SED517 Instructional methods and Strategies for Effective Classroom Management of Learners with Special Needs (3)
  - SED519 Literacy Instruction and Students with Disabilities (3)
  - SED535 Reading Diagnosis and Instruction (3)
  - SED553 Assessment, Evaluation and Intervention Strategies for Young Children with Special Needs (3)
  - SED600 Research Methods in Special Education (3)
  - **Research Project:** SED699 Research Project in Special Education **OR** successful completion of the Comprehensive Exam (SED696) (0 3):
    - The Comprehensive Examination yields no credit. Successful completion of the exam will be referenced on the academic record as SED696 Comprehensive Exam, grade of Pass, 0 credit.
- SED699 Research Project in Special Education successful completion of the Comprehensive Exam (SED696) (0 3):

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

### **ADDITIONAL REQUIREMENTS FOR CERTIFICATION**

Consult Daemens Office of Auxiliary Programs in Education 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).

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: Daemens Registrars Office; Daemens Office of Auxiliary Programs in Education; Total Testing Incorporated (TTI), whose personnel will forward the documents to Daemens Office of Auxiliary Programs. Official transcripts must be received by the date announced by Daemens Registrar for each prospective degree conferral period. The Program Director will review the viability of individual course-related requests and, if the request is approved, will provide written approval for documentation purposes.

### **Requirements for Graduation**

- A. Completion of all course work as defined on the students Plan of Study
- B. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00.
- C. All degree students are required to file an Application for Degree form with the Registrars Office at the onset of the final

term of study. The form is accessible from Daemens Office of Auxiliary Programs in Education.

## **Time Limitation**

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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 students initial enrollment for graduate study. Extension of the time limit may be granted when circumstances warrant.

# Education Courses

## Adolescence Education

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### **AE 500: Dimensions of Learning and Teaching -Content Specific**

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. Offered Fall and Spring. (GR)

### **AE 503: Assessment and Evaluation in Adolescence Education**

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. Offered Fall and Spring. (GR)

### **AE 511: Adolescent Psychology**

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

### **AE 513: Foundations of Education**

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 also be addressed. Offered Fall and Spring. (GR)

### **AE 515: Specific Methods of Teaching Secondary Subjects**

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 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. (GR)

### **AE 524: Management Strategies for the Inclusive Secondary Classroom**

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 Fall and Spring. (GR)

### **AE 525: Literacy Theory at the Secondary Level**

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

### **AE 536: Literacy in the Content Areas**

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. Offered Spring and Summer. (GR)

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

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, 524, and 525. Offered Fall and Spring. (GR)

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

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, 524, and 525. Offered Fall and Spring. (GR)

### **AE 600: Research Methods in Education**

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 finding based on sound methodological procedures. Offered Fall and Spring. (GR)

### **AE 610: Seminar in Education/Action Research**

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 Spring. (GR)

### **AE 696: Comprehensive Examination**

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**

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

## **Childhood Education**

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### **CE 500: Dimensions of Learning and Teaching at the Primary Level**

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. Offered Fall and Spring. (GR)

### **CE 502: Language Arts Methods**

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. Offered Fall and Spring. (GR)

### **CE 503: Assessment and Evaluation in Childhood Education**

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. Offered Fall and Spring. (GR)

### **CE 504: The Reading Process for Students with Disabilities**

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 children with disabilities are addressed. Critical assessment of commercial reading and other language arts programs/materials is included. Prerequisites: CE 502. Offered Fall, Spring and Summer. (GR)

### **CE 505: Elementary Classroom Management**

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. Offered Spring and Summer. (GR)

### **CE 507: Methods & Content Instruction at the Junior Level**

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. Offered Fall and Spring. (GR)

### **CE 512: Collaborative Approaches with Inclusive Programs/Special Education**

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. Offered Fall and Spring. (GR)

### **CE 515: Diagnosis and Remediation of Students with Difficulties in Math**

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 As Needed. (GR)

### **CE 520: Mathematics for the Teacher**

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 As Needed. (GR)

### **CE 530: Children's Literature**

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 As Needed. (GR)

### **CE 531: Practicum in Teaching Mathematics, Science and Technology**

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 Fall and Spring. (GR)

### **CE 534: Reading in the Content Areas**

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 As Needed. (GR)

### **CE 575: Student Teaching and Seminar in Childhood Education**

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. (GR)

### **CE 600: Research Methods in Education**

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, Spring and Summer. (GR)

### **CE 610: Seminar in Education/Action Research**

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**

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**

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: Core courses and specialization courses. (GR)

## **Early Childhood Special Education**

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### **ECSE 521: Language/Communication Development Children with Special Needs**

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. Offered Fall and Spring. (GR)

### **ECSE 522: Infant Development and Intervention with Assistive Technology**

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. Offered Fall and Spring. (GR)

### **ECSE 524: Transdisciplinary Intervention and Family Involvement**

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. Offered Fall and Spring. (GR)

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

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**

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**

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### **EDU 518: Teaching to the Standards**

This course is intended to provide an advance level of training to students regarding the use of the state 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**

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### **SED 500: Educational Psychology**

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

### **SED 501: Introduction to Special Education**

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

### **SED 502: Special Education: Laws and Trends**

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**

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. Offered Fall, Spring and Summer. (GR)

### **SED 504: The Reading Process for Students with Disabilities**

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. Offered Fall, Spring and Summer. (GR)

### **SED 505: Classroom and Behavior Management for Students with Disabilities**

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. Offered Spring. (GR)

### **SED 506: Instructional Methods and Strategies for Learners with Special Needs**

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. Offered Fall, Spring and Summer. (GR)

### **SED 512: Collaborative Approaches within Inclusive Programs**

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. Prerequisites: SED 502, 506. Offered Summer and Fall. (GR)

### **SED 513: Survey of Learning Disabilities**

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**

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**

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. Offered Fall and Spring. (GR)

### **SED 517: Instructional Methods and Strategies for Effective Classroom Management for Learners with Special Needs**

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. Offered Fall and Spring. (GR)

### **SED 519: Literacy Instruction and Students with Learning Disabilities**

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. Offered Fall, Spring and Summer. (GR)

### **SED 522: Curriculum Adaptations/ Modifications In the Content Areas of Math, Science, Social Studies, and Technology**

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. Offered Fall. (GR)

### **SED 523: Survey of Learning Disabilities and Instructional Methods**

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 and Spring. (GR)

### **SED 535: Reading Diagnosis and Instruction**

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. Offered As Needed. (GR)

### **SED 540: Survey of Emotional and Behavioral Disorders**

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

### **SED 553: Assessment, Evaluation, and Intervention Strategies for Young Children with Special Needs**

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. Offered Fall and Spring. (GR)

### **SED 559: Introduction to Autism Spectrum Disorders**

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 and a prerequisite for other courses offered in this specialization. Offered Spring and Summer. (GR)

### **SED 570: Special Education Student Teaching and Seminar for Children with Disabilities**

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**

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

### **SED 600: Research Methods in Special Education**

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

### **SED 602: Special Education: Laws and Trends**

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**

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**

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**

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

### **SED 612: Quality Inclusion/Collaboration Methods**

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**

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

### **SED 635: Reading Diagnosis and Instruction**

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. Offered Spring. (GR)

### **SED 639: The Writing Process and Students with Disabilities**

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**

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**

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**

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

# Master of Science – Executive Leadership And Change

## Required Courses

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- 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)
- LEAF514 Leadership and Community:Empowerment, Collaboration and Dialogue (3)
- LEAF515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAF529 Transformational Leadership and Organizational Change (3)
- LEAF530 Customers, Stakeholders and Markets (3)
- Elective: 3 credits: The elective is taken in the specialty track
- 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

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Students customize their project and elective courses to concentrate in Executive Leadership and Change in one of three specialty tracks: Business; Health Professions; Not-for-Profit Organizations.

## Program Structure and Time Limitation

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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, two years for the weekend cohort and three years for the weeknight cohort. Compliance with the time limitation will be monitored by the Program Director. While these models offer 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 students return from leave will be subject to the sequence availability within an appropriate cohort for the students program re-entry. In cases where lack of an appropriate cohort causes a student to exceed the allowed one years 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

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

Application for Degree: All graduate students are required to file for graduation with the Registrars Office at the onset of the final term. The application form is accessible on the Registrars web page.

# 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 embrace diversity. 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 then facilitate this transition.

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

The Executive Leadership and Change program characterizes leadership as an on-going learning process, thus building capacity in the leader, their organizations and in the other team members involved in the course of action.

## Program Objectives

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- Apply contemporary leadership models and theories as they analyze and shape personal leadership style of the student (develop personal Mission – Vision, Strategic Goals and Learning Objectives).
- Change behavior through self-knowledge, cultural sensitivity, team dynamics and systems thinking.
- Reflect on their experience when applying new knowledge, skills and approaches.
- Develop skills for effective leadership guided by ethical values.
- Nurture creative and critical thinking skills necessary to effect personal and organizational change.
- Integrate the advantages of a liberal learning philosophy into a framework of leadership skills and organizational behaviors.
- Acknowledge and fulfill their roles as leaders of change in personal, organizational and community contexts.

# Admission Requirements

1. Complete [online application](#).
2. 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. 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. 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.  [Health form](#).
7. Submission of 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. Personal interview with program director.

# Executive Leadership and Change Courses

## Leadership

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### **LEAF 500: Organizational Leadership and Self Development**

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

### **LEAF 501: Critical Thinking, Creative Problem Solving, and Decision Making: Methods of Organization Research**

The main goal of this course is to provide students with thinking and facilitation tools necessary for effective problem solving and decision-making. The course is based on a model of creative problem solving and decision-making, which unites a firm understanding of various methodologies, used for studying organizations, communities, and human behavior, with creative and critical thinking skills. The course includes the study of the inquiry process appropriate to investigation of organizational dynamics and human behavior. Topics include systems thinking, facilitation, collecting and processing information, defining core issues, weighing multiple potential solutions and planning for action. Common organizational processes and organizational skills practiced are gathering and organizing data, forecasting, decision-making under uncertainty, and communicating or presenting results. Teaching methods include lecture, computer assignments, case studies, and projects. Qualitative methods such as case studies, narrative accounts, and interviews will be discussed. Also, "scientific" ways of knowing will be contrasted with more intuitively based decision-making processes, demonstrating the importance of both in making ethical and personal leadership decisions. During this course, students will be encouraged to apply methodologies to their own experiences, and will engage in facilitation projects designed to allow them to use various methods to aid in the discovery of their own leadership decision-making processes. Prerequisite: Majors only. Offered Fall (weekends) and Spring (Tuesday nights). (GR)

### **LEAF 502: Leadership and Organizational Ethics, Values and Social Environment**

This course presents an inquiry into the philosophical foundations of interpersonal relations and values in organizational contexts. The application of ethical, regulatory, and legal systems to the responsibilities of people in organizations toward society and individuals is explored. The leader's ability to recognize and address ethical issues using a grounded visible decision making process will be presented. Case studies will be used throughout the course. Prerequisite: Majors only. Offered Fall (weekends) and Summer (Tuesday nights). (GR)

### **LEAF 513: Developing Leadership Skills: One-on- One Leadership, Conflict Management, and Team Building**

This course explores the problems, possibilities, and prescriptions when ethically leading in a one-on-one context, and how to effectively manage conflict and build teams. Topics include, systems thinking, coaching, organizational frameworks, employee competence and commitment, diagnosis, style flexibility, goal setting, feedback, and relationship building as processes in developing people. Students learn to diagnose employee development level, flexibly change leadership styles, set goals, listen, show how, and facilitate the problem solving of others. The second segment of the course emphasizes varied approaches and styles that facilitate the effective resolution of conflict. The third segment of the course emphasizes that teams execute better, learn faster, implement change more readily, and deliver quality products and services quicker and more efficiently. As a result, the team structure will be the vehicle organizations use to move forward in the new millennium. The curriculum incorporates models for transforming organizations into team-based cultures. Students learn as team leaders in the workplace to create a clear vision and purpose, empower and involve all team members, create an open, productive environment, meet deadlines, and celebrate successes. Teaching methods include diagnostic instruments for others and self, role-plays, case studies, and a project that applies these learnings to leading organizational development. Prerequisite: Majors only. Offered Spring (weekends) and Summer (Tuesday nights). (GR)

### **LEAF 514: Leadership and Community: Empowerment, Collaboration, and Dialogue**

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

### **LEAF 515: The Business of Leadership: Financial, Organizational and Cultural**

This course examines basic administrative tools and leadership techniques as they apply to a variety of organizations. Financial accounting and reporting (covering the balance sheet, income statement, and statement of cash flows) are introduced as important planning tools. The course focuses on identifying and managing organizational culture and people of diverse national cultures through differing approaches to leadership. Cultural considerations are woven through the managerial topics of planning and organizing for domestic and global organizations. This course includes common business processes and skills, such as innovative problem solving, negotiation, and effective presentations. Teaching methods include role-plays, discussions, case studies, readings, and experimental exercises. Prerequisites: Majors only. Offered Spring (weekends) and Fall (Tuesday nights). (GR)

### **LEAF 526: Leadership in Business**

This course focuses on synthesizing the study of ethical, 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, allocation and activity-based costing, transfer pricing, budgeting, and cost/volume/profit analysis. Topics include costing methods, performance assessment, open book management and enterprise resource planning. Special attention is given to the legal and ethical context in the practice of interviewing, selecting, training, promoting, and terminating employees. Teaching methods include lecture, computer assignments, case studies, and projects, illuminating the different and often-conflicting factors involved in incorporating financial data in visionary decision-making. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights). (GR)

### **LEAF 527: Leadership in Non-Profit Organizations and Community-Based Change**

Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a non-profit organization. This course will review theory and investigate specific methods of behaviors of non-profit organization leaders. The course also develops the theory and practice of how community-based change often takes place under the aegis of members of that community themselves, rather than under the direction of outside organizations. The connection is made between the need for non-profits to help implement change directed by community, rather than simply setting the agenda for the community. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights). (GR)

### **LEAF 528: Leadership in Health Care Organizations**

Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a health-care organization. This course will review theory and investigate specific methods of behaviors of health care organization leaders and the unique challenges and issues facing them. Prerequisite: Majors only. Offered Summer (weekends and Tuesday nights). (GR)

### **LEAF 529: Transformational Leadership and Organizational Change**

This course explores the challenges and possibilities encountered when leading an organizational change effort. Topics include organizational vision, focusing behaviors, inspiring behaviors, levels of concern when making organizational change, alignment of organizational systems, and theories of change. Students learn to form vision statements, examine systems alignment, and implement strategies for organizational change. Teaching methods include diagnostic schemes, role-plays, case studies, and a writing project documenting an organizational change effort. Prerequisite: Majors only. Offered Summer (weekends & Tuesday nights). (GR)

### **LEAF 530: Customers, Stakeholders and Markets**

This course focuses on internal and external customers and stakeholders while examining the key elements of marketing and underlying economic concepts. Students learn how to define a vision, determine salient customer and stakeholder values, institute effective values-driven systems, create a constituent-driven culture, develop brand identity and position products or services, choose distribution channels and promotion techniques, use statistical demand estimation, make pricing decisions, and develop a creative marketing strategy. Teaching methods include lecture, case studies, and simulations. Prerequisite: Majors only. Offered Fall (weekends and Tuesday nights). (GR)

### **LEAF 540: Research Project/Thesis in Executive Leadership and Change I**

The first part of the research project/thesis consists of identifying the problem, processing information, statistical methods, and use of information technology. This is a semi-independent study that entails research conducted under the supervision of a faculty member in an area of mutual interest. The course affords an opportunity to study a specific organizational problem, demonstrate a leadership initiative or institute an organizational change through Research Project I. Prerequisite: Majors only. Offered Summer (weekends) and Spring (Tuesday nights). (GR)

### **LEAF 541: Research Project/Thesis in Executive Leadership and Change II**

Research project II/Thesis II consists of conducting and concluding independent research under the supervision of a faculty member. This is the conclusion of the thesis or the completion of Research Project II. While it is expected that LEAF 541 will be completed within the term of enrollment, it is recognized that an additional term may be needed depending on the specific nature of the student's research. Students who anticipate needing an extension for this reason should consult the program director regarding policy and procedure. Prerequisite: Majors only. Offered Fall (weekends) and Summer (Tuesday nights). (GR)

### **LEAF 557: Special Topics in Leadership**

This class allows students and faculty the opportunity to design an individually tailored course suited to the special needs of the student or the cohort. Students can address a particular leadership issue peculiar to their profession or work situation. Prerequisite: Majors only. Offered by special arrangement. (GR)

### **LEAF 560: Capstone Course in Leadership**

This is the integrating course of the leadership program. There are two basic components of this capstone experience: first, peer evaluation and discussion of readings and research projects under the direction of the seminar leader; second, review of the leadership portfolio for completion. Teaching methods include cases 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. The course helps individuals develop a renewed sense of self and learn how to foster the development of self-confidence and esteem. Individuals assess their core values and finalize a strategic personal plan including a vision and mission statement, to be included in their leadership portfolio. The course helps participants focus attention on their creative potentials and how to begin to realize more of them. An appreciation for and understanding of different strategies and tools for fostering such developments in others is explored within the context of Executive Leadership Studies and Change. Prerequisite: Majors only. Offered Fall (weekends and Tuesday nights). (GR)

### **LEAF 597: Independent Study in Executive Leadership Studies**

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

# Master of Science in Global Business

## Philosophy of the Master of Science Global Business Program

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

## Outcome Objectives

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

1. Understand the importance of technology, ethics, and diversity in a global business environment.
2. Be able to communicate effectively and demonstrate the leadership abilities necessary for success in international business.
3. Understand the importance of individual responsibility and demonstrate the ability to work effectively in teams.
4. Demonstrate specific content knowledge in the chosen area of information systems, marketing, or accounting.
5. Integrate the knowledge and skills learned throughout the program culminating in a directed research project.

## Admissions

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

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

## M.S. Global Business Scholarships

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

Application requirements are as follows:

1. Student must be new to the M.S. Global Business program.
2. Student must attend on a full-time basis, i.e., nine credit hours per semester.
3. Student must submit application to the Director of the M.S. Global

Business program by the following dates:

- a. August 22, 2009 for fall semester
  - b. December 22, 2009 for spring semester
4. Student must submit an essay on the topic: The value of a master's degree in global business in today's world economy. The essay should be two pages, typewritten, 12-point font, with one inch margins at the top, bottom and both sides.

## Requirements

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### STAGE ONE: 9 credits

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

### STAGE TWO: 9 credits

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

### STAGE THREE: 9 credits

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

### STAGE FOUR: 3 credits

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

## TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

## Program Design/Specialty Track

Students may opt to complete a generalized program in Global Business or they may select a functional area of business in which to specialize. Specialty tracks are available in: Accounting; Management Information Systems; Marketing.

### 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

### Management Information Systems and Marketing Specialty Tracks

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

### No Specialty Track

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

## Time Limitation

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

## **Course Repeats**

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

## **Requirements For Graduation**

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

# Accounting and Information Systems Courses

## Accounting

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### **ACC 618: Advanced Taxation**

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

### **ACC 620: Advanced Auditing**

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

### **ACC 630: Global Financial Reporting and Statement Analysis**

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 firms 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 firms decisions and actions. With the use of financial statement ratios and other analytical tools, it assesses the profitability and risk of the firm in the recent past and, by incorporating information about expected changes, forecasts expected profitability and risk. Finally, the analyst values the firm using various valuation tools and models. The framework will be applied to both domestic and international companies. Accounting Majors must earn a minimum of a "C" grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisite: Acceptance into the 5-year B.S./M.S. program. Offered Each Year (Fall). (GR)

### **ACC 650: Directed Research in Accounting**

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

## Finance

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### **FIN 601: Global Monetary System and Capital Markets**

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 Information Systems

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### **MIS 620: Competing in the Information Age**

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

### **MIS 630: Decision Support Systems (DSS) for Managers**

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

### **MIS 640: Management of Innovation and Technological Change**

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

# Nursing Graduate Programs

## Degrees

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- [Doctor of Nursing Practice](#)
- [Master of Science in Adult Nurse Practitioner](#)
- [Master of Science in Nursing Executive Leadership](#)
- [Master of Science in Nursing Education](#)

## Philosophy of the Nursing Department

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The many influences that shape today's world inform the nursing curriculum at both the baccalaureate and graduate levels. Consistent with the stated mission of Daemen College, the nursing philosophy embodies the ideals of leadership, love of learning, and dedication to the health and well being of both the local and global communities. The nursing curriculum also reflects the goals of Daemen College. Professional standards of nursing practice and education established by such bodies as the American Academy of Colleges of Nursing (AACN), the National Organization of Nurse Practitioner Faculties (NONPF), the Pew Health Professions Commission, and the American Nurses Association (ANA) guide the nursing curriculum.

The faculty believes that diploma and associate degree prepared registered nurses should have the opportunity to achieve advanced degrees in nursing. The nursing program embodies the elements of nursing's metaparadigm, person, environment, health, and nursing. The nurse explores the person or client (an individual, family, group, or community) as an open system in continuous interaction with the environment. Environment is viewed as the context in which nursing care is both embedded and delivered. Health is understood as a process of actualization of full potential not only in the human body, but also in human feeling, mind, and spirit. Nursing is explored as an inquiry and practice discipline, with nursing theory as the framework for providing care. At the graduate level, the adult nurse practitioner program seeks to provide the additional foundation necessary to function as an independent care provider. The palliative care nursing program meets the changing needs of the health care system as its focus moves from cure to care. The nursing executive leadership program provides students with the requisite background in nursing concepts (theory and research) as well as in leadership and executive models and theories.

The faculty views nursing as a human science incorporating nursing knowledge as well as relevant information from the arts and sciences. The nursing curriculum focuses on the concepts of human valuing, communication, research, critical thinking, theory, and lifelong learning. Human valuing begins with the nurse's evolving self-understanding. The lived experience of self and others provides an essential context for the delivery of truly holistic nursing care and is essential for professional nursing practice. At both the graduate and undergraduate levels, human valuing is actualized by the faculty through their caring and humanistic interactions with others. Nursing faculty encourages the exploration of multiple realities through the use of group discussions, dialogue based interactions, and debates.

The faculty considers communication an integral part of professional nursing practice. An important component of communication, the teaching-learning process involves the mutual exchange of lived experiences that promotes the development of a therapeutic nurse-client relationship and contributes to effective nursing practice.

Recognizing the importance of communication to the advancement of professional nursing practice, the faculty is committed to assisting nurses in refining their written work and verbal presentation skills. The nursing faculty appreciates the use of communication via technology as another important component of professional nursing practice. The nursing faculty value both qualitative research and quantitative research as methods for advancing the knowledge base in professional nursing. Evidence-based practice serves as a necessary foundation for professional nursing. The faculty believes that research is an essential component in preparing nurses to meet the challenges of providing excellence in nursing care at the undergraduate and graduate level.

The faculty view professional nursing as a process that applies concepts and theoretical/conceptual frameworks from the liberal arts, sciences, and nursing. Building on this foundational knowledge, nurses enter into a therapeutic alliance with individuals, families, groups, and/or communities, as well as members of the multidisciplinary team. The cognitive, intuitive, holistic, and humanistic activities of professional nursing practice require critical thinking. The design of classroom and clinical experiences enhances the student's critical thinking skills. The graduate student continues to expand in the use of critical thinking skills within the context of a more intensive and extensive knowledge base. The student works to consistently exercise sound judgment in complex clinical situations.

The application of theory to practice enhances professional nursing. As a foundation for nursing practice, theories direct and organize nursing assessments, planning, and actions, and link basic human valuing to nursing practice. Conversely, nursing

practice is the source of knowledge from which new theories are generated. The student analyzes and synthesizes theory from nursing, natural science, medical science, and social science. Appropriate theories in clinical practice settings and research provide additional foundation for learning. The graduate student has an opportunity to greatly expand on his/her knowledge base throughout the graduate program. Theory from nursing, natural science, medical science, and social science is analyzed and synthesized. The student selects and applies appropriate theories in clinical practice settings.

With openness to lifelong learning, nurses synthesize knowledge gained from life experiences (e.g. interactions with clients), knowledge gained through individual study (e.g. attendance at workshops, seminars, or advanced certification or degree programs), and knowledge acquired from participation in community and professional organizations to advance their professional practice.

## **Admissions Requirements applicable to MS programs in Adult Nurse Practitioner, Nursing Executive Leadership, Nursing Education**

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- A. 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.
- B. One year medical-surgical clinical experience (or equivalent)
- C. Completion of an undergraduate or graduate statistics course with a grade of “C” or better
- D. 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.
- E. New York State License and current professional nurse registration
- F. Three letters of recommendation
- G. Interview with the nursing faculty.

## **Course Repeats**

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Students may repeat a graduate course one time in the event that a minimum grade of B is not achieved.

## **Time Limitation**

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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 2-7 credits per semester. Full time students must complete a minimum of 9 credits per semester.

## **MS and Advanced Certificate Students**

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Excluding an approved Leave of Absence, all requirements for MS program or advanced certificate, must be completed within a period of 4 calendar years from the student’s initial enrollment for graduate study, regardless of whether the student was initially accepted as a degree or non-degree student. Students following the RN to MS pathway for the Adult Nurse Practitioner program will be granted 4 calendar years for completion of studies for the MS, the timeframe commencing when the student is moved from the undergraduate to the graduate classification.

## **DNP Students**

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

## **Requirements for Graduation for All Degree and Advanced Certificate Programs**

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- A. Completion of all course work as defined on the Plan of Study

- B. A minimum grade of B in all courses, thereby resulting in a cumulative grade point average (GPA) of 3.00.
- C. APPLICATION FOR GRADUATION/CERTIFICATE COMPLETION:

## **Participation in the Commencement ceremony is applicable to degree candidates only.**

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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.

## **Scholarships**

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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 in the 15-month or 2-1/2 year progression plan in the palliative care, nursing executive leadership, or nursing education program
2. Interview with the program coordinator, Nursing Graduate Program Director and/or Nursing Department Chair
3. Admissions application data:
  1. GPA from all previous colleges and universities attended
  2. Letters of reference
  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.

## **Insurance**

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When a student enrolls in NUR 561 and NUR 562, or NUR 531 and NUR 601 a mandatory fee of \$40.00 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)

With the knowledge explosion in healthcare, the present preparation of an Advance Practice Nurse (APN) at the Master's level is insufficient to meet the needs of the consumer. Present curricula do not provide adequate knowledge and skills in many aspects related to patient care, such as informatics, technology, and health care policy (Apold, 2007). A Doctor of Nursing Practice Program will afford practicing APNs the opportunity to gain knowledge regarding the necessary attributes needed for practice at the doctorate level.

## Program Objectives

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**Upon completion of the Doctorate of Nursing Practice Program, the graduate will:**

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

## Requirements

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- 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**

## Admissions Requirements

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- A. 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.

- B. New York State License and current professional nurse registration
- C. New York State licensure as an Advance Practice Nurse (APN) or eligibility to practice according to specialty standards
- D. Completion of an undergraduate or a graduate statistics course with a grade of “C” or better
- E. Three letters of recommendation, one being from a professional colleague
- F. Submission of curriculum vitae and a written personal goals statement
- G. Interview with the Nursing faculty

## **NUR702 Clinical Internship**

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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**

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

Additional information for [graduate Nursing programs: Admission, Course Repeats, Time Limitations; Graduation](#) – consult the Nursing section of the Graduate Bulletin or the Program Plans option on the Registrar’s web page.

# RN To MS Accelerated Program

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 bachelor's degree will be conferred to students in the RN to MS accelerated pathway.

## Policies

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The accelerated RN to MS program is designed for associate degree and diploma prepared nurses who want to pursue the adult nurse practitioner MS degree. Students may enter the Adult Nurse Practitioner Master 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).

Students entering the Daemen College undergraduate nursing program with a GPA of less than 3.25 will be considered to be on provisional status for admission to the MS program. These students will be required to complete a minimum of fifteen (15) undergraduate credits at Daemen College and to maintain a GPA of 3.25 or above in order to be eligible for acceptance into the RN to MS accelerated track. Acceptance into the accelerated track is contingent on space availability in the nurse practitioner graduate program. Students in the accelerated RN-MS/ANP track may take NUR 509 in lieu of BIO 407 and NUR 517/519 in lieu of an undergraduate elective.

The post-masters program is designed for those nurses who have a Master degree in a clinical area and wish to complete requirements in order to be eligible to take the adult nurse practitioner certification exam.

Criteria for admission to the certificate program are as follows:

- Possession of a Master degree in a clinical area of nursing from an NLNAC/CCNE accredited program.
- License to practice as a registered professional nurse.
- One-year medical-surgical clinical experience (or equivalent).
- Three letters of recommendation.
- Interview with the nursing faculty.
- Letter of intent.
- Submission of a resume summarizing professional activities and completed continuing education.

The post-Master 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. For most students, the following courses will satisfy the requirements for the certification exam:

NUR 505 Advanced Health Assessment 4 credits  
NUR 517/519 Pharmacology for the Advanced Practice Nurse 3 credits  
NUR 509 Advanced Physiology/Pathophysiology 3 credits  
NUR 511 Conceptual Basis for Advanced Nursing Practice 2 credits  
NUR 561 Adult Primary Health Care I 6 credits  
NUR 562 Adult Primary Health Care II 6 credits  
TOTAL 24 credits

# Master of Science in Adult Nurse Practitioner

## Requirements

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1. **ADVANCED NURSING CORE REQUIREMENTS: 14 credits**
  - NUR505 Advanced Health Assessment (4)
  - NUR509 Advanced Physiology/Pathophysiology (3)
  - NUR511 Conceptual Basis for Advanced Nursing Practice (2)
  - NUR513 Issues in Advanced Practice Nursing (2)
  - NUR517 Introductory Topics in Pharmacology for the Advanced Practice Nurse (1)
  - NUR519 Selected Topics in Pharmacology for the Advanced Practice Nurse (2)
  
2. **GRADUATE NURSING CORE REQUIREMENTS: 10-12 credits**
  - NUR515 Theoretical Perspectives in Advanced Practice Nursing (2)
  - NUR602 Qualitative Research (2)
  - NUR603 Quantitative Research (2)
  - NUR604/NUR605 Thesis/Project (4 – 6) -- see below for pertinent information
  
3. **NURSE PRACTITIONER SPECIALTY REQUIREMENTS: 12 credits**
  - NUR561 Adult Primary Health Care I (6)
  - NUR562 Adult Primary Health Care II (6)

**TOTAL PROGRAM REQUIREMENTS = 36 – 38**

### Thesis/Project

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

### Outcome Objectives: Adult Nurse Practitioner

Upon completion of the masters 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.

## Advanced Certificate – Adult Nurse Practitioner

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## REQUIREMENTS

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

**TOTAL CERTIFICATE REQUIREMENTS = 24**

## Certificate: Admissions Requirements

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

Additional information for [graduate Nursing programs: Admission, Course Repeats, Time Limitations; Graduation](#) – consult the Nursing section of the Graduate Bulletin or the Program Plans option on the Registrar’s web page.

# Master of Science in Nursing Education

The purpose of this program is to prepare master level nurses who are skilled in fulfilling the educator role in nursing programs. Nursing education requires nursing faculty prepared at the master 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.

## Outcome Objectives

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Upon completion of the masters in nursing education program, the graduate will:

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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.

## Admissions Requirements

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1. 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.
2. Three letters of recommendation, preferably one from the last school attended
3. A written statement describing educational objectives and areas of personal interest
4. Submission of a resume summarizing professional activities and completed continuing education courses
5. An interview with the graduate program director/department chair is required; a telephone interview may be arranged if an on-site interview is not possible.
6. In addition, applicants must meet the following graduate nursing program admission requirements:
  - o One year clinical experience as a RN
  - o Completion of an undergraduate or graduate statistics course with a grade of C or better
  - o 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 will be admitted on a provisional basis if they submit evidence of the potential to be successful in graduate studies.
  - o New York State License and current professional nurse registration

## Requirements

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## 1. CORE REQUIREMENTS: 16 credits:

- o NUR511 Conceptual Basis for Advanced Nursing Practice (2)
- o NUR513 Issues in Advanced Practice Nursing (2)
- o NUR515 Theoretical Perspectives n Advanced Practice Nursing (2)
- o NUR602 Qualitative Research (2)
- o NUR603 Quantitative Research (2) NUR604/NUR605 Thesis/Project (6) -- see below for pertinent information

## 2. SPECIALTY 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 (5) TOTAL PROGRAM REQUIREMENTS = 30

## Thesis/Project

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

## Advanced Certificate Nursing Education

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A post-master 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 a 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 Eval-uation in Nursing Education (3)
- NUR600 Curriculum Design and Implementation (3)
- NUR620 Nursing Education Practicum (3)

**TOTAL CERTIFICATE REQUIREMENTS = 12 CREDITS**

## Certificate: Admissions Requirements

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

Additional information for [graduate Nursing programs: Admission, Course Repeats, Time Limitations; Graduation](#) – consult the Nursing section of the Graduate Bulletin or the Program Plans option on the Registrar's web page.

# Master of Science in Nursing Executive Leadership

The purpose of this program is to prepare masters 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 masters level nurses who can serve as leaders for the nursing profession. In light of the current nursing shortage, there is an urgent need for nurse executives who can promote the growth of the profession as well as work to improve the current RN working conditions that have contributed to the decreasing numbers of active nurses. In addition, there is a great need for nursing faculty to prepare new nurses to enter the profession. Nurses who complete the Nursing Executive Leadership program will be prepared to fill either of these roles.

## Outcome Objectives

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Upon completion of the masters 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 pertinent to 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

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

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

### 2. LEADERSHIP SPECIALTY REQUIREMENTS: 24 credits:

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

**TOTAL PROGRAM REQUIREMENTS = 34-36 CREDITS**

## Thesis/Project

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

## Program Structure and Time Limitations for Completion of Program

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

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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

- 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: LEAF514 Leadership and Community: Empowerment, Collaboration and Dialogue (3); LEAF529 Transformational Leadership and Organizational Change (3); LEAF530 Customers, Stakeholders and Markets

## TOTAL CERTIFICATE REQUIREMENTS = 24

## Certificate: Admissions Requirements

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

Additional information for [graduate Nursing programs: Admission, Course Repeats, Time Limitations; Graduation](#) – consult the Nursing section of the Graduate Bulletin or the Program Plans option on the Registrar's web page.

# Post-Master Palliative Care

- NUR506 Foundations of Palliative Care (1)
- NUR531 Palliative Care Management I (6)
- NUR601 Palliative Care Management II (6)

**TOTAL CERTIFICATE REQUIREMENTS = 13**

## Certificate: Admissions Requirements

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Post-Master's applicants must meet the following criteria for admission:

1. Master's degree in Nursing from an accredited Nursing program
2. State license to practice as a Registered Nurse (RN) and current professional nurse registration
3. Successful completion of the following graduate level nursing courses (or their equivalent): Advanced Health Assessment; Advanced Pathophysiology; Advanced Pharmacology
4. Three reference letters attesting to the applicant's academic ability and potential. One letter must be from a professional colleague (waived for Daemen College MS graduates)
5. A written personal goal statement that is congruent with program goals and objectives
6. Submission of a resume or curriculum vitae
7. Personal interview with nursing faculty member

Additional information for graduate Nursing programs: Admission, Course Repeats, Time Limitations; Graduation – consult the Nursing section of the Graduate Bulletin or the Program Plans option on the Registrar's web page.

# Nursing Courses

## Nursing

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### **NUR 504: Strategies and Theories in Education**

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 Lab**

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

### **NUR 505: Advanced Health Assessment**

This course is designed to provide the adult nurse practitioner student with the knowledge and skills necessary to perform a complete health and physical assessment on clients from young adulthood through senescence. It is expected that students are prepared to conduct a basic history and physical exam when they enroll in this course. The course emphasizes student competencies in data gathering, assessing, recording and integrating information obtained from the client. Information from the assessment is utilized as a database for establishing differential diagnoses and developing treatment plans. Risk factor assessment and health promotion and disease prevention strategies for the adult client are described. This course requires a three-hour classroom lecture session and a two-hour laboratory session per week, as well as a minimum of 20 clock hours during the semester. Prerequisite or Co-requisites: NUR 509, NUR 517 and NUR 519 must be completed no more than two years prior to registering for Health Assessment. Offered Each Year (Fall). Equipment Requirements: Quality stethoscope with diaphragm and bell, oto-ophthalmoscope, tuning fork (256 MHz), and Rosenbaum or other pocket visual acuity instrument. (GR)

### **NUR 506: Foundations of Palliative Care**

The course introduces the students to concepts related to palliative care. The course addresses contextual factors related to palliative care including trends in health care and their influence on the palliative care movement, legal and ethical concerns, the role of the advanced practice nurse in the healthcare delivery system, communication, the interdisciplinary team, and health care policy reform. Offered Each Year (Fall). (GR)

### **NUR 509: Advanced Physiology/Pathophysiology**

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

### **NUR 511: Conceptual Basis for Advanced Nursing Practice**

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

### **NUR 513: Issues in Advanced Practice Nursing**

This course focuses on issues surrounding health and illness in our society. The course is designed to familiarize advanced practice nurses with multiple understandings of the health/illness experience from a wide range of perspectives. Beginning with an historical frame of reference, the student will explore issues relating to nursing, health and the quality health care delivery.

Students will be challenged to view health care from societal, evidence-based, provider and patient perspectives. With enhanced analytic skills, students will develop nursing interventions which empower patients. Controversial issues facing nursing will be explored and debated. This course is offered in a web-based format. Offered Each Year (Summer). (GR)

### **NUR 515: Theoretical Perspectives in Advanced Practice Nursing**

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

### **NUR 517: Introduction to Topics in Pharmacology for the Advanced Practice Nurse**

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

### **NUR 519: Selected Topics in Pharmacology for The Advanced Practice Nurse**

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

### **NUR 520: Advanced Health Assessment Challenge**

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

### **NUR 520: Advanced Health Assessment Challenge**

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

### **NUR 524: Care for the Caregiver**

This one credit course focuses on the needs of caregivers to individuals who are near the end of life. Strategies to assist lay and professional caregivers in caring for self and others will be explored. The benefits of self-help groups, crisis debriefing, and

stress management techniques will be highlighted. Recognizing the need for referral and identification of appropriate referral resources will also be addressed. Offered As Needed. (GR)

### **NUR 525: Ethical Dilemmas in Palliative Care**

Health care providers who practice in today's health care system soon realize that making ethical decisions is a common part of every day health care. As health care technology continues to advance into the 21st century, making ethical decisions has become more and more difficult. The ability to make sound ethical decisions is based on awareness of underlying ethical principles, ethical theories or systems, a decision-making model, and the profession's Code of Ethics. The course will explore some of the important issues in today's health care delivery system and focus on the role of the health care provider in palliative care settings. Offered As Needed. (GR)

### **NUR 528: Assessment and Evaluation in Nursing Education**

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 requires a three-hour classroom lecture session. Prerequisite or Co-requisites: None. Offered Every Other Year (Fall). (GR)

### **NUR 531: Palliative Care Management I**

The course includes 3 instructional hours per week and 250 supervised clinical hours. The course focuses on the assessment and management of symptoms caused by chronic and advanced disease throughout the disease trajectory. Clinical assessment, pathophysiology, pharmacology, and complementary therapies are addressed related to disease progression through end of life care. The clinical component of the course provides students with a variety of palliative care experiences including chronic pain management, palliative care consult teams within the community, office, and hospital based settings, hospice care in inpatient, hospital, comfort homes, nursing homes, and in the home setting. Prerequisites: NUR 506, NUR 525. Pre or Co-requisite: NUR 524. Offered Every Other Year (Spring). (GR)

### **NUR 561: Adult Primary Health Care I**

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 506. Prerequisite or Co-requisite: NUR 519. This course is held on-campus in a web-enhanced format. Offered Each Year (Spring). (GR)

### **NUR 561: Adult Primary Health Care Lab I**

Laboratory techniques in Adult Primary Health Care. Required co-requisite: NUR-561. (GR)

### **NUR 562: Adult Primary Health Care II**

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. This course is held on-campus in a web-enhanced format. Offered Each Year (Fall). (GR)

### **NUR 562: Adult Primary Health Care II Lab**

Laboratory techniques in Adult Primary Health Care II. Required co-requisite: NUR-562. (GR)

## **NUR 600: Curriculum Design and Implementation**

This course focuses on the development, implementation, and evaluation of nursing curricula. Emphasis is placed on designing nursing curricula based on evidenced 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 601: Palliative Care Management II**

The course includes 3 instructional hours per week and 250 supervised clinical hours. The course is designed to explore the role of the advanced practice nurse in palliative care for the patient and family as well as within the community. There is a focus on the role of the advanced practice nurse as educator and the role of the interdisciplinary team in end of life care including bereavement counseling. Psychosocial, cultural and spiritual influences in palliative care are further explored. The clinical component provides students with the opportunities to observe the interdisciplinary team and bereavement/counseling, perform spiritual, mental health, and end of life assessments, development and implementation of community education projects related to palliative care, and further development of clinical practice in a palliative care area of their choice. Prerequisite: NUR 506 and NUR 561. Offered Every Other Year (Fall). (GR)

## **NUR 602: Qualitative Research**

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

## **NUR 603: Quantitative Research**

This course will provide an examination of the significance of quantitative research as well as a foundation of the principles and methods for conducting quantitative research. We will consider the theoretical foundation for both quantitative research methods (correlational, quasi-experimental and experimental designs), and apply appropriate descriptive and inferential statistical techniques. Lecture: two hours per week. Offered Each Year (Summer). (GR)

## **NUR 604: Thesis**

The thesis option provides the student with an opportunity to consider a theoretical question in relation to Adult Health Nurse Practitioner practice 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 Adult Health Nurse Practitioner practice. For the thesis option, the student is expected to identify a research question, choose a theoretical framework or a conceptual model, select an appropriate methodology, collect, analyze, and discuss data. Students registering for Thesis for the first time are required to attend a one-credit Introduction to Thesis seminar on-campus. At least two (2) members should be on each thesis committee, with the committee chairperson being a full-time faculty member from the Nursing Department. After a successfully thesis defense, two hard bound copies of the thesis must be submitted to the Nursing Department. Offered Each Year (Fall, Spring, Summer). Note: A minimum of four credits must be completed for the thesis or project. Depending on the topic and depth of research, six credits may be taken. Credit may be distributed over several terms. A student who has registered for the 6th credit of thesis/project and who does not complete the thesis/project in that semester will receive a grade of "Incomplete." In such a case, the student will have one additional semester to complete the thesis/project and the grade of "Incomplete" will be changed to "Pass Complete." In the event that the student does not complete the thesis/project in the additional semester, the grade of "Incomplete" will revert to a grade of "F." The student will then need to register for one credit hour of 604/605. (GR)

## **NUR 605: Project**

The project option is a demonstration of expertise in a field of interest to Adult Health Nurse Practitioner practice, 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 focusing on a clinical nursing practice issue. The purpose of the project is to allow the student a concentrated learning experience with graduate nursing faculty guidance. The project is designed to promote creative and unique approaches to advanced nursing care. The project method will vary depending on the subject matter chosen. Some examples of appropriate projects include: development of a health teaching module, use of media to promote health teaching, application of existing research to a particular clinical

setting, and evaluation of existing health services. The way in which the project may contribute to the student's professional nursing expertise would be delineated in the proposal. Students registering for Project for the first time are required to attend a one-credit Introduction to Thesis seminar on-campus. At least two (2) members should be on each project committee, with the committee chairperson being a full-time faculty member from the Nursing Department. When the project is completed, the student is expected to submit a detailed report of the findings or outcome. Further, upon completion of the project, two hard bound copies of the project or if in a media format, one high quality media copy along with supporting documentation, must be submitted to the Nursing Department. Prerequisite and/or Co-requisite: NUR 602 and 603. Offered Each Year (Fall, Spring, Summer). Note: A minimum of four credits must be completed for the thesis or project. Depending on the topic and depth of research, six credits may be taken. Credit may be distributed over several terms. A student who has registered for the 6th credit of thesis/project and who does not complete the thesis/project in that semester will receive a grade of "Incomplete." In such a case, the student will have one additional semester to complete the thesis/project and the grade of "Incomplete" will be changed to "Pass Complete." In the event that the student does not complete the thesis/project in the additional semester, the grade of "Incomplete" will revert to a grade of "F." The student will then need to register for one credit hour of 604/605. (GR)

### **NUR 606: Applied Statistics for Evidence-Based Practice**

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 level. 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. Offered Every Other Year (Spring). (GR)

### **NUR 608: Practice Theories**

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 will include 2 hours of lecture weekly. Offered Every Other Year (Spring). (GR)

### **NUR 610: Organizational Theory and Health Care Management**

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**

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 will include 2 hours of lecture weekly. Offered Every Other Year (Fall). (GR)

### **NUR 614: Ethical Issues in Advanced Nursing Practice**

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 will provide 2 instructional hours per week. Offered Every Other Year (Fall). (GR)

### **NUR 616: Leadership Development**

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. Offered Every Other Year (Fall). (GR)

### **NUR 618: Informatics and Related Technology for Advance Practice**

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 will include 1 hour of lecture weekly. Offered Every Other Year (Summer). (GR)

### **NUR 620: Nursing Education Practicum**

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. Lecture: 3 hours, 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). (GR)

### **NUR 621: Scholarly Writing in Health Care**

The course prepares the doctorate in nursing practice (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 will include 2 hours of lecture weekly. Offered Every Other Year (Fall). (GR)

### **NUR 623: Research for Evidence -Based Practice**

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 level. 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 is for clinical practice is appraised. Prerequisite: NUR606. This course will include 3 hours of lecture weekly. This course will include 2 hours of lecture weekly. Offered Every Other Year (Fall). (GR)

### **NUR 625: Public Policy and Health Care Financing**

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 provides 3 instructional hours per week. Offered Every Other Year (Summer). (GR)

### **NUR 627: Clinical Theories**

This course is designed to present the content and application of theories that have implications to 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 would 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 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-requisite: NUR608. Offered Every Other Year (Summer). (GR)

### **NUR 702: Clinical Internship**

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 610, NUR608, NUR627, NUR621, NUR623 Research for EBP. Offered Every Other Year (Fall). (GR)

### **NUR 704: Scholarly Project**

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 Research for EBP. Offered Every Other Year (Fall). (GR)

# PHYSICAL THERAPY

## DIRECT ENTRY DOCTOR OF PHYSICAL THERAPY (DPT)

### Admission Requirements:

Students with an earned baccalaureate degree (BS/BA) in a related field with a minimum overall and science GPAs of 2.8 may apply to enter directly into the professional phase of the entry-level Doctor of Physical Therapy (DPT) program.

You may apply online at **insert application website link**.

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 (course-by-course evaluation is required) - [www.wes.org](http://www.wes.org) or Joseph Silny & Associates, Inc – [www.jsilny.com](http://www.jsilny.com)

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

### Direct-entry Doctor of Physical Therapy (DPT)

### 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 is required in the professional program.

**PLEASE NOTE:** Daemen College reserves the right to make changes to the Physical Therapy curriculum, professional program entrance criteria, and/or professional program and graduation requirements. All enrolled students must meet all requirements if changed or amended by Daemen College.

# Orthopaedic Manual Physical Therapy Fellowship Program

**Credentialed by the American Physical Therapy Association's Clinical Residency and Fellowship Program Credentialing Committee**

The Daemen College Orthopaedic Manual Physical Therapy Fellowship Program, in partnership with local health systems and private physical therapist owned private practices, provides post professional orthopaedic manual physical therapy (OMPT) education. The foundations of clinical science and research are integrated with respect to maintenance of the highest ethical standards, while advancing the profession in providing a high quality of care and practice that is evidence-based.

Fellowship / residency education will be the primary means for achieving advanced psychomotor and analytical skills in OMPT, based on a foundation of orthopaedic manual physical therapy education provided in the post professional physical therapy curriculum.

The Orthopaedic Manual Physical Therapy Fellowship Program allows students to earn an advanced certificate in this area of expertise, which is registered with the New York State Education Department. Completion of the program and application will earn the Fellowship credential through the American Academy of Orthopaedic Manual Physical Therapy (FAAOMPT).

# Advanced Certificate (Fellowship)

## Orthopaedic Manual Physical Therapy (Fellowship)

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### Certificate Program Requirements

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

### TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

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

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

### Additional Requirements

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

### Application Process

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

1. Daemen College Physical Therapy Graduate Program Admission Application;
2. letter of intent for admission to the Fellowship;
3. copy of current State registration to practice physical therapy;
4. signed statement attesting to legal and ethical professional standing;
5. resume or curriculum vitae;
6. evidence of two years of physical therapy clinical experience or one year experience in an orthopaedic physical therapy setting;
7. two letters of reference from physical therapists who have observed the applicant's clinical performance;
8. one letter of reference from someone who can attest to the applicant's academic competence.

9. documented American Physical Therapy Association (APTA) Board Certification as an Orthopaedic Clinical Specialist (OCS) or Sports Clinical Specialist (SCS) **or**
10. Evidence of graduation with a Doctor of Physical Therapy Degree (DPT) **or** transitional Doctor of Physical Therapy Degree (tDPT).

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

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

## **Selection of Candidates**

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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](http://www.daemen.edu/admissions). Go to Graduate Admissions, Graduate Programs and apply online.

## **Course Repeats**

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

## **Time Limitation**

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

## **Requirements for Graduation**

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1. A minimum grade of B earned in all courses, thereby resulting in a minimum GPA of 3.00
2. Application for Certificate: All certificate students are required to file an Application for Certificate form with the Registrar's Office in the semester prior to the final term of studies for completion of program requirements. Forms are available by contacting the Graduate Program Office or the Registrar's office (DS123, registrar@daemen.edu.)

# Physical Therapy Courses

## Physical Therapy

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### **PT 704: Musculoskeletal System**

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**

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 efficiently critically review that literature, 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**

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**

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**

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 Sahrman as well as Australian and Nordic Approaches. (GR)

### **PT 723: Integrated Management of Sacroiliac Joint Dysfunction**

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)**

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**

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**

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**

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**

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**

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**

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)

# Administration

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**JOHN J. STACHURA**, *Clinical Assistant Professor of Physical Therapy*; B.S., M.B.A., University at Buffalo; D.P.T., Daemen College.

# Accreditation

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

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**Daemen College** is accredited by the [Middle States Commission on Higher Education](#) (MSCHE), 3624 Market Street, 2nd Floor, Philadelphia, PA 19104-2680, (267) 284-5000, FAX (215) 662-5501. The Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2002.

**Master of Science (M.S.), programs** in Nursing are accredited by the [National League for Nursing Accrediting Commission](#), Inc. (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326, (404) 975-5000, FAX (404) 975-5020, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2001.

**The clinical doctorate in Physical Therapy (D.P.T.)** is accredited by the [Commission on Accreditation in Physical Therapy Education](#) (CAPTE), American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA, 22314-1488, (703) 706-3245, (800) 999-2782, FAX (703) 706-3387, email: [accreditation@apta.org](mailto:accreditation@apta.org), an accrediting body for professional programs for the physical therapist, recognized by the Council for Higher Education Accreditation (CHEA), January 2002. Please note: CAPTE reviews only programs which prepare students to sit for licensure examinations. The Fellowship Program is credentialed as an Orthopaedic Manual Physical Therapy Fellowship by both the APTA and the American Academy of Orthopaedic Manual Physical Therapists (AAOMPT).

**The graduate program in Physician Assistant Studies (B.S./M.S., M.S.)** is accredited by the [Accreditation Review Commission on Education for the Physician Assistant](#), Inc. (ARC-PA), 12000 Findley Road, Suite 240, Duluth, GA 30097, (770) 476-1224, FAX (770) 476-1738, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2004.

The Master of Science (M.S.) in Global Business is accredited by the [International Assembly for Collegiate Business Education](#) (IACBE), P.O. Box 3960, Olathe, Kansas 66063, USA, (913) 631-3009, FAX (913) 631-9154, a specialized accrediting body for business and business-related degree programs.

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Daemen College is a member of:

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- Association of American Colleges and Universities
- Association for the Advancement of Sustainability in Higher Education
- Association of Arts Administration Educators
- Commission on Independent Colleges and Universities
- Consortium for Innovative Environments in Learning
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent College and Universities
- National Association of Intercollegiate Athletics, Mideast Conference
- New York Campus Compact
- Western New York Consortium of Higher Education
- Western New York Service Learning Coalition

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Accrediting and Licensing documents are available for inspection. Requests should be in writing to and sent to the:

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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

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Daemen College is committed to serving its students effectively and responsively. Students with questions or complaints should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible. Students who are unsure of whom to contact or whose complaint remains unresolved may contact Dr. Kathleen Boone, Associate Vice President for Academic Affairs, Duns Scotus Hall 102, Daemen College, 4380 Main St., Amherst, NY 14226, telephone: 716.839.8301 for assistance in resolving the complaint.

## Nondiscrimination and Equal Opportunity Policy

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Daemen College is committed to compliance with its obligations under Title IX of the Educational Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, the Age Discrimination in Employment Act, Executive Orders, the New York State Human Rights Law, and other applicable antidiscrimination laws. It is the policy of Daemen College to provide all students and applicants an equal access to all programs and facilities without regard to race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. Furthermore, the College will not discriminate against any individual with respect to the application of College policies, or the criteria for the successful completion of any course or program on the basis of race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence.

Every person in the Daemen College community is required to be familiar with and act in accordance with this policy. This includes administrators, faculty, staff, students, contractors, and vendors. All violations of this policy will be addressed and, where appropriate, discipline will be administered. Any person or entity found in willful violation of this non-discrimination policy shall be subject to termination, expulsion or contract termination as appropriate.

The College President has assigned day-to-day responsibilities for the implementation and administration of this policy to the Associate Vice President for Academic Affairs, who shall be the College's Equal Opportunity and Affirmative Action Officer. Any questions concerning this policy and any complaints of discrimination should be communicated to the Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, telephone (716) 839-8301 (campus extension 8301).

A student also has the right to file a complaint of discrimination with the Office for Civil Rights (OCR) of the U.S. Department of Education. Complaints are to be filed within 180 calendar days of the alleged act of discrimination and may be made to the New York regional office of OCR:

New York Office  
Office for Civil Rights  
U.S. Department of Education  
32 Old Slip, 26th Floor  
New York, NY 10005-2500  
Telephone: 646-428-3900  
FAX: 646-428-3843; TDD: 877-521-2172  
Email: [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov)

## Accommodation of Students With Disabilities

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Daemen College complies with the Rehabilitation Act of 1973, the Americans with Disabilities Act and applicable state and local

laws providing for nondiscrimination against individuals with disabilities. This policy applies to admission to the College and 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 accommodations in light of legal guidelines.

### **It is Daemen College's Policy to:**

1. 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.
2. 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.
3. Provide qualified applicants and students with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the College.
4. 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 Admissions Office in the case of an applicant or to the EO/AA Officer (Associate Vice President for Academic Affairs) in the case of a student. The individual shall submit current medical evidence of the disability and the limitations that require accommodation. The College's EO/AA Officer may discuss with the applicant or student the precise limitation resulting from the disability and the potential reasonable accommodations that the College might make. The College has established specific guidelines for the documentation of disabilities; the guidelines may be obtained from the College's EO/AA Officer (Associate Vice President for Academic Affairs) or from the College website.

The EO/AA Officer, in conjunction with the appropriate faculty and, if necessary, a medical evaluator retained by the College, will determine the feasibility of the requested accommodation, considering various factors including, but not limited to, the nature and the cost of the accommodation, the availability of funding, and whether the accommodation will impact the fundamental nature of the course or program. The applicant/student will be informed of the College's decision on the accommodation request. If a student is not satisfied with the determination made by the College with respect to the request for accommodation, the student may file a grievance pursuant to the College's Grievance Procedure in Discrimination Cases, a copy of which may be found in the Student Handbook or obtained from the Office of the Associate Vice President for Academic Affairs

### **Procedure for Receiving Approved Accommodations**

The EO/AA Officer (Associate Vice President for Academic Affairs) 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 EO/AA Officer 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 EO/AA 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 EO/AA Officer, the Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, phone: (716) 839-8301.

### **Student Rights Under the Family Educational Rights and Privacy Act**

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), Daemen College has adopted a policy that protects the confidentiality of student educational records and grants third party access to such records only with the student's consent or under other limited conditions. The College may publish certain directory information, such as the student's name, address (including email), telephone number, date and place of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status (includes advance registration data, anticipated graduation year, class status), resident status (commuter or resident), degrees and awards received, and the most recent educational institution attended by the student, unless advised in writing by the student not to do so. The College policy also grants students

access to their records, except, where applicable, for the financial information of their parents. A procedure has been established whereby students can challenge the content of their educational records, and if appropriate, provide a written explanation to be placed into their records. To review the full policy, see the Student Handbook (online) or contact the Registrar's Office.

# Academic Calendar for 2010-2011

## First Semester

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September 4	Welcome Week begins
September 7	Classes begin
September 9	Convocation 11:00 AM
September 14	Last day for making changes in schedule (Adds and Drops)
October 8	Application for Degree forms must be filed with the Registrar's office for all prospective January 2011 and May 2011 graduates
October 9-12	Fall Break — <i>classes will not meet</i>
October 13	Classes resume
October 25	Mid-semester deficiencies due at <b>NOON</b>
November 10	Last day for authorized withdrawal from courses (or change to audit)
November 15	Advance Registration begins for Intersemester and Spring Semester 2011
November 24-27	Thanksgiving Recess — <i>classes will not meet</i>
November 29	Classes resume
December 10	Last day of classes
December 13	Final Examinations begin
December 17	Final Examinations and Fall '10 Semester end
December 21	Semester grades due at <b>NOON</b>

## Intersemester Session

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January 4	Classes begin
January 13	Last day for authorized withdrawal from courses (or change to audit)
January 17	Martin Luther King, Jr. Observance — <i>classes will not meet</i>
January 20	Last day of classes
January 21	Final Examinations are held (if no exam, class is held on this day)
January 24	Intersemester grades due

## Second Semester

January 26	Classes begin
February 2	Last day for making changes in schedule (Adds and Drops)
February 21	President's Day — <i>classes will not meet</i>
March 11	Mid-semester deficiencies due at <b>NOON</b>
March 14-18	Spring Break — <i>classes will not meet</i>

March 21	Classes resume
April 6	Last day for authorized withdrawal from courses (or change to audit)
April 11	Advance Registration begins for Summer and Fall Semester 2011
April 18	Last day for submission of application to Upper Division/Professional Phase of Major for all departments
April 22-26	Spring Holiday - <i>classes will not meet</i>
April 27	Classes resume
TBA	Academic Festival
May 6	Last day of classes
May 9	Final Examinations begin
May 13	Final Examinations and Spring 2011 semester end
May 17	Grades due AT <b>NOON</b> for: prospective May '11 graduates and non-graduating ceremony "walkers," candidates for admission to professional phase studies in Physical Therapy and Physician Assistant Studies
May 20	Baccalaureate Awards Ceremony
May 21	Commencement (held at Kleinhans Music Hall, Buffalo, NY) 2:30 PM
May 24	Semester grades due at <b>NOON</b> for all other students
June 3	Application for Degree forms must be filed for all prospective September 2011 graduates

## GRADUATE

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