



DAEMEN
— UNIVERSITY —

Graduate Catalog

2022-23

DAEMEN UNIVERSITY

GRADUATE CATALOG 2022-2023

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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

Transcript Information or go to our Registrar website to the transcript information page.

Catalog Information

The information compiled in this catalog was prepared for the 2022-2023 academic year, but should not be regarded as a contract between the student and Daemen University. The University separately published Graduate Catalog contains information about the University's graduate programs. Rights are reserved to change any of the rules and regulations of the University 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 University.

Policy on Non-Discrimination

Daemen University 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 anti-discrimination laws. It is the policy of Daemen University to provide all students,

applicants, and employees equal access to all programs and facilities without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law.

[Daemen University's non-discrimination policy](#)

complies with all current statutes and applies to admission, employment, and access to all programs, services, and other activities offered by the University. The full policy is found in our University Policy Portal.

Inquiries regarding compliance with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act should be directed to the Daemen University Equal Opportunity and Affirmative Action Officer, Tiffany Hamilton, who is also our Chief Diversity Officer, Dun Scotus Hall, Room 118; telephone: (716) 566-7880, thamilton@daemen.edu.

All inquiries regarding the compliance with Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act should be directed to the ADA/504 Compliance Officer, Associate Vice President of Student Success, Sabrina Fennell, RIC108, 716-839-8228.

Student Right-to-Know

Any individual who is considering enrolling at Daemen University may secure a copy of the University's graduation rate and additional University statistics ([Diversity Dashboard](#)) compiled in accordance with the Student Right-to-Know Act by contacting the University's Admissions Office, at 716-839-8225, or by visiting the [Fast Facts web page](#).

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

In compliance with the Department of Education and the Clery Act, Daemen University publishes an [Annual Security and Fire Safety Report](#) which is available


online at or via the United States Department of Education website at:

<http://ope.ed.gov/security/GetOneInstitutionData>.

Visitors can also request to see a copy of the University's Crime and Fire Logs available in the Office of Campus Safety.

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

To request a printed copy of the Daemen University Catalogs, contact



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

Telephone 716-839-8225 (toll free 800-462-7652 in NY, NJ & PA)

or email admissions@daemen.edu

General Information

About Daemen

The Campus

Daemen University is located on a 46.5-acre campus in Amherst, New York. The suburban location enables students of the university to have ready access to the vibrant Buffalo-Niagara region while enjoying the charm of a beautifully landscaped campus. Daemen is easily accessible by major rail, plane, and motor routes servicing Buffalo. The university is less than five minutes from exit 50 of the New York State Thruway. The Buffalo Niagara International Airport, serviced by most major airlines, is a 15-minute drive from the campus.

For directions and campus map: [daemen.edu/directions](https://www.daemen.edu/directions).

Buildings and Facilities

- **Academic and Wellness Center (AWC)**, located across from Daemen's Main Street campus, houses the fitness center and recreation space, as well as state-of-the-art classrooms for physical therapy, athletic training, and health promotion.
- **Alumni House** is the home of alumni and publication offices.
- **Athletics Complex** houses the Lumsden Gymnasium as well as the university's intercollegiate athletic offices and athletic training room.
- **Business Building** includes faculty offices, classrooms, a computer lab, and a student lounge, as well as the Office of Information Technology.
- **Campus Apartments**, housing approximately 384 students, is a complex of seven two-story apartment-style buildings, typically providing housing for upperclassmen students. Each apartment has four bedrooms, two bathrooms, a living room, and a kitchen. Laundry facilities are available on each floor.
- **Canavan Hall** is a five-story, suite-style residence hall, housing approximately 260 students, primarily used as first-year and new student housing. Two bedrooms share one bathroom. Lounges and laundry facilities are available on each floor.
- **Charles J. Wick Campus Center** houses student life offices including Campus Safety, CHIP Center (Counseling, Health, Insurance, Prevention), Conference Services, the 24/7 Information Desk, the executive boardroom, a dedicated esports center, lounges, the main dining room seating 650, the Wildcat Den (a multimedia dining location), and a social room/auditorium seating 500.
- **Patricia E. Curtis Hall** houses physician assistants, psychological sciences, and social work faculty offices.
- **Duns Scotus (DS) Hall** is the home of the student services corridor, known as the SPOT, and houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges, the bookstore, print shop, mailroom, the Nancy Haberman Gacioch Center for Veterans, the Center for Diversity and Inclusion, Global Programs (International Student Services & Study Aboard), the Paul A. Saffrin Center for Sustainability & Civic Engagement, and the Student-Athlete Academic Center.
- **Haberman Gacioch Center for Visual & Performing Arts** features the graphic design production area, the International Center for Excellence in Animation (ICEA), computer labs, faculty offices, the Elizabeth C. Tower Gallery, the Sister Jeanne File Resource Room, and studios for illustration, figure drawing, and painting. The building uses geothermal heating to contain energy costs.
- **Honors House**, located near the university's Getzville Road entrance, serves as a study space for Honors Program students and provides office space for the Division of Institutional Advancement.
- **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre, as well as campus event space.
- **Research and Information Commons (RIC)**, a LEED Gold-certified building, houses a comprehensive library, Student Success Center, Accessibility Services, Graduate Studies Technology Center, Smart Squad, 78 WEST cafe,

group study rooms, a seminar and screening room with surround sound and 3D projection capabilities, and many state-of-the-art amenities to enhance the study experience.

- **Rosary Hall** is the original university administrative and classroom building—recognized for its Italian Renaissance Revival architecture and designed by one of the most prominent Buffalo architects of the early 20th century, was officially honored as a historic landmark in 2014—and currently houses the executive dining room and the Division of Enrollment Management & Admissions.
- **Schenck Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- **The Thomas Reynolds Center for Special Education & After-School Programs** includes a conference room, observation room, and four state-of-the-art classrooms.

Library	(716) 839-8243
MusicalFare Theatre	(716) 839-8540
Public Relations & Publicity	(716) 839-8472
Registration & Schedules	(716) 839-8214
Student Activities & Services	(716) 839-8332
Transcripts & Records	(716) 839-8214

DEPARTMENT/OFFICE	PHONE NUMBER
Daemen University Information	(716) 839-3600
Academic Information	(716) 839-8301
Admissions	(716) 839-8225
Alumni	(716) 839-8212
Athletics	(716) 839-8346
Bookstore	(716) 839-8245
Business Office	(716) 839-8218
Calendar & Dates	(716) 839-8214
Catalog Requests	(716) 839-8225
Conferences & Special Events	(716) 839-8253
Financial Aid	(716) 839-8254
Fundraising & Gifts	(716) 839-8212
Gallery	(716) 839-8241
Housing & Meal Plan	(716) 839-8200

The Buffalo Area: An Ideal Location



Key to Buffalo, New York

1. Buffalo Niagara International Airport
2. Amtrak Terminal
3. Highmark Stadium (Buffalo Bills /NFL)
4. KeyBank Center (Buffalo Sabres/NHL)
5. Canalside and Buffalo Naval & Military Park
6. Buffalo Metropolitan Transportation Center
7. Erie Basin Marina
8. Buffalo and Erie County Library
9. Buffalo Niagara Convention Center
10. Buffalo Theater District
11. Fort Erie
12. Peace Bridge (to Canada)

13. Kleinhans Music Hall
14. Allentown/Delaware Historic Area
15. Sahlen Field (Buffalo Bisons, Toronto Blue Jays/
MLB, 2020-2021)
16. Museum of Science
17. Albright-Knox Art Gallery
18. Buffalo History Museum
19. Buffalo Zoo
20. Whole Foods
21. Walden Galleria



Approximate Mileage From Greater Buffalo To The Following:

Albany, NY	301 miles
Allentown, PA	334 miles
Atlantic City, NJ	443 miles
Baltimore, MD	368 miles
Binghamton, NY	211 miles
Boston, MA	471 miles
Burlington, VT	465 miles
Charleston, WV	446 miles
Chicago, IL	545 miles
Cincinnati, OH	440 miles
Cleveland, OH	191 miles
Detroit, MI	270 miles
Elmira, NY	148 miles
Erie, PA	96 miles
Harrisburg, PA	296 miles
Hartford, CT	407 miles
Indianapolis, IN	525 miles
Lake Placid, NY	395 miles
Long Island, NY	419 miles
Manchester, NH	457 miles

Montreal, Quebec	394 miles
New York City, NY	371 miles
Philadelphia, PA	388 miles
Pittsburgh, PA	219 miles
Portland, ME	548 miles
Poughkeepsie, NY	359 miles
Providence, RI	475 miles
Richmond, VA	511 miles
Rochester, NY	75 miles
Scranton, PA	266 miles
Springfield, MA	384 miles
Syracuse, NY	156 miles
Toronto, Ontario	100 miles
Utica, NY	199 miles
Washington, DC	405 miles
Wilmington, DE	418 miles

History and Identity

Daemen University is a private, non-sectarian, co-educational, comprehensive university in Amherst, N.Y. 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 university is near Canada, with cosmopolitan Toronto within easy driving distance.

The university was established in 1947 as Rosary Hill College by the Sisters of St. Francis of Penance and Christian Charity, which was founded by 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 institution has been accredited by the Middle States Commission on Higher Education since 1956 and last reaffirmed in 2016. Originally a liberal arts college for women, the institution became co-educational in 1971, extending its commitment to academic excellence to the education of both men and women. In 1976, the institution became independent and nonsectarian, changing its name to Daemen College. In 1992, New York State approved an amendment change to Daemen's charter, authorizing the institution to award graduate-level degrees as well as baccalaureate degrees. In 2018, Carnegie Classifications of Institutions of Higher Education elevated Daemen to the organization's top tier classification—doctoral university.

In 2022, Daemen received approval from the New York State Education Department (NYSED) to change the institution's name to "Daemen University."

Committed to an academic atmosphere that leads to open inquiry and debate, Daemen has achieved a creative balance between programs providing direct career preparation and a liberal arts education. Courses in the university's majors 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 programs. The core curriculum is designed to develop students' skills and competencies in seven areas that will benefit them personally and professionally throughout their lives.

Mission Statement

The mission of Daemen University is to prepare creative, ethically-minded leaders for a diverse and interconnected world by integrating the intellectual strengths acquired through the liberal arts with the preparation necessary for professional excellence to make meaningful contributions to society.

Vision

Daemen University seeks to become an institution of national distinction through recognized excellence in academics, co-curricular experiences, athletics, inclusion, and community service in an educational environment where all students, alumni, faculty, staff, and community partners are able to learn, grow and use their skills to create a better world.

Learning Outcome Goals

Daemen University graduates students who:

1. Are informed citizens, prepared to play productive roles in local and global communities both as effective participants and leaders.
2. Are prepared to work collaboratively as well as independently in the pursuit of knowledge and problem resolution.
3. Engage in higher-order thinking.
4. Make reasoned ethical choices and consider connections between values and behavior.
5. Can effectively access, evaluate, and apply relevant and valid information using a variety of information resources.
6. Have writing and speaking skills necessary for effective communication.
7. Are well prepared to pursue meaningful career opportunities or advanced study.

Admissions

Admissions Policy

Admission to the University is based on academic potential without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. (Please see “Institutional Policies” for the University policy on accommodation of students with disabilities.) Persons who desire application materials or wish to arrange for an interview and a tour should contact the Office of Admissions, Daemen University, 4380 Main Street, Amherst, New York 14226. Telephone: (716) 839-8225, admissions@daemen.edu.

Criteria for Graduate Student Admission

Applicants for admission must meet the following requirements:

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

International Students

You can link here to our university’s full policy for [international student admissions](#). The policy can also be found in our policy portal: policies.daemen.edu

Application Procedures and Requirements for International Students

1. Complete the online application at daemen.edu/admissions/international/apply or request a paper application by e-mailing the Office of Admissions at admissions@daemen.edu or mailing Office of Admissions, Daemen University, 4380 Main Street, Amherst, New York 14226, USA.
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 their transcripts to the American grading and course equivalencies.** We recommend using Spantran [SpanTran Application – Daemen University](#), World Education Services, www.wes.org or Josef Silny Associates, www.jsilny.com.
3. International students for whom English is a non-native language must submit a [DUOLINGO, IELTS \(International English Language Testing System\)](#), or [TOEFL \(Test of English as a Foreign Language\)](#) exam score; 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 another institution with which it has a formal agreement prior to regular admission. To enter into academic course work at Daemen, the TOEFL Minimum Requirement is a 77 Internet-Based Test, the IELTS Minimum Requirement is 6.5, the ELS minimum is 112 and the DUOLINGO minimum requirement is 100. Physician Assistant, Physical Therapy, and

Nursing require a minimum TOEFL total test score of 100 or a DUOLINGO score of 120.

4. Proof of Financial Support must be submitted. You must show the 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.

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

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

transfer credit within the first semester by departmental faculty:

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

Application for Non-Degree Status

Students wishing to enroll in a graduate class without matriculating in a graduate degree or certificate program may do so on a space-available basis with written consent of the graduate program director. Non-matriculated students must fill out a Graduate Application and Registration Form, Non-Degree Status,

available on the Registrar's website. Ordinarily, non-matriculated students may take a maximum of nine graduate credits at Daemen. To continue taking graduate courses, the student must apply for admission as a degree or certificate candidate and be accepted into the graduate program. Any exceptions to this policy are made by the Graduate Committee on Academic Standards.

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

1. The completed Application for Admission is reviewed by the graduate admissions coordinator and graduate program faculty, with the director of the program notifying the student in writing of the admission decision.
2. The acceptance letter will be accompanied by a packet of materials which should be read carefully.
 1. The Graduate Tuition Deposit Agreement reserves the student a seat in a subsequent semester. Tuition deposits will be accepted on a first-come, first-served basis and are not refundable. TUITION DEPOSIT:
Physical Therapy and Physician Assistant – \$500.00
All other graduate programs – \$200.00
 2. The Health Form should be filled out and returned to the Health Services Office as soon as possible, since registration cannot be completed until this is done. All students taking four or more credits, whether full-time or part-time, must file the Daemen College Health Services Form prior to registering for classes. Failure to

return the Health Form will result in delay of completing registration. If applicable, the student must also meet any health-related requirements specific to his/her graduate program.

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

Financial Aid

Information on eligibility for and availability of Financial Aid can be obtained from the Financial Aid Office (716-839-8254) and in the Financial Aid section of this catalog. In general, to be considered for financial aid, the student must be admitted to a graduate program and register for at least five credit hours.

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

Alcohol and Drug Policy

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

Financial Information

Tuition & Fees 2022-2023

GRADUATE

Tuition (per credit hour): \$1,056.00

Grad Fee per credit hour for 1-8 credit hours: \$15.00

Grad Fee for 9 or more credit hours: \$135.00

Audited Graduate Course (per credit hour): \$498.50

SUMMER 2022

Graduate Tuition (per credit hour): *\$1,056.00

*subject to change – please contact 716.839.8213 for current summer tuition rates

SPECIAL FEES

- Application Fee Payable with Application: \$25.00
- Tuition deposit required first year (non-refundable):
 - PA & PT Graduate Students: \$500.00
 - All Other Graduate Students: \$200.00
- Room reservation deposit (if resident student): \$200.00
- Transcript Fee: \$10.00 for a mailed copy and \$11.00 for an electronic PDF.
- Late Payment Fee: \$100.00
- Returned Check Charges (NSF): \$40.00
- Challenge Examination Fee: \$100.00 plus \$30 tuition per credit hour
- Credit for Learning from Life Experience (CLLE) Assessment Fee: \$100.00 plus \$30.00 tuition per credit hour.

Students wishing to reside on campus should consult the Daemen University undergraduate catalog or the Office of Housing and Residence Life for residence life information, including costs and refund policies.

FINANCIAL AGREEMENTS

The University reserves the right to change its schedule of tuition, residence and board, and special fees when it is deemed advisable. The University 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 University property will be charged to the student.

PAYMENTS

Students are expected to make payment arrangements with the Office of Student Accounts (Duns Scotus Hall, Room 112) by the due date stated on their self-service billing statement for the amount of the semester charges less any financial aid and/or bank loans. A \$100.00 late payment fee will be assessed if arrangements are made after this date. If financial aid and/or bank loans are pending, students must sign a promissory note online by logging into my.daemen.edu in order to complete the registration process and be admitted to classes.

Registrations will be canceled for any student who does not make satisfactory payment arrangements.

WE ARE PAPERLESS!

Students will be notified via Daemen email and/or text message when semester bills are available to view on Self Service @ <https://selfservice.daemen.edu>

- Fall tuition statements will be available in July and Spring statements in December.
- Students will be notified via Daemen email if revisions are made to their account.

Checks should be made payable to Daemen University and mailed to the Office of Student Accounts, Duns Scotus Hall, Room 112, 4380 Main Street, Amherst, New York 14226.

Effective August 1, 2017: Online payments through self-service are available, enabling students and/or parents to pay tuition and fees by electronic check (ACH) or by credit/debit card via <https://selfservice.daemen.edu>. The payment process is simple and secure. Payments by electronic checks

(ACH) as well as Visa®, MasterCard®, American Express® and Discover® cards are accepted.

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 University.

WITHDRAWALS AND REFUNDS

The University 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 (add/drop period) 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 University, full tuition and fees will be refunded. The refunds will be sent to the student within thirty days of filing a properly completed Notice of Intent to Withdraw form.

CREDIT FOR FINANCIAL AID

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

Financial Aid

General Information

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

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

Free Application for Federal Student Aid (FAFSA)

Students are able to apply online at fafsa.gov. After completing the FAFSA online, the student's application information is processed by the U.S. Department of Education and sent electronically to Daemen University as a designated recipient. The Daemen University Title IV institution code number is 002808.

Verification of Income

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

When to Apply for Financial Aid

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

Suggested filing deadlines for:

Fall Semester **November 15**

Allow at least six weeks for processing the application.

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

Notification of Financial Aid Awards

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

Federal Student Financial Aid Penalties for Drug Law Violations

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

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

A student who has been convicted of possession or sale of illegal drugs loses Title IV eligibility for a period of

time specified in law. The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs.

For Convictions Involving Possession, the Periods of Ineligibility are as Follows:

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

For Convictions Involving Sale, the Periods of Ineligibility are as Follows:

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

A federal or state drug conviction can disqualify a student for federal aid.

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

Regaining Eligibility

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

A student whose Title IV eligibility has been suspended indefinitely may regain eligibility only by successfully completing a drug rehabilitation program. A student who is under a one- or two-year penalty may regain eligibility before the expiration of the period of

ineligibility by successfully completing a drug rehabilitation program. If the student successfully completes an approved drug rehabilitation program, eligibility is regained on the date the student successfully completes the program. It is the student’s responsibility to certify to the school that he/ she has successfully completed the rehabilitation program.

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

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

Financial Need Assessment

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

Student’s Budget

(determined by Financial Aid Office)

— Expected Family Contribution

(determined by FAFSA data)

= Financial Need

Student Contributions

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

Standards of Satisfactory Academic Progress for Determining Eligibility for Graduate Federal Student Aid

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

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

Right to Appeal

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

Description of Financial Aid Programs

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

Federal Programs

Direct Unsubsidized Federal Stafford Loan for Independent Graduate Students

Application Procedures:

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

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

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

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) are encouraged to Complete the "Annual Student Loan Acknowledgement (ASLA)" **every year** before the semester begins. Visit studentaid.gov under "COMPLETE AID PROCESS" to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments.

Selection of Recipients and Allocation of Awards:

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

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

Loan Schedule:

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

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

Effective for loans disbursed on or after July 1, 2022 and prior to July 1, 2023, the interest rate is fixed at 6.54%. Loans disbursed on or after October 1, 2022 and before October 1, 2023 will be charged a 1.057% origination fee. This fee will be deducted from the student loan upon disbursement.

Rights and Responsibilities of Recipients:

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

Methods and Frequency of Disbursements:

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

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

Direct Graduate (Plus) Loan

Application Procedures:

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

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) are encouraged to Complete the "Annual Student Loan Acknowledgement (ASLA)" **every year** before the semester begins. Visit studentaid.gov under "COMPLETE AID PROCESS" to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments.

Loan Schedule:

Graduate students who do not have adverse credit history may borrow up to the cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. Effective for loans disbursed on or after July 1, 2022 and prior to July 1, 2023 the interest rate for the Direct Graduate PLUS loan is currently fixed at 7.54%. Loans disbursed on or after October 1, 2022 and before October 1, 2023 will be charged a 4.228% origination fee. This fee will be deducted from the Graduate PLUS loan upon disbursement.

Rights and Responsibilities of Recipients:

The maximum repayment period will be 10 years from the date of the promissory note. The minimum repayment period is normally five years, but shorter repayment periods can be arranged. In addition, applicants are required to complete FAFSA and they must have applied for their annual loan maximum

eligibility under the Direct Stafford Loan program before applying for a Direct Graduate PLUS loan. This program takes effect for loans certified on or after July 1, 2006.

Teach Grant Program

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

Additional information regarding the TEACH grant can be found at studentaid.gov

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

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

Conditions

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

Student Eligibility Requirements

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

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

High-Need Field

High-need fields are the specific areas identified below:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education
- Other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing. To access the listing, please go to <https://tsa.ed.gov/#/home/>.

As of July 1, 2010, a recipient of an initial TEACH Grant who has received an academic degree, or expertise, in a field that was, at the time the recipient

signed the TEACH Grant Agreement to Serve, designated as high-need, but no longer has that designation, can fulfill the service obligation associated with the TEACH Grant by teaching in that high-need field.

Schools Serving Low-Income Students

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

TEACH Grant Agreement to Serve

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

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

Study Abroad

Students may be eligible to receive federal student aid for enrollment in Study Abroad Programs approved for credit by Daemen University. You will need to fill out FAFSA before you can receive federal student aid to study abroad. You should contact the Financial Aid Office to determine which types of aid you will be eligible to use for your study abroad program.

Return of Title IV Aid (R2T4) Due to Withdrawal Policy

HOW A WITHDRAW AFFECTS FINANCIAL AID

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, they may no longer be eligible for the full amount of Title IV funds they were originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all their federal aid and will not be required to return any funds.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

- Completely withdraws, or
 - Stops attending before completing the semester, or
 - Does not complete all modules (courses that are not scheduled for the entire semester or payment period for which he/she has registered at the time those modules began).
- The payment period is the entire semester. However, for students enrolled in modules (courses that are not scheduled for the entire semester), the payment period only includes those days for the module(s) in which the student is registered.
 - The percent unearned is equal to 100% minus the percent earned.

Based on this calculation, Daemen University students who receive federal financial aid and do not complete their classes during a semester could be responsible for repaying a portion of the aid they received.

HOW EARNED FINANCIAL AID IS CALCULATED

Students who receive federal financial aid must “earn” the aid they receive by attending and participating in classes. The amount of federal financial assistance the student earns is pro-rated. Students who withdraw or do not complete the semester may be required to return some of the financial aid they were awarded.

Institutions are required to determine the percentage of Title IV aid “earned” by the student and to return the unearned portion to the appropriate aid programs. Regulations require schools to perform calculations within 30 days from the date the school determines a student’s complete withdrawal. The school must return the funds within 45 days of the calculation. For example, if a student completes 30% of the payment period, they earn 30% of the aid they were originally scheduled to receive. This means 70% of the scheduled awards remain “unearned” and must be returned to the federal government. Once 60% of the semester is completed, a student is considered to have earned all of their federal financial aid and will not be required to return any federal funds.

The following formula is used to determine the percentage of unearned aid that must be returned to the federal government:

- The percent earned is equal to the number of calendar days completed up to the withdrawal date, divided by the total calendar days in the payment period (less any scheduled breaks that are at least 5 days long).

For students enrolled in modules: A student is considered withdrawn if the student does not complete all of the days in the payment period that the student was scheduled to complete. Daemen University will track enrollment in each module to determine if a student began enrollment in all scheduled courses. If a student officially drops courses in a later module while still attending a current module, the student is not considered withdrawn based on not attending the later module. However, a recalculation of aid based on a change in enrollment status may still be required.

STEPS IN THE RETURN OF TITLE IV FUNDS POLICY

Daemen University will determine:

1. The total amount of Title IV aid disbursed for the semester in which the student withdrew. A student’s Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student’s account on or before the date, the student withdrew.
2. The total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed for the semester in which the student withdrew.
3. The percentage of Title IV aid earned as follows: the number of calendar days completed divided by the total number of calendar days in the semester in which the student withdrew. The total number of calendar days in a semester shall exclude any scheduled breaks of more than 5 days. $Days\ Attended \div Days\ in\ Enrollment\ Period = Percentage\ Completed$
4. If the calculated percentage completed exceeds 60%, then the student has “earned” all the Title IV aid for the enrollment period.
5. Daemen University will calculate the amount of Title IV aid earned as follows: The percentage of

Title IV aid earned multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the term in which the student withdrew.

6. Amount of Title IV aid to be disbursed or returned

1. If the aid already disbursed equals the earned aid, no further action is required.
2. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV aid program.

- $Total\ Disbursed\ Aid - Earned\ Aid = Unearned\ Aid\ to\ be\ Returned$

1. If the aid already disbursed is less than the earned aid, then Daemen University will calculate a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all the loan funds so that you do not incur additional debt.

TYPES OF WITHDRAWALS

For financial aid purposes, there are two types of withdrawals: Official and Unofficial.

Official – an official withdrawal from Daemen University is initiated by the student via telephone, email, or in person and the completion of a Withdrawal Form.

Unofficial – an unofficial withdrawal occurs when there is no notification or official withdrawal by the student. The grade of UW (unauthorized withdrawal) is given to students who are consistently not attending class but who have not officially withdrawn.

DETERMINATION OF THE WITHDRAWAL DATE

The withdrawal date used in the return calculation of a student's federal financial aid is the actual date indicated on the official Daemen University Withdrawal Form. For students who do not officially withdraw, it is

assumed that the student attended 50% of the enrollment period, unless otherwise documented by the instructor.

WITHDRAWING PRIOR TO COMPLETING 60% OF A TERM

Unless a student completes 60% of the term in which federal aid was disbursed, the student will be required to return all or part of the federal financial aid disbursed in the term. This applies to students who have officially or unofficially withdrawn.

STUDENTS WHO DO NOT RECEIVE AN EARNED GRADE IN A TERM

Financial aid is awarded under the assumption that the student will attend Daemen University for the entire term for which federal assistance was disbursed. Daemen University is required to have a procedure for determining whether a Title IV recipient who began attendance during a period completed the period or should be treated as a withdrawal. Students who attended class but failed to meet the academic requirements of the course are awarded a grade of F, this is an earned grade. Students who started a course but stopped attending class at some point and were given a grade UW (Unauthorized Withdrawal) are considered an "unofficial" withdrawal. For students who do not officially withdraw, it is assumed that the student attended 50% of the enrollment period, unless otherwise documented by the instructor.

REPAYMENT OF FEDERAL AID PROGRAMS

Federal regulations require that the following aid programs be subject to the repayment calculation if the student did not attend 60% of the term in the following order:

1. Unsubsidized Direct Stafford Loan
2. Subsidized Direct Stafford Loan
3. Direct PLUS (Parent) Loan
4. Federal Pell Grant
5. Federal Supplemental Education Opportunity Grant (FSEOG)
6. TEACH Grant

OVERPAYMENT OF FEDERAL GRANTS FUNDS

Any federal grant money subject to repayment is returned by Daemen University and that amount will be billed to the student's billing account as a debt to Daemen University.

ADDITIONAL LOAN INFORMATION TO CONSIDER WHEN WITHDRAWING

When a student is enrolled less than half time, the grace period begins. The student's grace period for loan repayments for Federal Direct Unsubsidized and Subsidized Loans will begin on the day of the withdrawal from the school. If the student is not enrolled, at least half the time for more than 6 months, the loans will go into repayment. The student must contact the U.S. Department of Education or their lender(s) to make payment arrangements. Loans must be repaid by the loan borrower as outlined in the terms of the borrower's promissory note. The student should contact their loan servicer if they have questions regarding their grace period or repayment status.

REPAYMENT OF UNEARNED FUNDS AND CONSEQUENCES

Unearned funds are paid to the U.S. Department of Education by Daemen University on the student's behalf. The school will return the funds within 45 days of the calculation. If the student owes any money to Daemen University resulting from the return of unearned federal financial aid, the student will be billed by Daemen University.

SCHOOL AND STUDENT RESPONSIBILITIES REGARDING THE R2T4 POLICY & PROCESS

Daemen University's responsibilities:

- Providing each student with the information given in this policy
- Identifying students affected by this policy and completing the R2T4 calculation
- Informing the student of the result of the R2T4 calculation and any balance owed to Daemen university because of a required return of funds
- Returning any unearned Title IV aid that is due to the Title IV programs and, if applicable,

notifying the borrower's holder of federal loan funds of the student's withdrawal date

- Notifying student of eligibility for a Post-Withdraw Disbursement, if applicable

Student's responsibilities:

- Becoming familiar with the R2T4 policy and how withdrawing from all courses affects eligibility for Title IV aid
- Resolving any outstanding balance owed to Daemen University

Veterans Administration (VA) Educational Benefits

Once applied and accepted at Daemen, veterans and other persons eligible to study using GI Bill® educational benefits will receive a personalized financial aid award letter from Daemen's Financial Aid Office providing estimated program costs, student aid eligibility, and other federal financial aid options. If you have already received notification of your GI Bill® award and have made your decision to attend Daemen, you must present the award letter or Certificate of Eligibility (COE) to the Daemen School Certifying Official. Generally, a brief meeting is required prior to certification.

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

Once enrolled and certified as a Daemen student, should you have to suspend your study due to service requirements, you may withdraw from courses with no financial liability. Depending upon the duration of service required, other options may be available to students who feel they have significant investment in the semester and who do not wish to withdraw from a semester entirely. In each case, you must notify the School Certifying Official of your impending service

requirement, and to discuss financial options available to you. Regardless of the financial option chosen as a result of the service requirement, all service members may return to their academic program upon completion of service requirements.

Consolidation Loan Program

Student borrowers who are in repayment or in their grace period are eligible for loan consolidation. A consolidation loan is designed to help student borrowers consolidate several types of federal student loans with various repayment schedules into one loan. With a consolidation loan, only one payment a month is made. Any consolidation loan made will be counted

against a borrower's limitations for aggregate indebtedness under the Student Loan Program. Additional information regarding loan consolidation can be found at studentaid.gov.

Other Financial Aid Sources

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

Student Services

College Store

The Daemen University Campus Store (Barnes & Noble #8388), 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. Daemen University's All Access Pass program gives you access to all of your course materials before the first day of class. For more details on the All Access Pass visit us at Daemen.edu/allaccesspass.

The campus store also carries school supplies, trade books, art supplies, Daemen University clothing, and gifts. Research and supplementary texts can be special ordered. The campus store accepts cash, 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 at daemen.bncollege.com or from the Daemen home page under "student services."

Career Services

The Career Services commitment to our students begins the first day on campus and lasts throughout the student's lifetime. The office provides a multitude of free services and support to prepare and empower students to achieve their career goals.

The benefit of a small university is Daemen's personalized approach. We want to get to know you, your strengths, talents, and aspirations. Our student-centered approach includes advising, offering individualized assessments, the iCAP (individual Career Action Plan), leadership programs and networking events as well as career lectures specific to our academic programs. Students have the opportunity to attend many programs on campus, including: Recruiters on Campus, professional panel discussions, resume and cover letter workshops and networking events.

Career Services works closely with the Global Programs Office (GPO) to support international internships as a stand-alone opportunity or added as part of an

international educational experience. Students should meet with a Career Services advisor to explore these opportunities. Information about these programs is also provided by GPO throughout the academic year.

Career Services staff have real-world experience and in business and community connections to ensure the creation of a successful career strategy. More information can be found on the department website: daemen.edu/career. To schedule an appointment, please call (716) 839-8334.

Classroom & Events Technology

Classroom & Events Technology provides the University community with classroom technology support and instructional equipment such as computers and video projectors, document cameras, digital video cameras, sound reinforcement, and many other types of digital and analog equipment. Students and organizations may request the use of equipment through email at: cet@daemen.edu or by phone: (716) 839-8430.

Computing Services

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

While there is no requirement for students to buy computing equipment, over 95% of our students have their own computers, most being laptops. Use of technology in one of the public computing labs allows you access to a wide variety of resources free of charge. These areas, located in the Research & Information Commons and the Business Building, contain Windows or Mac computers with productivity software installed and high-speed internet access. Software is updated regularly, and hardware is updated every three to five years. During the fall and spring semesters, these labs are open 118 hours each week. Departmental labs for animation, graphic design, natural sciences, mathematics, and psychology have additional computer

equipment available for students taking classes in those disciplines.

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

The Office of Information Technology supports a standard suite of software for email, web browsing, word processing, virus protection, and other standard needs. Daemen University is a Google campus, and utilizes their suite of applications for email, web browsing, word processing and other standard needs. Daemen also has licensing agreements with Adobe, Microsoft, IBM SPSS, 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. Faculty may also make computer resources available outside of the classroom on the web via the Blackboard learning management system.

The Research and Information Commons offers online bibliographic searching. University administrative functions are computerized and integrated by means of an Ellucian student information system. More information can be found at: daemen.edu/computing.

CHIP Center – Counseling, Health, Insurance & Prevention

The CHIP Center, Daemen's student wellness center, is conveniently located on the first floor of the Wick Student Center. The CHIP Center offers student services including but not limited to individual counseling

sessions, a wellness kiosk (free, over-the-counter wellness products), referrals to community based services and wellness programming year round.

Students describe the CHIP Center as a calm, peaceful, welcoming and stress relieving space on campus. In addition to offices and waiting areas, the CHIP Center offers a prayer and meditation room and gender neutral restroom, available 24/7. The CHIP Center team looks forward to helping each student promote lifelong physical, emotional, and spiritual well-being.

Counseling Services

The counselors at Daemen University serve the psychological well-being of the campus community so that students may be successful academically, ethically, spiritually, and personally. All registered Daemen students are eligible to attend up to 15 sessions per academic year free of charge. Services provided include: individual counseling, mediation, consultation, and resource connection. Common reasons students utilize counseling services include mental health needs, interpersonal challenges, and/or coping with academic difficulties.

All counseling sessions are confidential. Student privacy and trust are of utmost importance and are protected by state laws and professional ethical standards. No information can be released without a student's written authorization. Confidentiality is legally limited and will be discussed during a student's first session with their counselor. Students are encouraged to ask questions or express any concerns they have about confidentiality.

In person counseling appointments take place in the CHIP Center counseling offices (Wick 117-120). Virtual counseling appointments are also available. To schedule an appointment, students can complete the support form online at daemen.edu/counselingsupport.

For more information, visit daemen.edu/counseling.

Health and Insurance Services

The health & insurance services office is home to the Wellness Kiosk, a free, self-service resource for students to access over-the-counter wellness items. The public health professionals in this office work with students to

identify and overcome barriers to accessing and utilizing wellness services on campus and in the community. Additionally, the health & insurance services team ensures students are compliant with immunization requirements and maintains confidential immunization and medical records.

Health Records

In compliance with New York State Public Health Laws 2165 and 2157, students are required to submit immunization records as outlined below:

- Students born on or after January 1, 1957 and taking 6 or more credits are required to submit proof of immunization for Measles, Mumps & Rubella (vaccinations or titers).
- Students taking 6 or more credits must submit proof of immunization (or submit a declination) for Meningococcal disease (completed vaccination or vaccination series within the past 5 years or a signed waiver declining the vaccination).

For more information on this requirement, health forms and more, visit [daemen.edu/healthrequirements](https://www.daemen.edu/healthrequirements).

Health Insurance

Daemen University requires all students that meet at least one of the criteria listed below to annually submit proof of health insurance (photo of the insurance card) that permits access and utilization of medical care in the Buffalo New York area OR enroll in Daemen's student health insurance plan through United Healthcare. Students must be enrolled for the full academic year.

If a student fails to complete this process by the semester deadline the student will automatically be enrolled in Daemen's student health insurance plan and the premium (annual cost) will be added to the student's bill.

- Students living in residential housing (including but not limited to Campus Proper, Snyder Park and Collegiate Village)
- Students who have international student status
- Students participating in an intercollegiate sport

- Students participating in the clinical portion of their academic program

International students are required to enroll in Daemen's student health insurance plan or an approved plan through PGH Global. These plans are vetted and ensure that international students have essential health insurance coverage while in the United States. Travelers insurance plans are not accepted by Daemen University.

Daemen University also offers a student health insurance plan through United Healthcare that is compliant with the Affordable Care Act and provides affordable, comprehensive insurance benefits with low prescription costs, telehealth & telecounseling services. Any student taking 6 credits or more is eligible to enroll and eligible students who do enroll may also insure their dependents.

For more information, visit [daemen.edu/insurance](https://www.daemen.edu/insurance).

Medical Care

The CHIP Center team connects students to local health and wellness organizations in the Buffalo, NY area. For acute medical needs, students can visit the Wellness Kiosk in Wick 116 to access free, on-the-go wellness products. For more emergent medical needs, students visit an urgent care center, conveniently located within 2 miles of the Amherst campus.

For more information, visit [daemen.edu/medical](https://www.daemen.edu/medical).

Wellness Initiatives

The CHIP Center partners with community based organizations to offer on campus wellness opportunities including but not limited to: screenings for sexually transmitted infections (STIs), flu shot clinics, blood drives and other wellness events. As a collaborative partner with the [Wildcat Wellness](#) student team, students have access to fun, engaging and educational wellness opportunities year round. Wildcat Wellness and CHIP Center events focus on practicing self-care, mental health awareness and linking students to services on and off campus.

Center for Diversity and Inclusion (CDI)

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

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

Global Programs

The Global Programs Office provides information and services for Daemen students desiring to study abroad, as well as international students who have chosen Daemen for their undergraduate and/or graduate education.

Experiencing the world from another cultural perspective is essential for preparing students for global citizenship. Details of specific programs are found in the Programs of Study section of this catalog. All students studying abroad while at Daemen must meet with Global Programs staff for program information, application assistance, and University approval of their international educational experience.

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

The Daemen University Library

The library is located in the Research & Information Commons (RIC). All library study spaces within the RIC have wireless connectivity, quiet study space, talking permitted study space, group study rooms, seminar and animation theater, a café, and two presentation rooms. Students will find comfortable furnishings and inspiring surroundings.

The library has comprehensive collections of e-book and print book titles as well as thousands of digital and print periodical subscriptions and streaming video. Our collections support teaching and scholarship in all disciplines. Fast and easy interlibrary loan is available for specialized and unique information needs.

Research librarians are available to consult with students and faculty to find the information resources they need, as well as provide classroom and one-on-one research assistance.

The library homepage is accessed through the MyDaemen portal.

RIC hours during the academic semester:

Sunday 10 am – 1 am

Monday – Thursday 7 am – 1 am

Friday 7 am – 11 pm

Saturday 9 am – 11 pm

Summer and Intersession Schedule:

Monday – Friday 8 am – 7 pm

Changes to this schedule are posted in advance on the library homepage.

Services for Students with Disabilities

Students with permanent or temporary disabilities may self-disclose to the Director of Accessibility Services at 716-839-8228 to begin the interactive process to

determine reasonable and appropriate accommodations within the academic setting or the campus environment (student housing, dining, etc.). Reasonable accommodations are determined on a case-by-case basis and may not fundamentally alter the nature of a program, course, program or activity.

Please see [Accommodation of Students with Disabilities and Disability Documentation Guidelines](#) for more information

Nancy Haberman Gacioch Center for Veterans

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

Registrar

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

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

Academic Regulations and Standards

Departmental Policies

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

Graduate Academic Standards

The Educational Policy Committee of Daemen University is responsible for advising the Vice President for Academic Affairs and the President on the graduate academic policies of the University. 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 Vice President for Academic Affairs is in Duns Scotus Hall, Room 103.

Academic Regulations and Standards for linked undergraduate/ graduate programs in Accounting, Athletic Training, Biology/Cytotechnology, Business Administration/International Business, Health Promotion/Public Health, Physical Therapy, and Physician Assistant Studies are found in the Undergraduate University Catalog.

Academic Honesty

Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen University takes the position that academic honesty is to be upheld with the highest degree of integrity. The University 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 University faculty or staff.
4. any form of plagiarism, which includes, but is not limited to:
 1. the use, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; or
 2. the unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials; or
 3. submitting previously or simultaneously submitted work—in whole or in substantial part—from another course for academic credit in a second course, without prior and express consent of the instructor.

In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the University. 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 Office of the Assistant Vice President for Student Success. Should there be no additional notifications of academic dishonesty, the initial record will be destroyed one year after the student's graduation from Daemen University.

Upon receipt of additionally reported offenses, the materials in the file will be formally presented to the Graduate Committee on Academic Standards for review and recommendation of any additional sanctions beyond those imposed by the instructor. The Chair of the Committee 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. The 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 University, final authority rests with the Dean of the University.

General Conduct Regulation

The University 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 University undesirable.

Degree and Curricula Rules

Degree and Advanced Certificate Requirements

A student must complete a program of 30-65 (degree) or 6-30 (advanced certificate) semester hours with a minimum grade point average of 3.00 (equivalent to B) for graduation. In addition, they must complete all departmental requirements for the awarding of a graduate degree or certificate. Within his or her program, the student must fulfill all the requirements of the department in which the degree or certificate will be granted.

Change of Curricula

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

Course Load

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

Plan of Study

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

Graduation Requirements

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

application for degree form is accessible on the Registrar's web page; the application for certificate form is accessible on departmental web pages and in departmental offices. Completed applications should be returned to the Office of the Registrar, DS 123.

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

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

Performance Standards

Grade Reports

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

Grade Appeal Procedure

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 another 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 15 days of the instructor's determination in Step 1 above. 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.) It will be the responsibility of the student to demonstrate that the grade should be changed.

3. Should the complaint still remain unresolved, the student's appeal shall be forwarded to an ad hoc grade appeal committee, comprising: All full-time faculty within the department, including the department chair and, if fewer than three full-time faculty, members of the Departmental Personnel Advisory Committee. (See Faculty Handbook section V, C. for the composition of a DPAC); 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; and two faculty members from the Graduate Committee on Academic Standards – one to be chosen by the student and one by the course instructor. If the grade under appeal is given by a part-time faculty member, he or she will also 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 divisional dean. The committee shall convene within two weeks of receiving the written appeal. Members who are unable to be physically present may participate electronically. At the discretion of the divisional dean, a member with extenuating circumstances may be excused from participation and/or allowed to furnish his/her input in advance of the meeting. In cases where fewer than three departmental faculty are in attendance, the dean may appoint faculty from the same division to serve.

This committee shall examine all pertinent documentation, may interview the student and the course instructor, in person or electronically, or consult with any other parties it may deem appropriate. The

divisional dean shall act in a non-voting, advisory capacity with regard to the observance of all pertinent University policies and procedures. The ad hoc grade appeal committee shall render its written decision to the student and faculty member within seven 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 within seven days. In the event of extenuating circumstances, this deadline may be extended at the discretion of the divisional dean. Should the committee find the instructor's 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 the 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 Points	Quality
A Superior achievement	4.00
A-	3.70
B+ Satisfactory	3.30
B	3.00
B- Achievement below expectation	2.70
C	2.00
F Failure; no academic credit	0.00

I	Incomplete
AU	Audit (satisfactory, but not for credit)
AX	Audit Unsatisfactory
W	Withdrawal

(given when courses are dropped after the last day for drop/add and no later than the last day for authorized withdrawal)

UW Unauthorized Withdrawal

(may be given until midterm to students not attending but not officially withdrawn)

Grades of B- and C are considered unsatisfactory at the graduate level and may result in a review of the student's record by the Graduate Committee on Academic Standards.

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

ABA730 Supervised Practicum and Seminar In Applied Behavior Analysis

ABA731 Supervised Practicum With Experience in Hours in Applied Behavior Analysis I

ABA732 Supervised Practicum With Experience In Applied Behavior Analysis 2

ABA733 Supervised Practicum With Experience Hours in Applied Behavior Analysis 3

ABA734 Supervised Practicum With Experience Hours in Applied Behavior Analysis 4

ABA735 Supervised Practicum With Experience Hours in Applied Behavior Analysis 5

ABA740 Applied Behavior Analysis Capstone Research Project

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

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

The mark of incomplete will be assigned only in cases of illness or prolonged or repeated absences for reasons beyond the control of the student, and only if the student has 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 that has not been repaired by the deadline will automatically be converted to a grade of “F” on the student’s transcript. At the instructor’s sole discretion, an Incomplete grade may be extended for an additional semester if circumstances warrant. Any further extension would require a formal petition from the student to the Graduate Committee on Academic Standards. A recommendation from the course instructor is required. Once an Incomplete grade turns to a grade of “F,” a student must re-register for the course if he/she wishes to earn credit for the course.

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

Graduate Thesis/Project Grading Policies

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

registration for thesis/project, the earned grade (Pass, Pass Complete (PC), Fail or letter grade, as per individual program policy) is given. A grade of Incomplete (I) may also be given, if warranted, allowing a student an additional semester for thesis/project completion.

Academic Standing: Probation, Dismissal, Appeal

A graduate student whose semester or cumulative GPA falls below 3.00 in any one term is automatically placed on probation and will receive written notification of his/her status from the Graduate Committee on Academic Standards, which reviews the student's academic record. A student incurring academic probation: a) is required to meet with his or 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 University. A student who gives evidence of very poor scholarship may be subject to dismissal at the end of any semester whether or not he or she previously incurred probation.

Students may appeal decisions of the Graduate Committee on Academic Standards by writing the Committee in care of its Chair. Appeals are to include pertinent supporting documentation, recommendations from faculty, and substantial evidence of the student's ability to improve his or her academic performance.

Attendance

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

Deferred Examinations

Arrangements for late examinations must be made with the instructor(s). Ordinarily, at the discretion of the

instructor, the examination must be taken within one month of the scheduled date. The instructor will submit a grade of Incomplete (I) in such cases. Failure to comply will result in an automatic grade of F.

Repeating A Course

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

Residency

Requirements/Alternative Methods for Completion of Program Requirements

Students who have completed graduate courses at another institution may satisfy up to 40% of Daemen graduate credits by transferring credits from another graduate program, successfully completing Daemen challenge exams or earning credit 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).

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.

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 University 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 University programs are approved by the New York State Education Department for the training of veterans and other eligible persons.

The programs, academic disciplines, and departments at Daemen University are grouped into the three academic colleges:

College of Arts, Sciences, and Education (CASE)

College of Health Professions (CHP)

College of Business and Human Services (CBHS)

Degree Programs		
HEGIS Code	Degree	Da Di
0803+	M.S. Adolescence Education: Biology, English, French, Mathematics, Social Studies, Spanish	C
1203.10	M.S. Adult-Gerontology Primary Care Nurse Practitioner	C
1203.10+	D.N.P. Adult-Gerontology Primary Care Nurse Practitioner	C
0899.50	M.S. Alt Cert: Childhood Special Education and General	C

	Education (TRANS B) – Initial/Professional Certification		1203.10	M.S. Nursing Education	C
0899.50	M.S. Alt Cert: Early Childhood Special Education and General Education (TRANS B) – Initial/Professional Certification	C	1203.10	M.S. Nursing Executive Leadership	C
2099	M.S. Applied Behavior Analysis	C	1203.10+	D.N.P. Palliative Care Nursing	C
0599+	M.S. Arts Administration	C	1212	D.P.T. Physical Therapy	C
1299.30	M.S. Athletic Training	C	1299.10	M.S. Physician Assistant Studies	C
2101	M.S. Behavioral Science and Human Services	C	1214	M.P.H. Public Health	C
0506.00	M.B.A. Business Administration	C	2104	M.S.W. Master of Social Work	C
1299.30	B.S./M.S.* Biology/Cytotechnology	C	0808	M.S. Special Education: Childhood Education Initial/Professional Certification	C
0802+	M.S. Childhood Education – Initial/Professional Certification	C	0808	M.S. Special Education: Childhood Education Professional Certification	C
0599	M.S. Leadership and Innovation	C	Advanced Certificate Programs		
808	M.S. Inclusive Childhood Education -Additional Certification	C			
808	Inclusive Childhood Education – Initial/Professional	C			
808	Inclusive Childhood Education – Professional	C			
808	Inclusive Secondary Education - Additional Certification	C			
808	Inclusive Secondary Education - Initial/Professional MS	C	HEGIS Code	Advanced Certificate	Da Di
808	Inclusive Secondary Education - Professional	C	1203.12	Adult-Gerontology Primary Care Nurse Practitioner	C
0506	M.S. International Business	C	2099	Applied Behavior Analysis	C
1203.10	B.S./M.S.* Nursing/Adult-Gerontology Primary Care Nurse Practitioner	C	0599	Leadership and Innovation	C
			1203.12	Nursing Education	C
			1203.12	Nursing Executive Leadership	C
			1299+	Partners in Health for People with Disabilities	C

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

**dual degree program leading to BS/MS degrees – separate degree conferral*

Global Programs (Study Abroad)

Overview

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

Study Abroad Opportunities

Study Abroad for Physical Therapy Students

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

Study Abroad for Public Health Students

MPH students have the opportunity to fulfill their practicum and/or conduct research for their capstone project abroad.

Study Abroad Requirements

Students who intend to study, intern, volunteer, or conduct research abroad must have at least a 3.0 GPA and must have their proposed course work approved by their Department Chair and the Global Programs Office prior to departure. To be approved to study abroad, all students must submit requirements prior to departure and the start of the study abroad program. If the student fails to comply, the student will not be approved to study abroad as a Daemen student. Students are required to adhere to the Code of Conduct of the program in which they are participating and with Daemen's Code of Conduct.

Registration

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

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

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

Changes in Registration/Course Withdrawals

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

1. Drop/Add: completed online during the first week of classes (exact dates are published in the Academic Calendar on the Daemen web page). Drops processed during the drop/add period are not reflected on the transcript.
2. Authorized Withdrawal: completed in the Registration office. After the last date for drop/add, a student wishing to withdraw from a course must file an official withdrawal form (and secure all required signatures) by the last date for authorized withdrawal for the term (approximately two-thirds of the way through the term; the 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 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. A petition for a late withdrawal will not be considered after a final exam for that course has been taken or equivalent assignments (e.g., final project) have been submitted.

Authorized withdrawals are reflected on the transcript. Students are advised to refer to the Financial Information section of this bulletin for financial implications applicable to authorized withdrawals.

Change of Name or Address

As soon as possible after any change of name and/or address occurs, students should notify the Registrar's Office. The [Change of Address](#) form may be downloaded from the Registrar's web page. Name changes will be executed only when the change form is accompanied by a copy of the legal document which

verifies the name change. Students whose permanent address is in a foreign country (excluding Canada) must supply a local address and telephone number.

Electronic Mail

Every student currently enrolled at Daemen University is furnished with a Daemen email account. The Daemen email account will remain active during periods when a student is on a leave of absence. Certain important notices may be sent only via email to the student's Daemen email account. Such announcements will include but are not limited to: opening of advance registration windows; call for applications for graduation. Students are responsible for checking their Daemen email account on a regular basis.

Change of Program

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

Withdrawal from the University

A student who withdraws from the University before completing his/her graduate program is required to fill out a Leave of Absence/Withdrawal form, available in the Office of Academic Advisement (Student Success Center-RIC, first floor) and online from the web pages of the offices of Academic Advisement and Registrar. Upon completing the form, the student arranges for an exit interview with a staff member of the Academic Advisement office, as well as the graduate program director. Upon completion of these exit interviews, the withdrawal process is finalized. Withdrawal necessitates a formal application to the Office of Admissions for readmission. A student accepted for readmission following withdrawal must meet all requirements in force at the time of the student's return to Daemen University.

If a student wishes to withdraw from the University after the last date for authorized withdrawal, a formal

petition for withdrawal from all classes must be presented to 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 an academic difficulty for up to one full year after the end of the semester in progress. Any matriculated graduate student who is not enrolled in Daemen coursework in a given semester must file a leave of absence for that semester. The leave requires approval by the Graduate Program Director and the Office of Academic Advisement and begins after the end of the semester in progress. Students desiring a leave of absence should complete the Leave of Absence/Withdrawal form available online (accessible from the Academic Advisement and Registrar's offices web pages) and in the Office of Academic Advisement. The student must indicate his/her intended date of return to the University on the form. If the student does not return to the University by the appropriate date, he/she will be considered as having withdrawn from the University. Withdrawal necessitates a formal application to the Office of Admissions for readmission. Students returning from a Leave of Absence or accepted for readmission following Withdrawal from the University must meet all requirements which are in force at the time of the student's return to Daemen University.

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

Time Limitations for Completion of Program

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

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

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 to a graduate program is not automatically granted additional time to complete his or her studies. The Graduate Committee on Academic Standards 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

Daemen University is partnering with National Student Clearinghouse to provide current students, former students, and alumni with the ability to order electronic copies (students attending after 1985 only) or mailed copies of their student transcript. Students/Individuals who attended between 1946-1985 are only able to request a mailed copy of their transcript. Please note that mailed copies may require additional processing time. Transcript requests cost \$10.00 per mailed copy and \$11.00 per electronic copy.

Please review your order for accuracy. Refunds will not be considered. Orders are typically processed within 1-2 business days. Once an order has been placed you will not be able to change the recipient's email address. You must place a new order with the correct address. Cancellation of orders are not allowed due to our automated processing. Students may complete the [transcript request form](#) (consult the Registrar's web page). The transcript reflects both undergraduate and graduate studies at Daemen. Please ensure you have no financial holds on your account prior to requesting a transcript. Transcripts will not be processed until your

hold has been satisfied. For any additional questions please contact Registrar's Office at 716-839-8214.

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.

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PH.D. University of South Carolina

Morris, Marlene D
Adjunct Faculty – Brooklyn Education
BA St. Francis College
CAS CUNY Brooklyn College
MA Columbia University

Morrison-Diallo, Jennifer
Adjunct Faculty – Behavioral Science
BA SUNY Cortland
MA CUNY Queens College

OTH Adelphi University
PH.D. Center City University New York

Moskowitz, Alan S
Adjunct Faculty – Brooklyn Education
BA Touro College
MS Touro College

Mullick, Kankana
Assistant Professor – Natural Sciences
BS Calcutta University
MS Indian Institute of Technology
PH.D. University of Connecticut

Murphy, Kathleen
Adjunct Faculty – Natural Sciences
BS Central Michigan University
PH.D. University of Vermont

Mussett, Neil J
Adjunct Faculty – Leadership & Innovation
BA Franciscan University of Steubenville
MA University at Buffalo

Napolitano, Deborah A
Associate Professor – Behavioral Science
BA Western Connecticut State University
MA University of Kansas
PH.D. University of Kansas

Newsom, Erica A
Adjunct Faculty – Nursing
BS Buffalo State College
MA Medaille College

Niescier, Jennifer L
Adjunct Faculty – Paralegal Studies
JD Valparaiso University
MS Medaille College

Niewczyk, Paulette M
Associate Professor – Health Promotion
BS SUNY Buffalo State
MPH University at Buffalo SUNY
PH.D. University at Buffalo SUNY

Nigro-Lawrence, Teresa A
Adjunct Faculty – Business Administration

BA University at Buffalo
M.E. University at Buffalo
PH.D. University at Buffalo

Niland-Glass, Margaret
Adjunct Faculty – Business Administration
BA University at Buffalo SUNY
MS New School

Nosek, Cheryl L
Professor – Graduate Nursing
BS University at Albany
DOC University at Buffalo
MS University at Buffalo

Olek, James
Adjunct Faculty – MIS / Accounting
BS Canisius College
MBA Canisius College

Olson, James R
Adjunct Faculty – Art
BS Iowa State University
MS University of Missouri

Ostwald, Christina M
Adjunct Faculty – Masters of Public Health
MS Roberts Wesleyan College

Pane, Heather Marie
Assistant Professor – Behavioral Science
BA Rider University
BS Rider University
M.E. William Paterson University of New Jersey
PH.D. Caldwell University

Pankow, James E
Adjunct Faculty – Physical Therapy
BS New York University

Parisi, Steven J
Adjunct Faculty – Mathematics
BA Daemen University
MS Buffalo State College
MS Canisius College

Park, Amanda
Assistant Professor – Nursing

ASSOC Trocaire
BS Chamberlain College of Nursing
DOC A.T. Still University
MS Chamberlain College of Nursing

Parker, Christina
Adjunct Faculty – Masters of Public Health
BS Daemen University
MA Medaille College

Parker, Michael
Assistant Professor – Art
MFA University at Buffalo

Parshall, Lisa
Professor – History & Political Science
BS University of Wisconsin
MA University at Buffalo SUNY
OTH Daemen University
PH.D. University at Buffalo SUNY

Pascal, Harry B
Adjunct Faculty – Brooklyn Accounting
MBA Chicago State University

Patrone, Vanessa B
Assistant Professor – Behavioral Science
BA SUNY College at Geneseo
MA University of Maryland Baltimore County

Patterson, Joel
Associate Professor – Physician Assistant
BA Canisius College
BS Daemen University
MS University of Nebraska
OTH Daemen University

Peikes, Meyer J
Adjunct Faculty – Brooklyn Accounting
PH.D. Columbia University

Peltz, John S
Assistant Professor – Psychological Sciences
BA Middlebury College
MA Tufts University
MA University of Rochester
PH.D. University of Rochester

Perilli, Andrew
Adjunct Faculty – Physical Therapy
BS Brown University
DPT Daemen University

Peterson, Shirley A
Professor – English
BA Syracuse University
MA Syracuse University
PH.D. University of Delaware

Petrus, Mallory L
Adjunct Faculty – Physical Therapy
DPT Daemen University

Phelps, Tia M.
Adjunct Faculty – Education UG & Grad
M.ED. Canisius College
M.ED. Daemen University

Phillips, Margaret
Associate Professor – Paralegal Studies
BA Columbia University
JD University at Buffalo

Piatko, John
Adjunct Faculty – Art
BA Mercyhurst University

Poepsel, Dennis L
Associate Professor – Psychological Sciences
BA William Jewell College
MS University of Central Missouri
PH.D. University of Arkansas

Policella, Michael E
Assistant Professor – Physical Therapy
DPT University at Buffalo

Predmore, William R
Adjunct Faculty – Core Curriculum
BS St. John Fisher College
MA The Catholic University of America

Priore, Jennifer
Assistant Professor – Physical Therapy
BS Daemen University

DPT Daemen University
MS Daemen University

Procknal, Kathryn M.
Assistant Professor – Sociology & Social Work
MSW University at Albany

Putney, Heather
Visiting Assistant Professor – Education UG & Grad
BS Daemen University
MS Buffalo State College

Ramos, Diane M
Associate Professor – Natural Sciences
BS University at Buffalo
MS University at Buffalo
PH.D. University at Buffalo

Ramsey, James Louis
Adjunct Faculty – Philosophy & Religion
BA Daemen University
MA Buffalo State College
PH.D. SUNY Buffalo State

Redmond, Timothy J
Adjunct Faculty – History & Political Science
BA Canisius College
MA University at Buffalo SUNY
PH.D. University at Buffalo SUNY

Regetz, Kelsey L
Adjunct Faculty – Physical Therapy
AAS Mohawk College
BS St. John Fisher College
DPT Daemen University

Reichart, Rachel Maria
Adjunct Faculty – Athletic Training
BS Daemen University
MS Daemen University

Rhinehart, Mary C
Adjunct Faculty – Nursing
BS Daemen University
MS Daemen University

Robbins, Sheryl
Adjunct Faculty – English

BA SUNY Buffalo State
MA SUNY Empire State College

Robinson, Elizabeth
Adjunct Faculty – Behavioral Science
BA Ohio Wesleyan University
MA The College at Brockport

Rodriguez, Tito A
Adjunct Faculty – Business Administration
BS Polytechnic Institute of New York University
MBA University of Pennsylvania
MS Massachusetts Institute of Technology

Rohring, Pamela S
Adjunct Faculty – Education UG & Grad
BA Gallaudet University
MS Canisius College

Roland, Stacy J
Assistant Professor – Business Administration
BS Cornell University
MBA Providence College

Rose Jr, Terrence M
Adjunct Faculty – Physical Therapy
BS Daemen University
DPT Daemen University
MS SUNY Buffalo State

Rosen, Jennifer A
Adjunct Faculty – Physical Therapy
BS Daemen University
DPT Rocky Mountain University

Rosenecker, Cameron T
Adjunct Faculty – Business Administration
BS Canisius College
MBA Canisius College

Ross, Michael D
Associate Professor – Physical Therapy
BS Daemen University
DPT University of Indianapolis
MS University of Dayton

Rotella, Heidi S
Adjunct Faculty – Education UG & Grad

BS Buffalo State College
MA Medaille College
MA University of Maryland

Roth, Kelly M
Adjunct Faculty – Natural Sciences
BS SUNY College at Geneseo
MS SUNY College at Fredonia
MS University of Rochester
PH.D. University of Rochester

Rowan, Myles William
Adjunct Faculty – Physical Therapy
BS SUNY Cortland
DPT Daemen University

Rudra, Carole B
Adjunct Faculty – Masters of Public Health
MPH Emory University
PH.D. University of Washington

Ruggiero, Devon R
Adjunct Faculty – Brooklyn Education
BA SUNY New Paltz
MS Adelphi University
MS CUNY Brooklyn College

Rumfola, Jennifer
Adjunct Faculty – Behavioral Science
BS Nazareth College
MA University at Buffalo

Rusin, Mary Lou
Adjunct Faculty – Graduate Nursing
BS University at Buffalo
EDD University at Buffalo
MS University at Buffalo

Russell, Cynthia
Lab Coordinator – Natural Sciences
BS John Carroll University
MA University at Buffalo

Ryan, Diane P
Adjunct Faculty – Graduate Nursing
BS D'Youville College
MS University at Buffalo
PH.D. University at Buffalo

Ryan, Jaclyn
Adjunct Faculty – Graduate Nursing
BS Curry College
MS D'Youville College

Sage, Rachel
Adjunct Faculty – Modern Languages

Samuel, Ethel
Adjunct Faculty – Brooklyn Education
BS Touro College
MS CUNY College of Staten Island

Sanders, Alexandra B
Adjunct Faculty – Nursing
AAS Trocaire
BS Daemen University
MS Daemen University

Sankoh, Joseph Sahr
Associate Professor – History & Political Science
BA SUNY College Cortland
MA Fairleigh Dickinson University
MA SUNY College Cortland
PH.D. University at Buffalo SUNY

Schachner Seeve, Evelyn
Assistant Professor – Brooklyn Education
BA Touro College
MA Hofstra University
PH.D. Hofstra University

Schapiro, Leah
Adjunct Faculty – Brooklyn Education
BA Excelsior College
MS Daemen University

Scheid Liberg, Jennifer L
Associate Professor – Physical Therapy
BS University of Western Ontario
MS University of Toronto
PH.D. Pennsylvania State University

Schifley, Molly
Adjunct Faculty – Natural Sciences
BS Niagara University
MS University at Buffalo

Schmidt, Pamela H
Adjunct Faculty – Nursing
BS Daemen University
MS University at Buffalo

Schneider, Rachael E
Adjunct Faculty – Behavioral Science
BA Medaille College
MA Chicago School of Prof Psy

Schochet, Sholom
Adjunct Faculty – Brooklyn Accounting
PH.D. University of Grenoble

Scholze, Jessica C
Adjunct Faculty – Sociology & Social Work
BSW Daemen University
MSW University at Buffalo

Schwab, Tyler
Adjunct Faculty – Art
ASSOC Genesee Community College
BA SUNY Fredonia

Schwartz, Andrew
Adjunct Faculty – Brooklyn Education
BA Yeshiva University
MS Touro College

Seager, Robert John
Adjunct Faculty – International Business/MBA
MS Boston University
PH.D. Boston University

Seils, Michael
Assistant Professor – Physical Therapy
BS Nazareth College
DPT Nazareth College

Selkowitz, Robert I
Assistant Professor – Natural Sciences
BA University at Buffalo
MA University of Rochester
PH.D. University of Rochester

Shanahan, Daniel J
Assistant Professor – Entrepreneur

BA SUNY Buffalo State
MA University at Buffalo SUNY

Sharp-Price, Karen B
Adjunct Faculty – Business Administration
BA Daemen University

Showers, Rachel
Adjunct Faculty – Graduate Nursing
AAS Niagara County Community College
BS Roberts Wesleyan College
MS D'Youville College

Shulman, Julian Jacob
Adjunct Faculty – Brooklyn Education
BTL Ner Talmud Rabbinical College
DOC Ner Talmud Rabbinical College
MBA Loyola College
MS CUNY Brooklyn College

Shutts, Gregg
Professor – Physician Assistant
BS SUNY Cortland
EDD D'Youville College
MS SUNY Buffalo State
OTH Yale University

Siemens, Joshua S
Adjunct Faculty – Business Administration
BS Daemen University
MS Daemen University

Simpson, Robert P
Adjunct Faculty – Paralegal Studies
BS Rochester Institute of Technology
JD University at Buffalo

Sirianni, Dominic A
Assistant Professor – Natural Sciences
BS Edinboro University of Pennsylvania
PH.D. Georgia Institute of Technology

Slaughter, Brie Anne
Adjunct Faculty – Physician Assistant
MS Daemen University

Sloan, Pessy J
Associate Professor – Brooklyn Education

BA Touro College
MA Hofstra University
PH.D. Hofstra University

Smesko, Sally Ann
Adjunct Faculty – Natural Sciences
BS Daemen University
PH.D. University at Buffalo

Smith, Nicholas M
Adjunct Faculty – Physical Therapy
BS Canisius College
DPT D'Youville College

Smoller, Bruce Robert
Adjunct Faculty – Natural Sciences
BA Dartmouth College
MD University of Cincinnati

Spahn, Elizabeth A
Adjunct Faculty – Mathematics
BA Daemen University
MA University at Buffalo

Sparatorico, Griffin
Adjunct Faculty – Physical Therapy

Spero, John F.
Adjunct Faculty – Leadership & Innovation
BS University of Pittsburgh
MS University of Akron

Stamm, Meegan M
Adjunct Faculty – Sociology & Social Work
BA College of the Holy Cross
MSW Boston University

Stiles, Meri
Associate Professor – Sociology & Social Work
BA University at Buffalo
MSW University at Buffalo
PH.D. University at Buffalo

Stoklosa, Suzanne
Adjunct Faculty – Graduate Nursing
BS Daemen University
MS Daemen University

Styn, Gary
Assistant Professor – Physician Assistant
BA University at Buffalo
MD University at Buffalo

Surace, Anthony F
Assistant Professor – Athletic Training
BS Canisius College
M.ED. East Stroudsburg University of Pennsylvania

Swartz, Derrick J
Lab Coordinator – Natural Sciences
AAS Erie Community College
BA Buffalo State College
BS Buffalo State College
MS Clarkson University

Tajes, Dorinda A
Adjunct Faculty – Brooklyn Education
BA St. Joseph's College
MS Touro College

Talebi, Norollah
Associate Professor – Mathematics
MA University at Buffalo
PH.D. University at Buffalo

Tandon, Aakriti A
Associate Professor – History & Political Science
BA University of North Texas
MA University of Arizona
PH.D. University of Arizona

Tanski, Scott A
Adjunct Faculty – Physical Therapy
DPT Daemen University

Telford, Kevin
Associate Professor – Modern Languages
BA University of Liverpool
MA University of Georgia
PH.D University of Georgia

Terryberry, Karl
Professor – Physician Assistant
BA Houghton College
MA University of South Carolina
PH.D. University of South Carolina

Thomas, Suzanne
Adjunct Faculty – Graduate Nursing
MS Daemen University

Thurman, Blake
Adjunct Faculty – Core Curriculum
BOA Beloit College
MOFA New York University
OTH Daemen University
OTH Rockhurst University Continuing Education
Center
PH.D. Syracuse University

Tiberi, Jamie R
Adjunct Faculty – Physical Therapy
BS University at Buffalo
MS Daemen University

Tinkey, Ashley L
Assistant Professor – Animation Studies
BFA Daemen University

Traube, Toby
Adjunct Faculty – Brooklyn Education
BA Excelsior College
MS Daemen University

Treadway, Darren C
Adjunct Faculty – Business Administration
BS Concord University
MBA Virginia Tech
PH.D. Florida State University

Tutuska, Justine
Associate Professor – Health Promotion
BA SUNY Oswego
MPH San Diego State University

Valazza, Veronica A
Assistant Professor – Nursing
DNP Capella University
MBA Western Governors University
MS Western Governors University

Vankouwenberg, Connor A.
Adjunct Faculty – Natural Sciences
DPT Daemen University

Viljoen, Julie
Adjunct Faculty – Paralegal Studies
BA University at Albany SUNY
JD University of San Diego

Visser, Lindsey Lauren
Adjunct Faculty – History & Political Science
BA Canisius College
MA University of Oxford

Volpe, Erica A
Adjunct Faculty – Nursing
AAS Erie Community College
BS University at Buffalo
MS Daemen University

Walsh, Laurie
Associate Professor – Paralegal Studies
JD University at Buffalo SUNY
MS Daemen University

Walters, James M
Adjunct Faculty – International Business/MBA
BA University at Buffalo
MBA University at Buffalo

Ward, Matthew
Associate Professor – Natural Sciences
BA Hiram College
PH.D. University of Pittsburgh

Ward-Crescente, Mollie
Adjunct Faculty – MIS / Accounting
BS SUNY College at Fredonia
MBA Binghamton University SUNY

Warren, Mark D
Associate Professor – Philosophy & Religion
BA Texas Tech University
MA University of Miami
PH.D. University of Miami

Waterhouse, Robert
Associate Professor – Theater Arts
PH.D. University at Buffalo

Watson, Mathew
Adjunct Faculty – Physical Therapy

DPT University at Buffalo

Wegst, Karen M
Adjunct Faculty – Education UG & Grad
BA Canisius College
MS Canisius College

Weinstein Krown, Esther M
Adjunct Faculty – Brooklyn Education
BA Syracuse University
MS Syracuse University

Wendland, Jay L
Associate Professor – History & Political Science
BA Carroll University
MA University of Arizona
PH.D. University of Arizona

Wesley, Charles R
Associate Professor – English
BS SUNY Fredonia
MS SUNY Fredonia
PH.D. Binghamton University SUNY

Whitsell, Kelly A
Adjunct Faculty – Nursing
BS Daemen University
MS Daemen University

Whitton, Steve A
Adjunct Faculty – Leadership & Innovation
BA Haverford College
PH.D. University of Wisconsin Madison

Whorley, Sarah B
Associate Professor – Natural Sciences
BS University of California Riverside
MS Eastern Michigan University
PH.D Fordham University

Wiener, Zahava S
Assistant Professor – Brooklyn Education
BA Yeshiva University
MA Fordham University
PH.D. Fordham University

Wilkinson, Colleen A
Assistant Professor – Education UG & Grad

BS SUNY Buffalo State
MS SUNY Buffalo State
PH.D. University at Buffalo

Williams, Deonca
Adjunct Faculty – Modern Languages
BA Rutgers University
BS Tufts University
MS University of Granada
MS University of Salamanca

Willis, Andrew
Adjunct Faculty – Physical Therapy
DPT University at Buffalo

Wilton, Andrew J
Assistant Professor – Sociology & Social Work
BA University at Buffalo
MSW University at Buffalo

Winter, Joseph F
Adjunct Faculty – Leadership & Innovation
BS Daemen University
MBA Canisius College

Wise, Andrew
Professor – History & Political Science
BA University of Missouri
MA University of Virginia
PH.D. University of Virginia

Wolfley, Gregory M
Adjunct Faculty – Physician Assistant
BS Daemen University
MS University of Nebraska

Wolfley, Julie
Adjunct Faculty – Physical Therapy
BS Daemen University
DPT Daemen University

Wollin, Jason
Adjunct Faculty – Animation Studies
HSG Buffalo Academy for the Visual and Performing
Arts

Woodworth, Julie A
Adjunct Faculty – Nursing

BS Daemen University
MS D'Youville College
PH.D. Nova Southeastern University

Wright, Elizabeth
Associate Professor/Div Dean – College of Health Prof,
HS & Bus
BA Binghamton University
JD University at Buffalo
MSW University at Buffalo

Yang, Xiao
Adjunct Faculty – Art
BA Daemen University
MA University at Buffalo

Yemma, Gail
Adjunct Faculty – MIS / Accounting
BS University at Buffalo
MS University of Phoenix

Yormick, Jon Paul
Adjunct Faculty – International Business/MBA
BA Canisius College
JD Case Western Reserve University

Young, Brenda
Professor – Natural Sciences
BA Miami University Oxford
MS University of Central Florida
PH.D University of South Carolina

Zelazny, Kerry A
Instructor – Psychological Sciences
BA University at Buffalo
BS University at Central Florida
MA University at Buffalo

Ziomek, Kathleen
Adjunct Faculty – Graduate Nursing
BA , Canisius College; JD , Case Western Reserve
University

Zupnik, Naomi R
Adjunct Faculty – Brooklyn Education
BA CUNY Queens College
MS Adelphi University

Zynda, Marcella
Assistant Professor – Graduate Nursing

BS Daemen University
MS University at Buffalo

Accreditation and Institutional Policies

Daemen University is authorized by the Board of Regents of the State of New York to award degrees and certificates for programs registered with the New York State Board of Regents.

Accreditation

Daemen University is accredited by the [Middle States Commission on Higher Education](#) (MSCHE), 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, (267) 284-5000. Email: info@msche.org, Spanish: españolinfo@msche.org. The Middle States Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2013 and the U.S. Department of Education (USDE).

Bachelor of Science (B.S.) programs in **Accounting** and **Business Administration** and dual **(B.S./M.S.)** degrees in **Accounting/**

Professional Accountancy and in **Business Administration/International Business** are accredited by the [International Accreditation Council for Business Education](#) (IACBE), 11374 Strang Line Road, Lenexa, Kansas 66215, USA, (913) 631-3009, fax (913) 631-9154, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2011. E-mail: iacbe@iacbe.org.

The **Athletic Training** dual degree programs (**B.S./M.S. Health Promotion/Athletic Training; B.S./M.S. Natural Science/Athletic Training**) are accredited by the [Commission on Accreditation of Athletic Training Education](#) (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (512) 733-9700, toll-free (844) 462-2283. CAATE is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2014.

Baccalaureate Educator Preparation programs are currently pursuing accreditation by the [Association for](#)

[Advancing Quality in Educator Preparation](#)

(AAQEP), P.O. Box 7511 Fairfax Station, VA 22039-9998. Email: aaqep@aaqep.org. Pursuant to the Regulations (52.21) of the New York Commissioner of Education, the educator preparation programs offered by Daemen University are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Nursing baccalaureate (B.S.) programs are accredited by the [Accreditation Commission for Education in Nursing](#) (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020, email: info@acenursing.org. ACEN is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2011, and the U.S. Department of Education (USDE).

Bachelor of Science (B.S.) degree and **Certificate in Paralegal Studies** are approved by the [American Bar Association](#), Standing Committee on Paralegals, 321 N. Clark Street, Chicago, IL 60654-7598, (312) 988-5000, Hotline (800) 285-2221. American Bar Association, Council of the Section of Legal Education and Admissions to the Bar is recognized by the U.S. Department of Education (USDE).

The clinical doctorate in **Physical Therapy (DPT)** is accredited by the [Commission on Accreditation in Physical Therapy Education](#) (CAPTE), American Physical Therapy Association (APTA), APTA Headquarters Accreditation Dept., 1111 North Fairfax Street, Alexandria, VA, 22314-1488, (703) 684-2782, (800) 999-2782, fax (703) 684-7343, email: accreditation@apta.org. CAPTE, an accrediting body for professional programs for the physical therapist, is recognized by the Council for Higher Education Accreditation (CHEA), September 2012, and the U.S. Department of Education (USDE). Note: CAPTE accredits only programs that prepare students to sit for licensure examinations. The M.S. – Fellowship Program in Orthopaedic Manual Physical Therapy is credentialed by the APTA and has met the clinical guidelines of the American Academy of Orthopaedic Manual Physical Therapists (AAOMPT).

The **Physician Assistant Studies program (B.S./M.S., M.S.)** is accredited by the *Accreditation Review Commission on Education for the Physician Assistant* (ARC-PA) has granted **Accreditation-Continued** to the Daemen University Physician Assistant Program sponsored by Daemen College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/wp-content/uploads/2020/09/Accreditation-History-Daemen-College-46.pdf>.

The **Social Work baccalaureate and masters (MSW) programs** are accredited by the [Commission on Accreditation, Council on Social Work Education](#) (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314-3457, (703) 683-8080, fax (703) 683-8099, email: info@cswe.org. CSWE is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2003.

Distance Education Approval

Daemen University is approved by the New York State Education Department (NYSED) for participation in the State Authorization Reciprocity Agreements. The National Council for State Authorization Reciprocity Agreements, commonly known as SARA, provides a voluntary, regional approach to state oversight of postsecondary distance education. For more information about SARA, visit their website at <https://nc-sara.org/>.

Affiliations

- Association for the Advancement of Sustainability in Higher Education

- Association of American Colleges and Universities
- Association of Governing Boards
- Commission on Independent Colleges and Universities
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent Colleges and Universities
- National Collegiate Athletic Association (NCAA) Division II
- P2 Collaborative of WNY, Inc.
- Western New York Consortium of Higher Education
- Western New York Service Learning Coalition

Availability Statement and Procedures to Review Accrediting and Licensing Documents

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

Office of the President/Daemen University
4380 Main Street, Amherst, NY 14226-3592

Consumer Information

Here is a link to our webpage with [Consumer Information](#)

The following offices of Daemen University have been designated to disseminate consumer information:

- [Office of Enrollment Management](#)
- [Office of Financial Aid](#)
- [Office of Institutional Research](#)
- [Office of the Registrar](#)
- [Office of Student Accounts](#)

Complaints

Daemen University is committed to serving its students effectively and responsively. Students with questions or concerns should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible. If the matter remains unresolved at the department/unit level, students should bring their complaints to the attention of the Dean of the pertinent academic college, the Dean of Students, the Bursar, or the Associate Vice President for Student Success, as applicable. The Student Dispute Resolution Procedure or the Grievance Procedure in Discrimination and Harassment Cases (both contained in the Daemen University Student Handbook) will be followed when applicable.

Students who are unsure of whom to contact or who need further guidance may contact the Associate Vice President for Student Success, Sabrina Fennell, in the Student Success Center, Research and Information Commons, Daemen University, 4380 Main St., Amherst, NY 14226, telephone: 716.839.8228 for assistance.

Nondiscrimination & Equal Opportunity Policy

Daemen University 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 anti-discrimination laws. It is the policy of Daemen University to provide all students, applicants, and employees equal access to all programs and facilities without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. Furthermore, the University will not discriminate against any individual with respect to the application of university policies, or the criteria for the successful

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

Furthermore, the University will not discriminate against any individual with respect to the application of university policies, or the criteria for the successful completion of any course or program on the basis of sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law.

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

The University President has assigned day-to-day responsibilities for the implementation and administration of this policy to the Chief Diversity Officer, Tiffany Hamilton, who is the University's Equal Opportunity and Affirmative Action Officer. Any questions concerning this policy and any complaints of discrimination should be communicated to the EOAA Officer, Tiffany Hamilton, Duns Scotus Hall, Room 118, telephone 716.566.7880, thamilto@daemen.edu.

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

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

Accommodation of Students with Disabilities

Daemen University is committed to ensuring equal access and full participation in programs and activities for students with disabilities in compliance with section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and applicable state and local laws. Accessibility Services is the department designated by the University to determine reasonable and appropriate accommodations and services for students with disabilities.

It is Daemen University's responsibility to:

- Reduce or eliminate physical, educational and attitudinal barriers to students with disabilities.
- Maintain confidentiality of records and communications concerning students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act except where disclosure is required by law or authorized by the student.
- Assist students with disabilities who self-identify and meet the University's criteria for eligibility in receiving reasonable and appropriate accommodations as determined on a case-by-case basis.
- Provide information regarding guidelines and procedures to students with disabilities in a timely manner and in an accessible format.

PROCEDURE FOR REQUESTING AN ACCOMMODATION

If a qualified applicant for admission to the university or a student of the university anticipates a need for accommodation to complete a course of study or to participate in a university program or activity (student housing, dining, etc.), the request for accommodation should be brought to the attention of the Director of Accessibility Services at 716-839-8228.

The following are sources of information that are used for determining a disability and/or reasonable and appropriate accommodations:

Student Self Report: Students should schedule a meeting with the Director of Accessibility Services to describe their disability and the accommodations they are requesting to receive. Students may consider including information about their experience related to their disability, barriers faced, and/or previous accommodations used.

Observation and Interaction: Observations can be valid information in a student's self-report which further validates the need for accommodations. Accessibility Services staff is experienced in working with students with disabilities and may be able to determine if the request is reasonable based on observations and interactions.

Documentation: Disability-related documentation should provide information on the impact of the disability so appropriate accommodations may be identified. Documentation may include assessments, reports, and/or letters from diagnosing and treating health care providers, psychiatrists, or other qualified professionals. Suggested documentation elements include:

- Typed on letterhead, dated and signed by the qualifying professional
- Diagnostic statement
- Impact and/or symptoms of the disability
- If appropriate, severity expected progression and list of medications and their side effects
- Current and/or past accommodations
- Recommendations for accommodations

Also found here: [Disability Documentation Guidelines](#)

PROCEDURE FOR RECEIVING APPROVED ACCOMMODATIONS

Accessibility Services will provide an Accommodation Letter upon request, each semester, to students who have approved accommodations specifying the accommodations approved by the University. In keeping with the University'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 their Accommodation Letter to the appropriate faculty member, staff member or administrator when requesting to utilize an accommodation. Accommodations should not be provided to students without an Accommodation Letter which has been approved by the University. A student lacking such documentation should be referred to Accessibility Services.

Should any problem arise in securing an approved accommodation, the student should bring the problem to the immediate attention of the 504/ADA Compliance Officer, Associate Vice President for Student Success, Sabrina Fennell, who will assist in resolving the matter. In addition, any member of the University community with questions or concerns about the University's disability policy and procedures should contact the 504/ADA Compliance Officer. Retaliation against students, applicants, or employees for exercising their rights under this policy is strictly prohibited and will not

be tolerated. Claims of retaliation should be reported to the 504/ADA Compliance Officer.

Student Rights Under the Family Educational Rights and Privacy Act (FERPA Policy)

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), Daemen University 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 University 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 university 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 2022-2023

Note: different calendar dates may apply for select courses and/or offerings at locations other than the main campus. Consult the complete academic calendar on the Daemen web page for details.

Link to [Daemen Academic Calendar Information](#)

Second Semester

First Semester	
September 5	Welcome Week begins
September 6	Classes begin
September 13	Last day for making changes in schedule (Adding and Dropping Courses Ends)
October 3	Application for Degree forms must be filed with the Registrar's office for all prospective January 2023 graduates
October 10-11	Indigenous Peoples Day- <i>classes will not meet</i>
October 21	Mid semester grades due at NOON
November 7	Last day for authorized withdrawal from courses (or change to audit)
November 9	Advance Registration begins for Intersemester/Spring Semester 2023 (This date is subject to change)
November 23-25	Thanksgiving Recess- <i>classes will not meet</i>
December 9	Last day of classes

December 12	Final Examinations begin
December 16	Final Examinations and Fall 2022 Semester Ends
December 21	Semester grades due at NOON
Intersemester Session	
January 2	Classes begin
January 13	Last day for authorized withdrawal from courses (or change to audit)
January 16	Martin Luther King, Jr. Observance
January 18	Last day of classes
January 19	Final Examinations are held (if no final exam, class is held on this day)
January 20	Intersemester grades due at NOON
Second Semester	
January 25	Classes begin
February 1	Last day for making changes in schedule (Adding and Dropping Courses Ends)
February 6	Application for Degree forms must be filed with the Registrar's office for all prospective May 2023 graduates
February 20	President's Day – <i>classes will not meet</i>
March 10	Mid semester grades due at NOON
March 13-17	Spring Break – <i>classes will not</i>

	<i>meet</i>
April 3	Last day for authorized withdrawal from courses (or change to audit)
April 5	Academic Festival
April 7-11	Spring Holiday – <i>classes will not meet</i>
April 12	Advance Registration begins for Summer and Fall Semester 2023 (This date is subject to change)
May 5	Last day of classes
May 8	Final Examinations begin
May 12	Final Examinations and Spring 2023 semester ends
May 16	Grades due at NOON for: prospective May 2023

	graduates, non-graduating ceremony “walkers,” also for candidates’ admission to the Athletic Training and Physician Assistant programs, and to the professional phase of the Physical Therapy program.
May 19	Annual Excellence Awards Ceremony: 7:00 PM (held in Wick Social Room)
May 20	Commencement held at Kleinhans Music Hall, Buffalo, NY
May 23	Semester grades due at NOON for all other students
June 12	Application for Degree forms must be filed for all prospective September 2023 graduates

Master of Science in Arts Administration

*This program is currently **not** accepting new students.*

Program Description

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

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

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

Candidacy/Eligibility Requirements

STUDENTS ENTERING THE MS PROGRAM MUST HAVE:

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

REQUIRED COURSES

- ARTA501 Arts Administration Overview (3)
- ARTA535 Professional Seminar in Arts Administration: Visiting Lecturer Series (3)
- ARTA550 Practicum Seminar in Arts Administration & Management (Graduate level) (3)
- ARTA640 Arts Administration Thesis Project (3)
- ARTA650 Capstone in Arts Administration (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAD514 Leadership and Community: Empowerment, Collaboration and Dialogue (3)
- LEAD515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAD529 Transformational Leadership and Organizational Change (3)
- LEAD530 Modeling, Branding and Marketing Your Leadership (3)

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

Practical Experience

A distinctive feature of the program is the emphasis on practical experience with a number of the diverse arts organizations, large and small, that form Western New York's rich cultural landscape. Course work such as the Practicum in Arts Administration and the Professional Seminar in Arts Administration may be evaluated by arts professionals in consultation with the Program Director. Students will be expected to demonstrate both academic excellence and professionalism in all courses and classes, whether their work is on campus, on site at one or more of the not-for-profit cultural organizations associated with the program, or in association with arts professionals or administrators within the cultural community.

Time Limitation for Degree Completion

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

Requirements for Graduation

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

Arts Administration

ARTA 550: Practicum Seminar in Arts Administration and Management

3 Credit Hour(s)

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

ARTA 650: Capstone in Arts Administration

3 Credit Hour(s)

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

Athletic Training

Contact Information

phone: (716) 839-8367

daemen.edu/athletictraining

Chair

Lynn Matthews

(716) 839-8367

Degrees Offered

- [BS/MS, Health Promotion/Athletic Training](#) –
(currently not accepting students)
- [BS/MS, Natural Sciences/Athletic Training](#) –
(currently not accepting students)
- [MS, Direct Entry, Athletic Training](#) –
(currently not accepting students)

Mission and Goals

The Athletic Training Program (ATP) Mission and Goals in combination with the Mission and Goals of Daemen University and the following professional documents have guided the construction, implementation, and ongoing assessment of our Athletic Training Program.

- Board of Certification (BOC) Role Delineation Study
- BOC Standards of Professional Practice
- Commission on Accreditation of Athletic Training Education (CAATE) standards
- National Athletic Trainers Association (NATA)
- NATA Code of Ethics
- NATA Athletic Training Educational Competencies
- New York State Education Department Requirements

Athletic Training Program Mission Statement

The mission of the Athletic Training Program at Daemen University is to develop students to be exceptionally skilled practitioners who engage in critical decision-making and demonstrate the highest level of professionalism in service to others. Athletic training students gain knowledge and experience through a rigorous and comprehensive academic and clinical curriculum in preparation for life and leadership in an evolving and diverse world.

Athletic Training Program Goals

1. Students will demonstrate facility with evidence-based practices to guide their clinical judgment and decision-making.
2. Students will engage in patient-centered care including identification of cultural/diversity factors; goal identification; and use of culturally competent techniques.
3. Students will make necessary adjustments to their clinical practice based on evidence/patient feedback related to quality improvement.
4. Students will accurately reflect patient information within electronic medical record systems and/or other documentation.
5. Students will participate in interprofessional education and practice and advocate for the role of Athletic Trainers within the patient-based collaboration.
6. Students will demonstrate strong professional responsibility especially as it relates to ethical practice in the Athletic Training field.
7. Students will be prepared to successfully challenge the BOC exam during their final semester of a multidimensional CAATE accredited entry-level curriculum that includes didactic, laboratory, and diverse clinical education experiences.
8. The faculty will implement high-quality instruction.
9. Clinical preceptors will facilitate high-quality clinical education experience.
10. Alumni will engage in life-long learning and contribute to the profession.

Direct Entry MS, Athletic Training

1. ATHLETIC TRAINING (61 CREDITS):

- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2)
- ATH509/L Gross Anatomy (6/0)
- ATH510/L-511/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH513 Pathology and Clinical Examination III (1)
- ATH515/L Exercise Testing and Prescription (2/0)
- ATH520/L Therapeutic Agents (3/0)
- ATH522 General Medical Conditions (4)
- ATH523/L Foundational Concepts in Rehabilitation (4/0)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)
- ATH580 Research Methods (3)
- ATH590/592/593/594 Athletic Training: Practical Application I/II/III/IV (3/3/3/3)
- PH595 Cultural Competency and Health Disparities (3)

MS: TOTAL PROGRAM REQUIREMENTS = 61 CREDITS

Admissions Requirements

1. Baccalaureate degree.
2. Minimum overall GPA of 2.75.
3. Completion of the following prerequisite courses with a minimum grade of C and combined prerequisite GPA of 2.75: anatomy with lab (4 credits); physiology with lab (4 credits); exercise

physiology (3 credits); kinesiology/biomechanics (3 credits); nutrition (3 credits); chemistry with lab (4 credits); physics with lab (4 credits); psychology (3 credits); statistics (3 credits).

4. Applicants must submit documentation of at least 50 hours of athletic training exposure under the supervision of a BOC Certified Athletic Trainer, with 15 of these hours being in a traditional Athletic Training setting such as a high school or college. Applicants may use the Daemen [Athletic Training Student Observation Record Form](#) available on the Athletic Training website or submit a letter signed by a BOC Certified Athletic Trainer with dates, number of hours, and setting.
5. Applicants must submit two character references (one must be completed by a BOC Certified Athletic Trainer). Applicants may use the [Graduate Reference report](#) available on the Daemen Athletic Training website.
6. Applicants must submit a biographical sketch (brief narrative, no longer than two pages double spaced, describing their goal/philosophy related to a personal, academic, professional and service development, interest in athletic training, and/or relevant background in another allied health profession).
7. Applicants must submit copies of current CPR/AED and First Aid certification.
8. Applicants must submit a signed Technical Standards Verification form.
9. Applicants must submit a resume.
10. Submit [Application materials](#) through ATCAS.

NOTE:

- Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:
 - evaluation of their last 60 credit hours;
 - evaluation of their Athletic Training Program Admission interview.
- Conditional Acceptance may be considered if an applicant:

- is in his/her final semester of a Bachelor degree program;
- is in the process of completing prerequisite coursework or other requirements;
- is deficient in no more than one (1) prerequisite course. That course must be successfully completed by the start of his/her first fall semester of the Athletic Training Program.

Requirements for Continuance in the Program

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

Graduation Requirements

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

Suggested Course Sequence

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

Athletic Training

ATH 513: Pathophysiology & Clinical Examination I Examination Iii:Concussion

1 Credit Hour(s)

This lecture/lab course is the third in the sequence of three courses designed to give the athletic training student the necessary information to identify and manage concussion. Topics include an introduction to brain anatomy; etiology, pathophysiology, signs, symptoms and effects associated with concussion. Concussion assessment and evaluation tools, return-to-play protocols, treatment and rehabilitation of individuals who have sustained concussions will be examined. Discussions will include concussion risk, trends, and research across different populations. Prerequisite: Admission into the Athletic Training Program and ATH 510, ATH 510L, ATH 511, ATH 511L (GR)

ATH 515: Exercise Testing and Prescription Fitness Assessment & Training

2 Credit Hour(s)

This course is designed to bridge the gap from sports medicine rehabilitation to optimal movement and performance. The future athletic trainer will learn to develop and implement exercise programs to improve performance and mitigate the risk for long-term health conditions in varied populations. Topics include training theories and adaptations, exercise testing, program development, the use of Biometrics in program design, and injury prevention programs. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 522: General Medical Conditions

4 Credit Hour(s)

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

ATH 524: Sports Nutrition

2 Credit Hour(s)

This course discusses the physiological processes of digestion and absorption of the macro- and micronutrients contained in food and fluids. Topics include nutrient timing for performance, recovery nutrition, food allergies, basic dietary analysis, weight management, supplementation, and other factors that may affect nutritional recommendations. Prerequisites: None (GR)

ATH 525: Organization and Administration in Athletic Training

3 Credit Hour(s)

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

ATH 530: Psychosocial Aspects in Athletic Training

3 Credit Hour(s)

This course addresses a variety of psychosocial topics that impact the patient and the athletic trainer. Topics include psychological response to injury, mental health conditions, and self-care. Students will learn about strategies to identify, refer, and support patients with mental health concerns and apply skills to effectively communicate with empathy and cultural sensitivity. (GR)

ATH 593: Athletic Training: Practical Application III

3 Credit Hour(s)

This lecture/lab course is the third of four required athletic training clinical education courses. Students will build upon their acquired knowledge to actively engage in the integration of skills and abilities covered in the curriculum and develop clinical decision-making skills through the integration of evidence-based medicine. Topics include taping, bracing, rehabilitation goal setting, psychosocial assessment, on-field assessment, invasive procedures including injections, blood draws, aspirations, and sutures. Students will be assigned to clinical education experiences and will be evaluated on their professional and clinical performance. Students must complete 200 and a maximum of 500 clinical hours. (GR)

ATH 594: Athletic Training: Practical Application IV

3 Credit Hour(s)

This course is the last of four required athletic training clinical education courses. Students will build upon their acquired knowledge to actively engage in the integration of skills and abilities covered in the curriculum and develop clinical decision-making skills through the integration of evidence-based medicine. Topics include BOC examination preparation, job search techniques, resume development, interview preparation, social media awareness, and employment information from the human resources perspective. Students will be assigned to clinical education experiences and will be evaluated on their professional and clinical performance. Students must complete 200 and a maximum of 500 clinical hours. (GR)

ATH 595: Athletic Training: Optional Summer Practical Application

0 Credit Hour(s)

This course is an optional athletic training clinical education course reserved for students who will be completing a summer athletic training educational experience. Students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum of 50 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Program. (GR)

Behavioral Science

Contact Information

phone: 716-839-8323

<http://daemen.edu/behavioralscience>

Department Chair

Vicki Madaus Knapp, Ph.D., BCBA-D, LBA (NY)

vmadausk@daemen.edu

Degrees Offered

- **[Master of Science Applied Behavior Analysis](#)**
 - Program Delivery: Offered In-person and online format depending on program acceptance.
- **[Master of Science Behavioral Science and Human Services](#)**
 - Program Delivery: Offered In-person and online format depending on program acceptance.

Certificate

- **[Advanced Certificate in Applied Behavior Analysis](#)**
 - Program Delivery: Offered In-person and online format depending on program acceptance.

Accreditation Information

Delivered in either a traditional or online format, these programs are for individuals seeking licensure in behavior analysis from the State of New York and certification in behavior analysis from the Behavior Analyst Certification Board, Inc.® For more information about licensure requirements, please visit: <http://www.op.nysed.gov/prof/aba/> and for more information about certification requirements, please visit: <https://www.bacb.com/>.

Admissions Information

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

1. For the Master's Degree Program, possess a bachelor's degree from an accredited college or university in a field related to learning or behavior change;
2. For the Advanced Certificate Program and the BCBA® Eligibility Program, possess a master's degree from an accredited college or university in: Applied Behavior Analysis, Special Education, Psychology, Education, or a field related to learning or behavior change;
3. Possess a 3.0 GPA in their accredited bachelor's degree program;
4. Submit two professional letters of recommendation
5. Participate in a personal interview with the Behavioral Science Department faculty;
6. Provide a written statement describing personal and educational goals and objectives;
7. Provide a copy of a current resume or CV, including all certifications and licensures.

Additional Program Requirements

1. Students enrolled in the Master's Degree Programs, Advanced Certificate Program, and Course Sequences must maintain a cumulative grade point average of 3.0 or above (on a 4.00 scale);
2. The Graduate Committee on Academic Standards will be notified if a student falls below a 3.0 grade point average;
3. Students who receive a course grade below 3.0 may repeat said course one time; failure to achieve a 3.0 on the second attempt will be grounds for academic dismissal;
4. Failure to achieve a 3.0 in two or more courses will be grounds for academic dismissal;
5. Students who violate the BACB (R) Professional and Ethical Compliance Code for Behavior Analysts during their academic coursework or experience hour accrual will be subject to sanctions up to and including academic dismissal;

6. Students who have an Incomplete (I) grade in two or more courses may be prevented from registering for additional coursework until the incomplete grades are resolved.
7. A repeat of a graduate course due to a prior grade of “W” will also be counted as a course repeat.

Mission Statement

The Daemen College ABA Department advances the field of behavior analysis to improve lives through education, research, and promotion of ethical, evidence-based practices.

MS Applied Behavior Analysis

REQUIREMENTS

- ABA700 Behaviorism (3)
- ABA702 Concepts and Principles of Behavior Analysis (3)
- ABA704 Research Methods and Measurement (3)
- ABA706 Functional Assessment (3)
- ABA708 Ethics and Professional Conduct (3)
- ABA710 Behavior Change Procedures (3)
- ABA712 Client Record Keeping, Supervision, and Personnel Management (3)
- ABA714 Assessment and Measurement Tools (3)
- ABA716 Autism Spectrum Disorders (3)
- ABA718 Issues of Cultural and Ethnic Diversity (3)
- ABA730 Supervised Practicum and Seminar in Applied Behavior Analysis (2)
- ABA740 Applied Behavior Analysis Capstone Research Project (3)
- *ABA-731 through 739 Supervised Practicum with Experience Hours in Applied Behavior Analysis (1-9) are available as electives if needed (1).

TOTAL PROGRAM REQUIREMENTS = 35 CREDITS

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. Failure to achieve a B or better in two or more courses will be grounds for academic dismissal.

REQUIREMENTS FOR GRADUATION

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

ADDITIONAL REQUIREMENTS FOR LICENSURE AND CERTIFICATION

Consult the [NYSED ABA website](#) and the [Behavior Analyst Certification Board, Inc.® website](#) for more information.

TIME LIMITATION

A student admitted to the program is expected to maintain continuity in the academic program and enroll each semester until all requirements are completed. Typically, a part-time student should complete a minimum of three (3) credits per semester. Full-time students must complete a minimum of nine (9) credits per semester. All requirements for the Master of Science degree must be completed within a period of five years from the student's enrollment for graduate study. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the electronic catalog, Graduate Section, on the Daemen web page, or in the Graduate Catalog.

Capstone Experience

Students admitted to the Master's Degree program are required to complete a capstone research experience. Graduate research is carried out during the course ABA 740: Capstone Research Project. Candidates will design and execute a research project with guidance from a faculty advisor. The detailed process for the completion of research is outlined in the course syllabus.

Master of Science in Behavioral Science and Human Services

Requirements:

- BSHS700 Behaviorism (3)
- BSHS702 Concepts and Principles of Behavioral Science (3)
- BSHS704 Research Methods, Measurement, and Experimental Design (3)
- BSHS706 Functional Assessment in Human Services (3)
- BSHS708 Ethics and Professional Conduct (3)
- BSHS710 Behavior Change Procedures (3)
- BSHS712 Personnel Management and Record Keeping (3)
- Choose one elective: BSHS714 Assessment & Measurement Tools (3) or BSHS716 Autism Spectrum Disorder (3)
- BSHS718 Issues of Culture and Ethnic Diversity (3)
- BSHS740 Capstone Research Project (3)

Total Program Requirements: 30 Credits

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. Failure to achieve a B or better in two or more courses will be grounds for academic dismissal.

REQUIREMENTS FOR GRADUATION

1. Completion of all course work as defined on the student's Plan of Study;

2. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00;
3. All degree students are required to file an Application for Degree form with the Registrar's Office at the onset of the final term of study. The Application for Degree form is accessible from the Registrar's web page.

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

Consult the [Behavior Analyst Certification Board, Inc.® website](#) for more information. If you are seeking licensure in New York State please see M.S. in Applied Behavior Analysis or advisor for additional information.

TIME LIMITATION

A student admitted to the program is expected to maintain continuity in the academic program and enroll each semester until all requirements are completed. Typically, a part-time student should complete a minimum of three (3) credits per semester. Full-time students must complete a minimum of nine (9) credits per semester. All requirements for the Master of Science degree must be completed within a period of five years from the student's enrollment for graduate study. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the electronic catalog, Graduate Section, on the Daemen web page, or in the Graduate Catalog.

Capstone Experience

Students admitted to the Master's Degree program are required to complete a capstone research experience. Graduate research is carried out during the course BSHS 740: Capstone Research Project. Candidates will design and execute a research project with guidance from a faculty advisor. The detailed process for the completion of research is outlined in the course syllabus.

Advanced Certificate in Applied Behavior Analysis

REQUIREMENTS

- ABA700 Behaviorism (3)
- ABA702 Concepts and Principles of Behavior Analysis (3)
- ABA704 Research Methods and Measurement (3)
- ABA706 Functional Assessment (3)
- ABA708 Ethics and Professional Conduct (3)
- ABA710 Behavior Change Procedures (3)
- ABA712 Client Record Keeping, Supervision, and Personnel Management (3)
- ABA714 Assessment and Measurement Tools (3)
- ABA716 Autism Spectrum Disorders (3)
- ABA718 Issues of Cultural and Ethnic Diversity (3)
- ABA730 Supervised Practicum and Seminar in Applied Behavior Analysis (2)
- *ABA-731 through 739 Supervised Practicum with Experience Hours in Applied Behavior Analysis (1-9) (1 credit each) are available as electives if needed.

TOTAL PROGRAM REQUIREMENTS = 32 CREDITS

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. Failure to achieve a B or better in two or more courses will be grounds for academic dismissal.

REQUIREMENTS FOR COMPLETION

1. Completion of all course work as defined on the student's Plan of Study;
2. A minimum grade of B earned in all courses, thereby resulting in a minimum cumulative grade point average of 3.00;
3. All Advanced Certification students are required to file an Application for Certificate form with the Registrar's Office at the onset of the final term of study. The Application for Certificate form is accessible from the Registrar's office.

ADDITIONAL REQUIREMENTS FOR LICENSURE

Consult the [NYSED ABA website](#) and the [Behavior Analyst Certification Board, Inc.® website](#) for more information.

TIME LIMITATION

A student admitted to the program is expected to maintain continuity in the academic program and enroll each semester until all requirements are completed. Typically, 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 Advanced Certificate must be completed within a period of five years from the student's enrollment for graduate study. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the electronic catalog, Graduate Section, on the Daemen web page, and in the Graduate Catalog.

NOTE

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

Suggested Course Sequence

- [Adv Cert, Applied Behavior Analysis \(Amherst Campus\)](#)
- [MS/Adv Cert, Applied Behavior Analysis \(Online\)](#)

Applied Behavior Analysis

ABA 700: Behaviorism

3 Credit Hour(s)

Behaviorism is a course designed to provide the student with an understanding of the philosophical underpinnings of ABA and the origins of behaviorism. The historical and philosophical background of our science will be covered and students will learn about the development of the essential elements of ABA. (GR)

ABA 702: Concepts and Principles of Behavior Analysis

3 Credit Hour(s)

Concept and Principles of Behavior Analysis is meant to give students a solid foundation in the basic science that underlies the technologies of Applied Behavior Analysis. Designed to be taken early in the course sequence, this course will introduce students to foundational aspects of ABA that they will apply throughout the program. (GR)

ABA 704: Research Methods, Measurement and Experimental Design

3 Credit Hour(s)

Research Methods, Measurement, and Experimental Design is a course designed to provide the student experience in careful measurement and assessment of behavior which forms the basis for research methods and experimental design. Specifically, methods for obtaining types of behavioral data, and graphing and analyzing data will be covered. Students will understand the importance of Single Case Research Designs (SCRDs) and the ability to evaluate and implement them. Students will design evaluations of the influence of independent variables on dependent variables in representative SCRDs. Students will also conduct comparative, component, and parametric analyses. Additionally, students will design ethical evaluations of the effectiveness of interventions, state and plan for the unwanted effects of independent variables, and assess and interpret the threats to internal and external validity in experimental designs, including interobserver agreement, and reliability of the independent variable Prerequisites: ABA 702 (GR)

ABA 706: Functional Assessment

3 Credit Hour(s)

Functional Assessment is a course designed to provide the student with the history and hands on experience in fundamental elements of direct observation, functional behavioral assessment, functional analysis methodology, function-based intervention, and function-based behavior change intervention procedures. Prerequisite: ABA 704. (GR)

ABA 708: Ethics and Professional Conduct

3 Credit Hour(s)

Ethics and Professional Conduct is a course designed to provide the student with a background in fundamental elements of ethical and professional behavioral practice. Students will learn to apply the Ethics Code for Behavior Analysts to ethical and professional conflicts. (GR)

ABA 710: Behavior Change Procedures

3 Credit Hour(s)

Behavior Change and Procedures is a course designed to provide the student with a comprehensive experience in the application of fundamental elements of behavior change and specific behavior change procedures. This course will cover the design and implementation of behavioral interventions based on individualized assessment results, including environmental modification and planning for generalized outcomes. Students will learn to apply general concepts and principles, including matching law, behavioral cusps, verbal behavior, and derived stimulus relations to improve socially significant behaviors. Students will also learn to apply specific techniques such as shaping, chaining, punishment and extinction. Prerequisite: ABA 706 (GR)

ABA 712: Client Record Keeping, Supervision, and Personnel Management

3 Credit Hour(s)

This course is designed to provide the student with an ability to identify and apply federal, state, and professional standards for creating, saving, maintaining, archiving, and destroying client records. Students will also learn about best practices in ABA for personnel management and supervision of new behavior analysts. Prerequisite: ABA 706 (GR)

ABA 714: Assessment and Measurement Tool

3 Credit Hour(s)

Assessment and Measurement Tools is a course designed to provide the student experience in assessment and measurement of behavior. Students will gain experience with developing individualized assessment and measurement procedures, as well as using commercially available and commonly-used assessment and measurement systems. Prerequisite: ABA 704. (GR)

ABA 716: Autism Spectrum Disorders

3 Credit Hour(s)

Autism Spectrum Disorders (ASD) is a course designed to provide the student with an overview of the history and current considerations related to the diagnosis of autism across the lifespan. The biological bases and behavioral phenotype of autism will be taught within the framework of child development and transition to adulthood to geriatric. Students will learn to plan and evaluate treatments for people with ASD and will write and communicate to the audience of the consumer. The New York State regulations on ABA will be reviewed and the students will take and pass a state mandated course on Identification and Reporting of Child Abuse. Specifically, as per NYS Education Law, all students enrolled in programs leading to licensure in behavior analysis are required to complete training in the identification and reporting of child abuse and maltreatment. Daemen University has incorporated this training as part of the required coursework for ABA 716: Autism Spectrum Disorders. Resources will be provided as part of the class for completing the two-hour online Child Abuse course. The course provides an overview of the mandated reporter's legal obligations and protections, the laws related to child abuse and maltreatment, the signs and symptoms of abuse and neglect, and available resources. There is a \$30 fee for the course. Upon course completion, students are required to submit their Certification of Completion to the instructor. (GR)

ABA 718: Issues of Cultural and Ethnic Diversity

3 Credit Hour(s)

Issues in Cultural and Ethnic Diversity in ABA is a course designed to provide the student with an overview of the history and current considerations related to providing ABA services to individuals with autism who are members of diverse populations. Aspects of cultural and ethnic diversity will be covered and the students will apply behavioral assessments and interventions with modifications based on needs from the individuals served. (GR)

ABA 730: Supervised Practicum and Seminar In Applied Behavior Analysis

2 Credit Hour(s)

ABA 730: This course is the Supervised Practicum and Seminar in Applied Behavior Analysis. It is a 15-week course and students are required to engage in a weekly seminar. Students are also required to accrue a minimum of 150-fieldwork hours accruing a minimum of 10 hours weekly and a maximum of 35 hours weekly; 2 of which must be supervised per week for full time experience (20+ hours weekly) and 1 hour of supervision for part-time (10-19 hours weekly), at your site by a NYS-LBA. This course is designed to provide the student with a structured experience including observation and the application of behavioral concepts, principles and methodology. The class seminar provides class members with an opportunity to share experiences and to learn from each other. The learner will apply on-going content knowledge at the placement setting in a professional and ethical manner. Students are not permitted to accrue less than 10 hours a week for their practicum hours and/or take a break greater than 2 weeks during the course of the semester. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 731: Supervised Practicum With Experience in Hours in Applied Behavior Analysis I

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a [Traditional: 15-week or Distance Education 8-week] course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students are required to complete a skills assessment and set goals for the supervised experience. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 732: Supervised Practicum With Experience In Applied Behavior Analysis 2

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a [Traditional: 15-week or Distance Education 8-week] course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students are required to demonstrate the ability to perform an assessment and implement an intervention procedure. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 733: Supervised Practicum With Experience Hours in Applied Behavior Analysis 3

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a [Traditional: 15-week or Distance Education 8-week] course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students are required to demonstrate the ability to utilize a Behavior-Change Procedure. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 734: Supervised Practicum With Experience Hours in Applied Behavior Analysis 4

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a [Traditional: 15-week or Distance Education 8-week] course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students are required to complete a skills assessment and set goals for the supervised experience. Prerequisite: ABA 730 and ABA 702 and permission from ABA advisor (GR)

ABA 735: Supervised Practicum With Experience Hours in Applied Behavior Analysis 5

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a [Traditional: 15-week or Distance Education 8-week] course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students are required to demonstrate the ability to plan for maintenance and generalization of client skills. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 736: Supervised Practicum With Experience Hours I Applied Behavior Analysis 6

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a Distance Education 8-week course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students will demonstrate how they address professional, and ethical skills through collaboration with clients and colleagues (stakeholders). Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 737: Supervised Practicum With Experience Hours I Applied Behavior Analysis 7

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a Distance Education 8-week course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students will address making plans for the appropriate termination of services. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 738: Supervised Practicum With Experience Hours in Applied Behavior Analysis 8

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a Distance Education 8-week course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students will plan for addressing diversity in practice. Prerequisite: ABA 702 and Permission from ABA advisor. (GR)

ABA 739: Supervised Practicum With Experience Hours in Applied Behavior Analysis 9

1 Credit Hour(s)

The Supervised Practicum with Experience Hours in Applied Behavior Analysis course is a Distance Education 8-week course which requires students to obtain no less than 150 hours a semester accruing a minimum of 10-hours per week and no more than 35 hours weekly of supervised experience toward the remaining 1350 required hours after successful completion of ABA 730. Additionally, students will develop adaptive self-care strategies to maintain healthy and stable work environments. Prerequisite: Prerequisite: ABA 730 or SED 714 and ABA 702 and permission from ABA advisor (GR) (GR)

ABA 740: Applied Behavior Analysis Capstone Research Project

3 Credit Hour(s)

The ABA Capstone Project will provide the structure and guidance for students to complete a final program project or, when time allows at the discretion of the instructor and with permission from a project mentor (i.e., ABA program faculty) create a Master's- level Capstone Project based on a research project of the student's area of interest in ABA. Students experiences will be different depending on the chosen project, however in all cases students will finish the ABA Master's program with a final product that incorporates critical skills of a practicing behavior analyst. Students who satisfactorily complete their Capstone Project with all of the required components will receive a grade of (P) Passing. Conversely, students who are unsuccessful in completing the requisite components of the master's capstone project will receive a grade of (F) Failure. Prerequisites: ABA 708 & 710; (May take concurrently with ABA 712, 714, 716, or 718) (GR)

ABA 747: Selected Topics

1-3 Credit Hour(s)

Prerequisite: Take ABA-704 or SED-706; (GR)

ABA 750: Special Topics: Applied Behavior Analysis

1-6 Credit Hour(s)

Special Topics in Applied Behavior Analysis is a course offered to students who have completed coursework in Applied Behavior Analysis but who, upon completion of their program, have content-area gap identified by license-or certification-granting bodies. The course credit hours and content will vary based on individual student needs. Course prerequisites are determined by the needed modules and an educational review by the BACB. Prerequisites: Permission from ABA advisor (GR)

Behavioral Science and Human Services

BSHS 700: Behaviorism

3 Credit Hour(s)

Behaviorism is a course designed to provide the student with an understanding of the philosophical underpinnings of the science of human behavior and the origins of behaviorism. The historical and philosophical background of the science will be covered and students will learn about the development of the essential elements of behaviorism. (GR)

BSHS 702: Concepts and Principles of Behavioral Science

3 Credit Hour(s)

Concepts and Principles of Behavioral Science is meant to give students a solid foundation in the basic science that underlies the technologies of behavior change. Designed to be taken early in the course sequence, this course will introduce students to foundational aspects of behavior change that they will apply throughout the program. (GR)

BSHS 704: Research Methods, Measurement, and Experimental Design

3 Credit Hour(s)

Research Methods and Measurement is a course designed to provide the student experience in careful measurement and assessment of behavior which forms the basis for research methods and experimental design. Specifically, methods for obtaining types of behavioral data, and graphing and analyzing data will be covered. Students will understand the importance of Single Case Research Designs (SCRDs) and the ability to evaluate and implement them. Students will design evaluations of the influence of independent variables on dependent variables in representative SCRDs. Students will also conduct comparative, component, and parametric analyses. Additionally, students will design ethical evaluations of the effectiveness of interventions, state and plan for the unwanted effects of independent variables, and assess and interpret the threats to internal and external validity in experimental designs, including interobserver agreement, and reliability of the independent variable. Prerequisite: BSHS 702 (GR)

BSHS 706: Functional Assessment in Human Services

3 Credit Hour(s)

Functional Assessment in Human Services is a course designed to provide the student with the history and hands on experience in fundamental elements of direct observation, functional behavioral assessment, functional analysis methodology, function-based intervention, and function-based behavior change intervention procedures. Prerequisites: BSHS 704 (GR)

BSHS 708: Ethics and Professional Conduct

3 Credit Hour(s)

Ethics and Professional Conduct is a course designed to provide the student with a background in fundamental elements of ethical and professional practice in behavioral science and human services. Students will learn to apply ethical guidance documents to ethical and professional conflicts. (GR)

BSHS 710: Behavior Change Assessment and Procedures

3 Credit Hour(s)

Behavior Change Assessment and Procedures is a course designed to provide the student with a comprehensive experience in the application of fundamental elements of behavior change and specific behavior change procedures. This course will cover the design and implementation of behavior change procedures based on individualized assessment results, including environmental modification and planning for generalized outcomes. Students will learn to apply general concepts and principles, including matching law, behavioral cusps, verbal behavior, and derived stimulus relations to change behavior. Students will also learn to apply specific techniques such as shaping, chaining, punishment and extinction. Prerequisites: BSHS 706. (GR)

BSHS 712: Personnel Management and Record Keeping

3 Credit Hour(s)

This course is designed to provide the student with an ability to identify and apply federal, state, and professional standards for Personnel Management. Students will also learn about best practices for personnel management, student supervision, and record keeping. Prerequisites: BSHS 706. (GR)

BSHS 714: Assessment & Measurement Tools

3 Credit Hour(s)

Assessment and Measurement Tools is a course designed to provide the student experience in assessment and measurement of behavior. Students will gain experience with developing individualized assessment and measurement procedures, as well as using commercially available and commonly-used assessment and measurement systems. Prerequisites: BSHS 704. (GR)

BSHS 716: Autism Spectrum Disorders

3 Credit Hour(s)

Autism Spectrum Disorders (ASD) is a course designed to provide the student with an overview of the history and current considerations related to the diagnosis of autism across the lifespan. The biological bases and behavioral phenotype of autism will be taught within the framework of child development and transition to adulthood to geriatric. Students will learn to plan and evaluate treatments for people with ASD and will write and communicate to the audience of the consumer. The students will take and pass a course on Identification and Reporting of Child Abuse. (GR)

BSHS 718: Issues of Ethics and Cultural Diversity

3 Credit Hour(s)

Issues in Cultural and Ethnic Diversity is a course designed to provide the student with an overview of the history and current considerations of providing human services with diverse populations. Aspects of cultural and ethnic diversity will be covered and the students will modify assessments and interventions based on needs of the individuals served. (GR)

BSHS 740: Capstone Research Project

3 Credit Hour(s)

The Capstone Research Project will provide the structure and guidance for students to complete a final program project based on research of the student's area of interest. This Capstone Research Project will result in a final product that incorporates critical skills of a social scientist. Prerequisite: BSHS 708 and 710 (can take concurrently) with 712,714,716 or 718). (GR)

Business Administration

integrated business processes throughout their coursework.

Contact Information

phone: (716) 839-8329

daemen.edu/business

Chair

Dr. Sharlene G. Buszka

(716) 839-8432

MBA Program Director

Carol Bartlo

(716) 566-7825

Degrees Offered

- [Master of Business Administration](#)

Accreditation Information

Master of Business Administration (MBA) program in Business Administration is an accredited program. You can find [Business accreditation information](#) in our catalog.

Mission

In support of Daemen University's mission to prepare students for life and leadership in a complex multicultural world, the University's Master of Business Administration (MBA) program is designed to provide business perspective and expertise to facilitate sustained economic growth in local and global communities. The program relies on experienced faculty who incorporate collaborative and integrative teaching methods necessary for the development of outstanding, ethical business leaders. The MBA program inspires graduates to become responsible and resourceful global citizens.

Program Objectives

Cross-disciplinary orientation

- Students will compare and contrast theories, concepts, and best practices within the context of

Decision-making and organizational change

- Students will analyze complete business problems using technology and other resources to form innovative strategies.

Ethical behavior and social responsibility

- Students will research the larger global, ethical, political, and legal environment of business to recommend specific and sustainable management decisions.

Program Student Learning Outcomes

1. Students will be able to integrate advanced level content knowledge of the core business concepts.
2. Students will be able to integrate specialized knowledge appropriate to the accounting profession.
3. Students will be able to execute advanced quantitative and technology-based methods to inform complex business decisions.
4. Students will demonstrate highly-developed communication skills across various business contexts.
5. Students will be able to formulate advanced accounting analyses through research of relevant accounting information.
6. Students will be able to synthesize legal and accounting industry ethical standards to inform complex accounting and business decisions.
7. Students will be able to formulate advanced business change strategies through the integration of accounting concepts and analytical methodologies.
8. Students will be able to evaluate accounting and business issues in an advanced global context.

Admission Requirements

- Complete the [online application](#).
- Submit a written statement from the applicant which describes the applicant's interest in the MBA program.
- Provide a resume of professional experience.
- Have two letters of recommendation from an employer, professional colleague, or academic professor sent to the university.
- Send to Daemen University, 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).

Prerequisites

- Applicants with a GPA of 2.7 or higher will be considered for admittance. Applicants may be provisionally admitted to the program, and if so, may take no more than six graduate core credits toward the MBA degree until completion of the required foundation coursework, with a grade of B or higher.
- Applicants must be enrolled in or have completed an accounting or business undergraduate degree at an accredited university or college (minimum GPA in business courses of 3.0), or hold a bachelor's degree in an academic discipline other than business and must possess a minimum of 30 business related course credits with a grade of B or better.

- The following courses must be included in the 30 credit requirement and must be completed by the beginning of the second semester of MBA study:
 - Financial Accounting
 - Managerial Accounting
 - Economics
 - Finance
 - Statistics
- Daemen provides several flexible options to complete your prerequisite coursework; the exact number and type of courses are to be determined by the program director during the application process.

MBA Graduation Requirements

1. Earn 36 credit hours
2. Earn an overall program GPA of 3.0 (letter grade of B) or better is required to remain in the program and to be able to graduate. Courses with grades below a letter grade of B have to be approved by the program director to count toward the MBA graduation requirements. Re-take of courses below a letter grade of B may be required.
3. File an Application for Degree form with the Registrar's Office at the onset of the final term of study. The application form is accessible on the Registrar's web page and is required to graduate.

Master of Business Administration

Master of Business Administration Requirements

MBA Core Courses

24 Credits

- MBA500 Strategic Profitability Analysis (3)
- MBA501 Current Issues in Corporate Finance (3)
- MBA502 Organizational Theory and Leadership – Comparative Management Cases, National Culture (3)
- MBA504 Strategic Operations Management (3)
- MBA507 Marketing and E-commerce (3)
- MBA510/LEAF510 Economics of New Ventures (3)
- MBA511 Data-Based Decision Making (3)
- MBA512 Comparative Case Studies in Business Law and Ethics (3)

Concentration Courses

12 Credits

- Concentration Course I (3)
- Concentration Course II (3)
- Concentration Course III (3)
- MBA650: Capstone (3)

One of the concentration courses may be replaced with a faculty-led Internship Experience – MBA657.

TOTAL PROGRAM REQUIREMENTS = 36

CREDITS

Concentrations

International Business

- MKT611 Regional Business in Latin America (3)
- MKT613 Regional Business in the Pacific Rim (3)
- MKT614 Regional Business in the European Union (3)
- MBA650 Directed Research (3)

Health Policy and Management

- PH510 Social and Behavioral Foundations of Public Health (3)
- PH547 Public Health Law (3)
- PH550 Health Policy and Management (3)
- MBA650 Directed Research (3)

Leadership and Innovation

- LEAD500 Organizational Leadership and Self Development (3)
- LEAD501 Critical Thinking, Problem Solving and Decision Making Methods of Organizational Research (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- MBA650 Directed Research (3)

FLEX

- MBA657 Supervised Internship Experience (3)
- MBA651 Business of Sports (3)
- MKT615 Consumer Behavior (3)
- MBA652 Strategic and Legal Issues in Human Resource Management (3)
- Combination of courses from other MBA Concentrations

Master of Business Administration

MBA 500: Strategic Profitability & Analysis

3 Credit Hour(s)

Financial and operational company data will be collected and incorporated into a strategic profitability analysis built around case scenarios to illustrate the role of financial and managerial accounting information in management decision making. Each analysis will decompose changes in a firm's operating income into components related to growth, price, recovery, and productivity. Specifically, using a Balanced Scorecard Approach, the financial, customer, internal business process, learning and growth, and environmental and social aspects will be evaluated in terms of their strategic alignment. Relevant analytical tools, software applications, and managerial techniques will be utilized for customer profitability analysis, inventory management, activity-based costing, workflow analysis, decision making, pricing planning, and control. (GR)

MBA 501: Current Issues in Corporate Finance

3 Credit Hour(s)

This course covers important investment and financing decisions from an inclusive managerial perspective. Metrics for financial analysis, the DuPont system, business intelligence, and the impact of accounting standards on R&D, marketing, and human resource activities are investigated. Further discussed are the valuation of risk and investments, M&A as a growth option, short and long-term trade-offs, the cost of inventory and operational alternatives, break even and leverage, and aspects of international finance in various service and manufacturing industries with relevant cases and numeric examples. (GR)

MBA 502: Organizational Theory and Leadership

3 Credit Hour(s)

This course examines leadership within the context of the organizational theory. Specific focus will be placed on examining how individual, group, and organizational level factors impact the leader's ability to develop and execute business strategies. Contemporary Organizational Behavior (OB) theory will be applied to case student and current business events to provide insight and understanding about how organizational components such as employee skills, abilities and ethics, group processes, team dynamics, organization culture, and organizational structure impact the leader's ability to achieve desirable organizational outcomes. (GR)

MBA 504: Strategic Operations Management

3 Credit Hour(s)

Strategic operations management as a contribution to and part of a wider organizational goal in domestic and international companies will be explored. Current research and cases will be used to show how a distinct reactive and aligned operational strategy can provide a competitive advantage. Benefits and trade-offs of managing capacity, productivity and effectiveness, lean and continuous improvement, quality control, processes design, and service orientation in a number of industries will be discussed and practiced. This approach includes workforce planning, systems integration, supply chain management and optimization, collaboration and integration, performance-enhancing contracts, advanced inventory management, project management, and business simulation. (GR)

MBA 507: Marketing and E-Commerce

3 Credit Hour(s)

E-commerce marketing no longer occurs on an emerging medium and effective integration of e-commerce into a marketing plan can become overwhelming in a rapidly changing environment. In this course, students will learn to envision customer-centric marketing strategies in order to tailor them to the digital environment. Additionally, they will understand how to utilize both word-of-mouth and viral techniques to leverage social networks and enhance the spread of marketing messages across multiple channels. Because the accessibility and inherent flexibility of e-commerce marketing require multiple parts of an organization to integrate into its centralized enterprise-level strategy, this course introduces the tools needed to identify, analyze, and adapt to global and emerging e-commerce trends with a strong focus on internet-based business concepts and data base marketing. (GR)

MBA 510: Economics of New Ventures

3 Credit Hour(s)

This course requires students to understand key managerial economics concepts as a foundation for decisions in new venture development with established and entrepreneurial enterprises. Economic models of competition as well as demand functions and optimal pricing will be critiqued. Structures such as non-profit, technology start-ups, social startups, and corporate entrepreneurship are investigated. Case-studies will reinforce critical links to operations, marketing and other topics covered throughout the semester. Students will then develop a business model and a minimum viable product or service for a new venture or an existing organization. Cross-disciplinary strategies and best practices to obtain funding and plan scale-up and growth will be introduced. Student projects will require meeting with and presenting to professionals to validate learning. (GR)

MBA 511: Data-Based Decision Making

3 Credit Hour(s)

This course will develop the needed analytical leadership and quantitative skills to interpret data and inform decision making. Incorporating the larger business context and culture around risk and uncertainty, application areas include customer relationships, operations management, human resources, finance, and accounting examples. Students will learn to arrive at a decision individually, as a team, or as an organization, and how to integrate activities and decisions within and across organizational boundaries. The analytical hands-on-portion is based on and includes an introduction to the R software environment. This course should be taken during the first semester. (GR)

MBA 512: Comparative Case Studies in Business Law And Ethics

3 Credit Hour(s)

Business Leaders and managers are legally, ethically and financially accountable for the actions of their employees and the business as a whole. This course uses case studies to examine the formulation interpretation and application of laws and ethics to the business environment. Constitutional, legislative, judicial, regulatory, and public policies are explored and the effect they have on employees and business leaders. Specific discussion of the contract, tort, and property laws as they apply to businesses. The course further explores how an organization's values and actions affect internal and external constituencies and provides reasons to promote responsible behavior on the part of organizations and employees. Students study real-world dilemmas and gain knowledge from choosing among the legal options and navigating the ethical quandaries that often surrounds key management decisions. Emphasis is placed on active, experiential application of legal reasoning and analysis and on the global and comparative dimensions of legal and ethical issues. (GR)

MBA 650: Capstone

3 Credit Hour(s)

This is the last course taken in the MBA program, all other coursework must be complete. The student will be assigned a faculty mentor by the director of the program based upon the specific area of study the student wishes to undertake. As a foundation, the student will learn about salient strategy and management models. Subsequently, in close consultation with the faculty mentor, a project paper in the form of a case study, a management consulting report, or a theoretical research study will be developed. The work generated in this course needs to be approved by graduate program faculty at various stages. (GR) (GR)

MBA 651: Business of Sports

3 Credit Hour(s)

This course provides students with a framework for understanding the unique dynamics, structure, delivery systems and marketing and promotional strategies of the sports industry and its numerous sectors. Course materials and class discussions will review theoretical and practical applications and provide a comprehensive understanding of the underlying business practices in sport. The course will explore the implications of the league structure, labor relations, analytics, marketing, media, facilities and legal issues on the business of sport through class lecture, class projects, homework, and case study. The course further examines the differences among the industries many products and many businesses both public and private and for profit and not for profit. By learning the unique elements of the sports industries. The course will explore the implications of the league structure, labor relations, analytics, marketing media, facilities, and legal issues on the business of sport through class lecture, class projects, homework, and case study. (GR)

MBA 652: Strategic and Legal Issues in Human Resource Management

3 Credit Hour(s)

This course takes the perspective that a company's human resources are the most important source of sustainable competitive advantage. Human Resource strategic planning requires adaptation to changes in the external organization, especially the legal environment. Through the use of case studies, academic research and current events, students will be presented with a strategic way of thinking about managing human resources. Course material will help students identify what needs to be done to develop and implement HR strategies to facilitate long-term competitive advantage within the context of an organization's strategic and legal environments. (GR)

MBA 657: Supervised Internship Experience 3 Credit Hour(s)

This course provides the opportunity for students to gain additional experience through self-guided learning, site contact, and faculty feedback to strengthen applied business skills. Students will apply academic knowledge and concepts already acquired, and deepen specific areas through mentorship, feedback, and related readings. This course will begin after a joint in-person or virtual meeting between the site contact, faculty advisor, and students, followed by individual bi-weekly meetings between the faculty advisor and student. (GR)

Education Graduate Programs

Education Degree Programs

Contact Information

phone: (716) 839-8217

daemen.edu/education

Department Chair, Executive Director of Education Programs

Tara Kaczorowski, Ph.D.

tkaczoro@daemen.edu

(716) 839-8217

MASTERS IN INCLUSIVE EDUCATION

- [Inclusive Childhood Education – Professional](#)
- [Inclusive Secondary Education – Professional](#)
- [Inclusive Childhood Education – Additional Certification](#)
- [Inclusive Secondary Education – Additional Certification](#)
- [Inclusive Childhood Education – Initial/Professional](#)
- [Inclusive Secondary Education – Initial/Professional](#)

ALTERNATIVE CERTIFICATION PROGRAMS IN SPECIAL EDUCATION – BROOKLYN, NY

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

Professional Graduate Programs

These programs are for individuals seeking Professional Certification from the State of New York. The individual must already possess a teaching certificate in a content or specialization area in order to obtain

Professional Certification. For the *Inclusive Childhood Education – Professional* program, students must already have initial certification in both Childhood Education (Grades 1-6) and Students with Disabilities (Grades 1-6). For the *Inclusive Secondary Education – Professional* program, students must already have initial certification in Students with Disabilities 7-12 Generalist. The candidate must provide the College with a copy of their teaching certificate along with the other required documentation as part of the admission application. Once the program is complete, the institution will recommend the individual for professional certification in the same area as their initial certification. Professional certification will be granted by the state when all requirements are complete, including three years of full-time teaching experience.

Additional Certification Graduate Programs

These programs are for individuals who hold initial certification in one or more areas and are seeking additional certification in a *different* area. For the *Inclusive Childhood Education – Additional Certification* program, students would earn certification in both Childhood Education (Grades 1-6) and Students with Disabilities (Grades 1-6). For the *Inclusive Secondary Education – Professional* program, students would earn certification in Students with Disabilities 7-12 Generalist. The candidate must provide the College with a copy of their existing teaching certificate in another area along with the other required documentation as part of the admission application. Once the program is complete and the individual has completed any required teacher certification exams, the institution will recommend the individual for both initial and professional certification in the new area(s) of the program. This degree will also allow the individual to progress their existing initial certification to the professional level. Professional certification will be granted by the state when all requirements are complete, including three years of full-time teaching experience.

Initial/Professional Graduate Programs

These programs are for individuals seeking certification from the State of New York who do not possess any

teacher certification. The student must possess a bachelor's degree, from an accredited college or university, in an acceptable liberal arts concentration. An undergraduate transcript audit will be completed prior to entering the program to determine whether any additional liberal arts coursework is needed to apply for certification. 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 in either Childhood Education/Students with Disabilities (Grades 1-6) or Students with Disabilities 7-12 Generalist. The institution will also recommend the individual for professional certification in the same area(s). Professional certification will be granted by the state when all requirements are complete, including three years of full-time teaching experience. For information about certification requirements, please visit:

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

Alternative Certification

Graduate Programs – Brooklyn Campus

This program is offered in collaboration with Testing and Training International (TTI). Teacher candidates can enroll in the Childhood Special Education (Grades 1-6) track or the Early Childhood Special Education (Birth-Grade 2) track. Teacher candidates who would like to earn certification in both tracks may take additional courses at the completion of the program toward those certificates. As students in an alternative program, candidates will be eligible for their temporary Transitional B Certification upon completion of the first semester. 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 in either Childhood Education/Students with Disabilities (Grades 1-6) or Early Childhood/Students with Disabilities (Birth-Grade 2). Daemen University will also recommend the individual for professional certification in the same areas. Professional certification will be granted by the state when all requirements are complete, including three

years of full-time teaching experience. For information about certification requirements, please visit:

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

Admission

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

1. Upon acceptance, possess a cumulative undergraduate grade point average of 3.00 or above (on a 4.00 scale)*
2. Submit two letters of recommendation, preferably including one professional reference and one character reference.
3. Applicants to **professional** or **additional certification** programs (*Amherst campus only*) should provide proof of initial certification from the New York State Education Department.
4. Participate in a personal interview.
5. Include a copy of a current resume.

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

Philosophy

The philosophy of the Education Department at Daemen University 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 University learning community and its wider constituencies, where resources, technology, support services, information, and due process rights empower both faculty and candidate.[2]

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

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

Mission

The mission of the Education department at Daemen University is to develop community-focused, life-long learners who are prepared for life and leadership in an increasingly complex and interdependent world.

Our students engage in active discourse and field experience, thereby enhancing personal and professional growth. Graduates demonstrate knowledge, understanding and skills in the liberal arts and sciences; content and pedagogical knowledge; proactive and equitable response to diversity and exceptionality; and professional skills necessary for reflective practice.

The education department is focused on developing innovative programs that address the changing needs of society through interdisciplinary partnerships.

- **The Teacher Preparation Programs** support the recruitment and retention of diverse teacher candidates at both the undergraduate and graduate level(s). This support is demonstrated through a sincere commitment to recognize and address local and regional needs in the field of education.

Daemen College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Daemen University are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Department Learning Goals

THE LEARNER AND LEARNING

Goal #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Goal #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Goal #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

CONTENT

Goal #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline

accessible and meaningful for learners to assure mastery of the content.

Goal #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Goal #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Goal #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Goal #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections,

and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Goal #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Goal #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Capstone Experiences

Candidates admitted to all graduate programs are required to complete a capstone experience at the end of their program of study. The capstone experience varies depending on the program.

MS Inclusive Childhood Education – Professional

- SED600: Research Methods in Inclusive Education (3)
- SED601: Equitable & Accessible Instructional Technology (3)
- SED612: Advanced Collaboration Methods (3)
- SED605: School Based Behavioral Interventions & Structures (3)
- SED603: Advanced Assessment Methods (3)
- SED635: Intensive Intervention in Elementary Reading (3)
- SED604: Intensive Intervention in Elementary Mathematics (3)
- SED602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED615: Issues in Inclusive Education (3)
- SED 699: Capstone Project in Inclusive Education (3)

Total Credits Required: 30

Inclusive Secondary Education – Professional

- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 612: Advanced Collaboration Methods (3)
- SED 605: School-Based Behavioral Interventions and Structures(3)
- SED 603: Advanced Assessment Methods (3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 607: Post-Secondary Transition Planning (3)
- SED 642: Curriculum Modification for Adolescent Learners with Disabilities (3)
- SED 699: Capstone Project in Inclusive Education (3)

Total Credits Required: 30

Inclusive Childhood Education – Additional Certification

- SED 602: Equity & Social Justice in Education Law, Policy, and Practice (3)
- SED 601: Equitable and Accessible Instructional Technology (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 615: Issues in Inclusive Education (3)
- SED 612: Advanced Collaboration Methods (3)
- SED 605: School-Based Behavioral Interventions and Structures (3)
- SED 524: Introduction to Educational Assessments and IEPs (3)
- SED 535: Inclusive Practices in Elementary Literacy (3)
- SED 525: Inclusive Practices in Elementary Mathematics (3)
- SED 527: Practicum in Inclusive Education (3)
- SED 590: Student Teaching in Inclusive Education I (3)

Note: Placements for this program must include both integrated and self-contained settings as well as include both primary (Gr 1-3) and intermediate (Gr 4-6) levels.

Total Required Credits: 33

Inclusive Secondary Education – Additional Certification

- SED 524: Intro to Educational Assessments and IEPs (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 6XX: Intensive Behavioral Interventions (3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 506: Inclusive Literacy Practices in the Secondary Classroom (3)
- SED 607: Post-Secondary Transition Planning (3)
- SED 642: Curriculum Modification for Adolescent Learners with Disabilities (3)
- SED 527: Practicum in Inclusive Education (3)
- SED 590: Student Teaching in Inclusive Education I (3)

Note: Placements for this program must include both integrated and self-contained settings as well as include both early secondary (Gr 7-9) and late secondary (Gr 10-12) levels.

Total Required Credits: 33

Inclusive Childhood Education – Initial/Professional

PROGRAM PLAN FOR THOSE WITH INITIAL CERTIFICATION:

- SED 503: Intro to Educational Assessments and IEPs (3)
- SED 535: Inclusive Practices in Elementary Reading (3)
- SED 525: Inclusive Practices in Elementary Mathematics (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 612: Advanced Collaboration Methods (3)
- SED 605: School-Based Behavioral Interventions and Structures(3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 570: Practicum in Inclusive Education (3)
- SED 699: Capstone Project in Inclusive Education (3)

Total Required Credits: 33

PROGRAM PLAN FOR THOSE WITHOUT INITIAL CERTIFICATION

Prerequisite Courses (waived if taken EDU 203, EDU 237/L, and SED 270 in undergrad)

- **SED 500:** Foundations of Learning & Instruction (3 credits)
- **SED 501:** Intro to Disability & Inclusive Education (3 credits)

Core Program

- SED 503: Intro to Educational Assessments and IEPs (3)
- SED 535: Inclusive Practices in Elementary Reading (3)
- SED 525: Inclusive Practices in Elementary Mathematics (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 612: Advanced Collaboration Methods (3)
- SED 505: Methods for Classroom Management K-12 (3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 570: Practicum in Inclusive Education (3)
- SED 508: Teaching to the Standards (3)
- SED 580: Student Teaching in Inclusive Education (3)

Note: placements for this program must include both integrated and self-contained settings as well as include both early elementary (Gr 1-3) and intermediate (Gr 4-6) levels.

Total Required Credits: 36 -42

Inclusive Secondary Education – Initial/Professional

PROGRAM PLAN FOR THOSE WITH INITIAL CERTIFICATION

- SED 503: Intro to Educational Assessments and IEPs (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 605: School-Based Behavioral Interventions and Structures (3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 506: Inclusive Practices in the Secondary Classroom (3)
- SED 607: Post-Secondary Transition Planning (3)
- SED 642: Curriculum Modification for Adolescent Learners with Disabilities (3)
- SED 570: Practicum in Inclusive Education (3)
- SED 699: Capstone Project in Inclusive Education (3)

Total Required Credits: 33

PROGRAM PLAN FOR THOSE WITHOUT INITIAL CERTIFICATION

Prerequisite Courses (waived if taken EDU 203, EDU 237/L, and SED 270 in undergrad)

- **SED 500:** Foundations of Learning & Instruction (3)
- **SED 501:** Intro to Disability & Inclusive Education (3)

Core Program

- SED 503: Intro to Educational Assessments and IEPs (3)
- SED 600: Research Methods in Inclusive Education (3)
- SED 601: Equitable & Accessible Instructional Technology (3)
- SED 505: Methods for Classroom Management K-12 (3)
- SED 602: Equity & Social Justice in Education Law, Policy, & Practice (3)
- SED 615: Issues in Inclusive Education (3)
- SED 506: Inclusive Practices in the Secondary Classroom (3)
- SED 607: Post-Secondary Transition Planning (3)
- SED 642: Curriculum Modification for Adolescent Learners with Disabilities (3)
- SED 570: Practicum in Inclusive Education (3)
- SED 508: Teaching to the Standards (3)
- SED 580: Student Teaching in Inclusive Education (3)

Note: Placements for this program must include both integrated and self-contained settings as well as include both early secondary (Gr 7-9) and late secondary (Gr 10-12) levels.

Total Required Credits: 36-42

Alternative Certification (Trans B)

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

- SED503 Assessment and Evaluation of Students with Disabilities (3)
- SED504 The Reading Process for Students with Disabilities (3)
- SED505 Classroom and Behavior Management for Students with Disabilities (3)
- SED515 Introduction to Theories of Learning, Child Development and Cognitive Studies (3)
- SED516 Introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)
- SED517 Instructional Methods and Strategies for Effective Classroom Management of Learners with Special Needs (3)
- SED519 Literacy Instruction and Students with Learning Disabilities (3)
- SED522 Curriculum Adaptation/Modifications in the Content Areas of Mathematics, Science, Social Studies and Technology (3)
- SED523 Survey of Learning Disabilities and Instructional Methods (3)
- SED570 Special Education Student Teaching and Seminar at the Primary Level for Children with Disabilities (3)
- SED600 Research Methods in Special Education (3) **OR** SED720 Concepts and Principles in Behavior Analysis (3)
- SED610 Seminar in Special Education/Action Research (3)
- SED696 Capstone Project – edTPA : Successful submission of the edTPA will be referenced on the academic record as SED696 Capstone Project, Grade of Pass, 0 Credit.

**TOTAL PROGRAM REQUIREMENTS = 36-39
CREDITS**

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

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

Fieldwork Experiences:

- **Course Embedded:** Throughout the program candidates will attend courses which will have embedded fieldwork assignments.
- **Mentoring:** Every teacher candidate will be required to teach for one year for a minimum of 15 hours a week with the support of a certified mentor.
- **Practicum:** Teacher candidates will be required to participate in a practicum experience. Candidates will be closely supervised. It is divided in three phases: assessment of the child, development of goals and remediation/intervention with the child.
- **Student Teaching:** Teacher candidates will be required to student teach in appropriate age/grade settings for a minimum of 15 hours a week.

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

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

- ECSE521 Language/Communication Development and Intervention for the Young Child 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 Special Education/Action Research (3)
- ECSE504 The Reading Process for Students with Disabilities (3)
- ECSE505 Classroom and Behavior Management for Students with Disabilities (3)
- ECSE516 Introduction to Special Education, Educational Policies, Community Education, and Working with Families (3)
- ECSE517 Instructional Methods and Strategies for Effective Classroom Management of Learners with Special Needs (3)
- SED519 Literacy Instruction and Students with Disabilities (3)
- ECSE535 Reading Diagnosis and Instruction (3)
- ECSE553 Assessment, Evaluation and Intervention Strategies for Young Children with Special Needs (3)
- ECSE600 Research Methods in Special Education (3) **OR** ECSE720 Concepts and Principles in Behavior Analysis (3)
- ECSE696 -edTPA : Successful submission of the edTPA will be referenced on the academic record as ECSE696 Comprehensive Exam, Grade of Pass, 0 Credit.
- **Course Embedded:** Throughout the program candidates will attend courses which will have embedded fieldwork assignments.
- **Mentoring:** Every teacher candidate will be required to teach for one year for a minimum of 15 hours a week with the support of a certified mentor.
- **Practicum:** Teacher candidates will be required to participate in a practicum experience. Candidates will be closely supervised. It is divided in three phases: assessment of the child, development of goals and remediation/intervention with the child.
- **Student Teaching:** Teacher candidates will be required to student teach in appropriate age/grade settings for a minimum of 15 hours a week.

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

Plan Of Study

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

Course Repeats

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

Transfer Credit

TOTAL PROGRAM REQUIREMENTS = 39-42 CREDITS

ADDITIONAL REQUIREMENTS FOR CERTIFICATION

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

Fieldwork Experiences:

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

Requirements for Graduation

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

Time Limitation

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

Early Childhood Special Education

ECSE 504: The Reading Process for Students with Disabilities

3 Credit Hour(s)

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. Field Experience Required. (GR)

ECSE 505: Classroom and Behavior Management for Students with Disabilities

3 Credit Hour(s)

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

ECSE 516: Introduction to Special Education, Educational Policies, Community Education, and Working with Families

3 Credit Hour(s)

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

ECSE 517: Instructional Methods and Strategies for Effective Classroom Management for Learners with Special Needs

3 Credit Hour(s)

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

ECSE 521: Language/Communication Development And Intervention for the Young Child

3 Credit Hour(s)

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

ECSE 522: Infant Development and Intervention with Assistive Technology

3 Credit Hour(s)

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

ECSE 524: Transdisciplinary Intervention and Family Involvement

3 Credit Hour(s)

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

ECSE 535: Reading Diagnosis and Instruction

3 Credit Hour(s)

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

ECSE 553: Assessment, Evaluation, and Intervention Strategies for Young Children with Special Needs

3 Credit Hour(s)

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

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

3 Credit Hour(s)

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. (GR)

ECSE 600: Research Methods in Special Education

3 Credit Hour(s)

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. (GR)

ECSE 610: Seminar in Early Childhood Special/Action Education/Action Research

3 Credit Hour(s)

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)

ECSE 696: Comprehensive Examination

0 Credit Hour(s)

Candidates admitted to the graduate programs may, with advisement, complete the edTPA (mandatory for first time takers only) or the Comprehensive Exam based upon courses and field experiences within the graduate programs. The Comprehensive Exam is available to students who have already passed the edTPA. (GR)

ECSE 720: Concepts and Principles in Behavior Analysis

3 Credit Hour(s)

Cross listed with SED 720. Concept and Principles of Behavior Analysis is meant to give students a solid foundation in the basic science that underlies the technologies of Applied Behavior Analysis. Designed to be taken early in the course sequence, this course will introduce students to foundational aspects of ABA that they will apply throughout the program. (GR)

Special Education

SED 498: Student Teaching Seminar At the Early Adolescent School Level (7-9)

6 Credit Hour(s)

One professional laboratory at the early adolescent school level (7-9) experience covers observation of special education classroom situations with gradually increasing responsibility through participation with the lead content teacher under supervision. Individual student teachers are guided by periodic conference with the college supervisor. Prerequisites: a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 427, SED 499. (GR)

SED 499: Student Teaching Seminar At the Secondary Adolescent School Level (10-12)

6 Credit Hour(s)

One professional laboratory experience at the secondary adolescent school level (10-12) covers observation of special education classroom situations with gradually increasing responsibility through participation with the lead content teach under supervision. Individual student teachers are guided by periodic conferences with the college supervisor. Prerequisites: a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 427, SED 498. (GR)

SED 500: Foundations of Learning & Instruction

3 Credit Hour(s)

This course provides a comprehensive introduction to learning and instruction including learning theory, learning standards, pedagogy, learner development, and characteristics of effective teachers. In this course, students will deepen understanding of the relationship between theory and instructional design, and articulate a personal teaching philosophy. (GR)

SED 501: Intro to Disability & Inclusive Education

3 Credit Hour(s)

This is an introductory course about inclusive (i.e.,special) education that examines historical and socio-political perspectives of disability, both in the United States, and globally. In addition to learning about characteristics of different disabilities, students will examine foundational laws and principles related to inclusive education and reflect on their own identity, experiences, and values that may impact them as a teacher. This course includes a 3-hour workshop on Autism Spectrum Disorder as required for New York State certification. (GR)

SED 502: Special Education: Laws and Trends

3 Credit Hour(s)

This course provides an in-depth review of trends and legislation which impact students with disabilities, the families of children with disabilities, and the professional people who serve them. 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. (GR)

SED 503: Assessment & Evaluation of Students with Disabilities

3 Credit Hour(s)

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 has a disability (e.g. intellectual disability, learning disabled, learning disability, emotional/behavioral disorder). The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques, and decisions which lead to appropriate educational programming for these target groups. The course will also examine the use of informal methods used in special education classrooms: portfolio assessment, authentic assessment, observation; anecdotal and various recording methods will also be covered. Field Experience Required. (GR)

SED 504: The Reading Process for Students with Disabilities

3 Credit Hour(s)

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. Field Experience Required. Offered Fall at the Amherst Campus. Offered Spring for Alt Cert program. (GR)

SED 505: Classroom and Behavior Management for Students with Disabilities

3 Credit Hour(s)

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

SED 506: Inclusive Literacy Practices in the Secondary Classroom

3 Credit Hour(s)

This course focuses on inclusive teaching practices to support adolescent students with disabilities across content areas. In this course, students will embrace Universal Design for Learning (UDL) principles, utilize models of co-teaching, and incorporate flexible pedagogy and evidence-based practices to adapt and design lessons that are appropriate for students with disabilities within a multi-tiered system of support. (GR)

SED 508: Teaching to the Standards

3 Credit Hour(s)

This course is the seminar accompaniment to the student teaching experience for graduate students. In this culminating course, students will reflect on their learning related to standards of the profession. Prerequisite: SED 570; taken concurrently with SED 580. (GR)

SED 512: Collaborative Approaches within Inclusive Programs

3 Credit Hour(s)

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. (GR)

SED 513: Survey of Learning Disabilities

3 Credit Hour(s)

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. (GR)

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

3 Credit Hour(s)

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. This course is a pre-requisite offered by Coopersmith, not by Daemen, for the Alt Cert programs only. (GR)

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

3 Credit Hour(s)

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

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

3 Credit Hour(s)

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

SED 519: Literacy Instruction and Students with Learning Disabilities

3 Credit Hour(s)

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

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

3 Credit Hour(s)

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

SED 523: Survey of Learning Disabilities and Instructional Methods

3 Credit Hour(s)

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

SED 524: Intro to Educational Assessments & IEPs

3 Credit Hour(s)

In this course, teacher candidates will develop skills in assessment of students with and without disabilities, including progress monitoring of Individualized Education Plan (IEP) goals. Teacher candidates will engage with different types of assessment instruments, including academic, behavioral, social/emotional, and transition tools used within a multi-tiered system of supports. They will investigate culturally responsive assessment practices to address the needs of culturally and linguistically diverse learners and evaluate assessments for potential biases. Throughout this course, teacher candidates will practice collaborative data-based decision making in regard to instruction practices and IEP development. (GR)

SED 525: Inclusive Practices in Elementary Mathematics

3 Credit Hour(s)

In this course, students will design math instruction that meets the needs of diverse learners including those with disabilities and English Language Learners. Students will explore and implement research-based math strategies, and incorporate flexible pedagogy that provides a balance between explicit and problem-based/inquiry instruction to address the needs of learners with and without disabilities. Leveraging a wide range of instructional and assistive technologies, students will engage in collaborative lesson planning activities with opportunities for hands-on practice with feedback. (GR)

SED 526: Methods for Classroom Management K-12

3 Credit Hour(s)

In this course, students will learn about classroom management strategies within a multi-tiered system of support. They will explore research-based interventions and reflect on their own experiences and biases to develop a culturally responsive classroom management plan and an individualized behavior intervention plan. (GR)

SED 527: Practicum in Inclusive Education

3 Credit Hour(s)

This course is an authentic practicum experience in a classroom with students with disabilities with required field hours varying depending on the program track (50-150 hours). This is a scaffolded/supported teaching experience where students will begin by conducting reflective lesson observations and eventually plan and teach lessons and lesson sequences themselves and/or as a co-teacher with the cooperating teacher. Students will schedule their hours with their assigned cooperating teacher and are responsible for their own transportation and completing any background checks required by the school district. (GR)

SED 535: Inclusive Practices in Elementary Reading

3 Credit Hour(s)

This course presents the fundamentals of inclusive reading theory, instruction and assessment. The primary purpose of this course is to assist in the development of an effective reading teacher who can successfully assess and design instructional plans for students with and without disabilities that impact them in reading. Students will explore and execute evidence-based, inclusive reading strategies and reflect on their own professional knowledge and growth. (GR)

SED 540: Survey of Emotional and Behavioral Disorders

3 Credit Hour(s)

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

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

3 Credit Hour(s)

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

SED 559: Introduction to Autism Spectrum Disorders

3 Credit Hour(s)

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. (GR)

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

3 Credit Hour(s)

One-two Two professional laboratory experience(s) 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 (Amherst Only): Completion of all courses, except for SED 580 and EDU 518 (recommended), which are taken concurrently. Corequisites: SED 580, SED 518 (recommended). Offered As Needed for Amherst Campus. Offered Spring for Alt Cert program. (GR)

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

3 Credit Hour(s)

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. Prerequisites (Amherst Only): Completion of all courses, except for SED 570 and EDU 518 (recommended), which are taken concurrently. Corequisites: SED 570, EDU 518 (recommended). (GR)

SED 590: Student Teaching in Inclusive Education I

3 Credit Hour(s)

This course is an authentic student teaching experience in a classroom setting that includes students with disabilities. Students spend full days with the cooperating teacher for a minimum of 7 weeks/35 days in this first placement (following the district academic calendar). Each placement begins as scaffolded/supported teaching experience with a minimum of at least one week takeover as the classroom teacher by the end of the experience. Students are responsible for their own transportation and completing any background checks required by the school district. Prerequisite: Taken concurrently with SED 508 and SED 591. (GR)

SED 591: Student Teaching in Inclusive Education II

3 Credit Hour(s)

This course is an authentic student teaching experience in a classroom setting that includes students with disabilities. Students spend full days with the cooperating teacher for a minimum of 7 weeks/35 days in this first placement (following the district academic calendar). Each placement begins as scaffolded/supported teaching experience with a minimum of at least one week takeover as the classroom teacher by the end of the experience. Students are responsible for their own transportation and completing any background checks required by the school district. Taken currently with SED 508. (GR)

SED 600: Research Methods in Inclusive Education

3 Credit Hour(s)

In this course, students will examine various types of research conducted to investigate the effectiveness of an instructional practice/strategy for inclusive education. We will emphasize methods and quality indicators of action research and single subject research designs that are often used in the field. (GR)

SED 601: Equitable & Accessible Educational Technology

3 Credit Hour(s)

In this course, students will explore the spectrum of assistive/educational technology and reflect on the role of teachers in effectively designing, implementing, and evaluating technology for learning. This course will focus on literacy/language acquisition across content areas and STEM instruction. Students will create engaging and accessible learning opportunities for diverse learners with and without disabilities as well as for English Language Learners that are enhanced with technology. Additionally, they will make data-based technological decisions by evaluating, selecting, implementing, and assessing educational technology aligned to instructional outcomes and individual student needs. (GR)

SED 602: Equity & Social Justice in Education Law, Policy & Practice

3 Credit Hour(s)

This course will focus on dispositions and professional learning as students will discuss equity and how it relates to educational law, policy, and practice. Students will aim to learn from those who have been marginalized by our current educational systems. They will set actionable goals and create resources to support the professional growth of teachers to create more inclusive policies and practices that demonstrate respect for all individuals. (GR)

SED 603: Advanced Assessment Methods

3 Credit Hour(s)

In this course, students will investigate the reliability and validity of classroom assessments while minimizing bias within the assessments. They will create fidelity evaluation tools and discuss the impact of implementation fidelity for evidence-based practices on student success. In addition, they will explore standards for practicing teachers such as InTASC, CEC Initial and Advanced Preparation Standards, and content-specialty teacher standards. Teacher Candidates will explore leadership responsibilities including needs-based assessments for school-wide programming for students with disabilities. (GR)

SED 604: Intensive Intervention in Elementary Mathematics

3 Credit Hour(s)

This course focuses on math instruction across a multi-tiered system of support with an emphasis on Tier 2 and Tier 3 interventions for students with disabilities and English Language Learners. Students will practice a variety of assessment methods to determine student strengths and needs and plan/implement intensive intervention to meet those needs. They will explore and evaluate resources for math intervention in terms of mathematical domains emphasized, the extent of research support, and considerations for cultural responsiveness. (GR)

SED 605: School-Based Behavioral Interventions & Structures

3 Credit Hour(s)

This course focuses on providing behavioral interventions across a multi-tiered system of support with an emphasis on Tier 2 and Tier 3 interventions. Students will practice a variety of assessment methods to determine student strengths and needs and plan/implement intensive intervention to meet those needs. They will explore and evaluate varied theories on behavior management in terms of individualized target behaviors, the extent of research support, and considerations for cultural responsiveness. They will examine and critique critical issues around how schools set expectations for, interpret, and intervene with problem behaviors. Students will also identify strategies and reasons for teaching prosocial behaviors. (GR)

SED 606: Instructional Methods and Strategies for Students with Disabilities

3 Credit Hour(s)

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. Field Experience Required. (GR)

SED 607: Post-Secondary Transition Planning

3 Credit Hour(s)

This course focuses on the study of the post-secondary transition process in special education, with special emphasis on competencies necessary for effective collaboration with parents, students, paraprofessionals, general educators, and related service providers. Issues explored will include: culturally responsive practice; developing developmentally appropriate transition plans within an IEP that promote inclusion; and collaborating with team members to prepare students for the future. (GR)

SED 610: Seminar in Special Education/Action Research

3 Credit Hour(s)

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. Prerequisite (Amherst Only): SED 600. (GR)

SED 612: Advanced Collaboration Methods

3 Credit Hour(s)

This course is designed to provide students with the information needed for effective collaboration with families, teachers, paraprofessionals, related service providers, and other IEP team members. Participants will learn effective models of collaboration and consultation, team member roles and responsibilities, collaborative practices for participating on teams, and strategies for securing appropriate resources for students with disabilities. (GR)

SED 615: Critical Issues in Inclusive Education

3 Credit Hour(s)

This course is an introduction to graduate studies with a central function of developing your critical reading, thinking, and writing skills. In this course, students will explore some of today's critical issues in the field of inclusive education, with an eye to how issues of power, privilege, systemic oppression, cultural identity and intersectionality related to our selected issues. Get ready to read, write, think, and reflect on how the course material might shape your further development as a teacher. (GR)

SED 635: Intensive Intervention in Elementary Reading

3 Credit Hour(s)

This course focuses on elementary reading instruction across a multi-tiered system of support with an emphasis on Tier 2 and Tier 3 interventions. Students will practice a variety of assessment methods to determine student strengths and needs and plan/implement intensive intervention to meet those needs. They will explore and evaluate resources for reading intervention in terms of reading areas emphasized (e.g., decoding, fluency, comprehension), the extent of research support, and considerations for cultural responsiveness. (GR)

SED 639: The Writing Process and Students with Disabilities

3 Credit Hour(s)

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. (GR)

SED 642: Curriculum Modifications for Adolescent Learners With Disabilities

3 Credit Hour(s)

This course focuses on modifying curriculum and assessments for adolescent learners with significant support needs. Students will engage in critical discourse around topics such as inclusion, labels like severe disabilities, and challenging deficit thinking. They will also practice forms of systematic instruction and develop individualized curricula that are culturally appropriate and support the learner in progressing toward grade level standards. (GR)

SED 696: Capstone Project

0 Credit Hour(s)

Candidates admitted to the graduate programs may, with advisement, complete the edTPA (mandatory for first time takers only) or the Comprehensive Exam based upon courses and field experiences within the graduate programs. The Comprehensive Exam is available to students who have already passed the edTPA. (GR)

SED 699: Capstone Project in Inclusive Education

3 Credit Hour(s)

This course serves as the final culminating experience for graduate students seeking professional certification to teach students with disabilities. Under the mentorship of the course instructor, students will design a project that showcases their understanding and growth toward meeting the standards of the profession. (GR)

SED 720: Concepts and Principles in Behavior Analysis

3 Credit Hour(s)

Cross listed with ECSE 720. Concept and Principles of Behavior Analysis is meant to give students a solid foundation in the basic science that underlies the technologies of Applied Behavior Analysis. Designed to be taken early in the course sequence, this course will introduce students to foundational aspects of ABA that they will apply throughout the program. (GR)

Leadership and Innovation

Contact Information

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Program Director

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Degrees Offered

- [Master of Science Leadership and Innovation](#)

Certificate

- [Advanced Certificate Leadership and Innovation](#)

Leadership and Innovation Department Mission

The Leadership and Innovation program prepares students to be effective leaders of innovation by developing awareness, skills, and competencies that enable them to navigate ambiguity and complexity and to lead rapid change that is inherent in organizational settings.

Leadership and Innovation Program Philosophy

Effective leaders have an accurate sense of themselves. They model, teach, and advocate the values of authenticity and empowerment; they practice creative and critical thinking. Leaders promote collaboration and trust and are skilled at building teams. They integrate stakeholder diversity to foster inclusive

organizations and strong organizational culture; leaders understand that diversity is a multi-dimensional construct that includes many aspects of difference including experience, cognitive style, and culture.

Innovation leaders understand and facilitate change to meet the challenges of an increasingly complex, fast-paced, global society. Leadership and Innovation graduates possess the skills to lead groups with a positive view of the future; they have the capacity to lead others in co-creation of a shared vision that aligns with the values of their organization and the larger community. The innovation leader's role is to inspire and facilitate transformation to the desired future.

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

The Leadership and Innovation program characterizes leadership development as an ongoing learning process for leaders, their teams, and organizations. The program develops leaders who are life-long learners that build leadership capacity in others. Program graduates are prepared to conceive and lead positive change in an increasingly complex global society.

Program Objectives

Upon completing the Master of Science in Leadership and Innovation, the candidate will:

- Understand and apply contemporary leadership models and theories as they analyze and develop their leadership skills and philosophy.
- Exhibit leadership skills in working with staff, colleagues, and stakeholders (both internal and external) to navigate challenges within work units, across disciplines, and at the broader organizational level.
- Foster a leadership environment within the organizational setting that acknowledges and embraces individuals' strengths and respective

contributions to the achievement of the organization's objectives.

- Develop creative and critical thinking skills needed to facilitate individual and organizational change.
- Synthesize information across disciplinary boundaries to establish a comprehensive understanding of an organization's mission, vision, values, and goals as a foundation to effectively lead innovation and change initiatives.
- Work collaboratively with colleagues to develop innovation and change strategies that are responsive to evolving organizational needs.
- Understand the role of research in decision-making and innovation by engaging in research methodologies to address a specific challenge or question.
- Demonstrate leadership behavior through self-awareness, cultural sensitivity, team relationships, and systems thinking.

Admission Requirements

1. Complete [online application](#).
2. Submit a letter of intent which describes the applicant's interest in the Leadership and Innovation degree as well as what the applicant hopes to gain from a graduate degree in this program.
3. Provide a resume of professional experience.
4. Provide two letters of recommendation from an employer, professional colleague, or major professor which evaluate the applicant's leadership potential and capacity to complete a graduate degree.
5. Submit official transcript(s) from all accredited colleges or universities attended that indicate the award of an undergraduate degree. (International applicants must submit foreign transcripts in the original language and an English copy.)
6. Complete [Health form](#).
7. International applicants who are graduates of foreign colleges or universities and for whom English is a non-native language must submit a TOEFL (Test of English as a Foreign Language) score.
8. Complete personal interview with program director.

Master of Science in Leadership and Innovation

M.S. Degree Requirements

- LEAD500 Organizational Leadership and Self Development (3)
- LEAD501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- LEAD502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAD514 Leadership and Community: Empowerment, Collaboration and Dialogue (3)
- LEAD515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- Specialty Track Studies: Students complete 3 credits in their specialty track. Course options are:
 - LEAD525 Leadership in Higher Education (3)
 - LEAD526 Leadership in Business (3)
 - LEAD527 Leadership in Social Impact Organizations (3)
 - LEAD528 Leadership in Health Care Organizations (3)
- LEAD529 Transformational Leadership and Organizational Change (3)
- LEAD530 Modeling, Branding, and Marketing Your Leadership (3)
- LEAD540 Research Project/Thesis in Leadership and Innovation I (3)
- LEAD541 Research Project/Thesis in Leadership and Innovation II (3)
- LEAD560 Capstone Course in Leadership (3)

**TOTAL PROGRAM
REQUIREMENTS = 36
CREDITS**

Specialty Track

Leadership and Innovation students complete a leadership immersion, customize their research project/thesis, conduct an organizational analysis, and complete the specialization leadership studies in one of four specialty tracks: Business; Health Professions; Higher Education; Social Impact Organizations.

Program Structure and Time Limitation

Students in the program enter and finish as a cohort, maintaining continuous registration in sequenced courses. The cohort model fosters leadership learning with a discourse that brings external contemporary leadership issues into the classroom. The cohort learning community provides opportunities to practice leadership & collaborative skills in a supportive environment. The ordinary time limitation for completion of the program is three years from the time of first enrollment. Compliance with the time limitation will be monitored by the Program Director. While this model offers an optimal learning experience, exceptions may be made for people who must temporarily leave the program. Such students are advised to 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 the lack of an appropriate cohort causes a student to exceed the allowed one year's leave of absence from the program, the student will be permitted, and expected, to re-enroll at the earliest availability of an appropriate cohort. All other Daemen College policies on Leaves of Absence and time limitations for program completion (including extensions) will apply.

Requirements for Graduation

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

being dismissed from the Leadership and Innovation program.

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

Advanced Certificate – Leadership and Innovation

A post-baccalaureate certificate program is available for candidates who possess a minimum of a bachelor's degree. The purpose of this program is to enhance the student's knowledge and skills in leadership and innovation.

This program will meet the needs of any individual who is interested in expanding their capacity to lead by increasing awareness of oneself, groups, organizations, and systems. The program is also useful as it prepares professionals to help their organizations navigate change and foster innovation. Students who pursue the post-baccalaureate certificate have the option of continuing in the program to complete the requirements for the Master of Science in Leadership and Innovation.

REQUIREMENTS

- LEAD500 Organizational Leadership and Self Development (3)
- LEAD501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAD515 The Business of Leadership: Financial, Organizational, and Cultural (3)

Specialization

- **SELECT ONE:**
 - LEAD525 Leadership in Higher Education (3)
 - LEAD526 Leadership in Business (3)
 - LEAD527 Leadership in Social Impact Organizations (3)
 - LEAD528 Leadership in Health Care Organizations (3)

Program Elective

- **SELECT ONE:**
 - LEAD502 Leadership and Organizational Ethics, Values, and Social Environment (3)
 - LEAD529 Transformational Leadership and Organizational Change (3)
 - LEAD530 Modeling, Branding and Marketing Your Leadership (3)

TOTAL CERTIFICATE REQUIREMENTS = 18 CREDITS

Certificate: Admission Requirements

This post-baccalaureate certificate requires possession of a bachelor's degree.

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

NOTE

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

Leadership and Innovation

LEAD 500: Organizational Leadership and Self Development

3 Credit Hour(s)

Drawing on material from various social science disciplines, this foundational course integrates research and self-assessment with the evolving study of leadership. We begin with a historical review of leadership theory, research, and multiple leadership models noting their associated strengths and weaknesses. Students explore the relationship between personality preferences, assumptions, and the behaviors of socially responsible leaders. Topics include theories of group development, motivation, power, authority, disclosure, and feedback. Additional topics include metacognition, self, group, and systems awareness, diversity of style, and perspective. Leadership approaches studied include transactional and transformational models; path-goal, contingency, and trait approaches; situational, contingent, values-based, servant, and inclusive leadership as well as a social change model. Approaches include diagnostic instruments, role-plays, group work, and case studies. Students create a vision and mission statement with defined goals and personal learning objectives. The leadership portfolio is introduced. Prerequisite: Leadership and Innovation Majors, MBA Majors only, or permission of instructor. (GR)

LEAD 501: Critical Thinking, Creative Problem Solving, and Decision Making: Methods of Organization Research

3 Credit Hour(s)

The main goal of this course is to provide students with balanced, differentiated thinking skills, and facilitation tools necessary for effective problem solving and decision-making. The course is based on the Osborn-Parnes model of creative problem solving and decision-making which originated in Buffalo and unites a firm understanding of various problem solving methodologies with deliberate creative and critical thinking skills. The course includes the study of the inquiry process appropriate to investigation of organizational climate and group behavior. Topics include divergent, convergent, and systems thinking, group process facilitation, methods of collecting and processing information, clarifying core issues, weighing multiple potential solutions, and developing and implementing an action plan. The organizational processes and skills practiced include identifying complex challenges, data collection, ideation, forecasting, decision-making under uncertainty, and communicating or implementing results. Teaching methods include lecture, experiential activities, case studies, and projects. Also, scientific ways of knowing will be contrasted with more intuitively based decision-making processes, demonstrating the importance of both, when making personal and organizational 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: LEAD 500, Leadership and Innovation Majors and MBA Majors only. (GR)

LEAD 502: Leadership and Organizational Ethics, Values and Social Environment

3 Credit Hour(s)

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

LEAD 513: Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building

3 Credit Hour(s)

This course explores challenges and opportunities for effective leadership at three levels - the individual (both self and those being engaged in one-on-one interactions), the group or team, and the organization or system as a whole. Topics include systems thinking, coaching and feedback, the use and application of standardized assessment tools (including a 360 degree instrument), organizational theory, conflict management, emotional intelligence, leadership styles, and team development. The emphasis throughout the course is on the practical application of leadership theories and models; participants are encouraged and supported in making connections with their real worlds of work, past, present, and future. Significant in-class time of the course is used as a learning laboratory to explore various concepts around self and team leadership. This includes collaboratively setting up a self-directing team and delivering a product to a defined customer. The context for the exploration of leadership at the three levels in LEAD 513 reflects the inherent complexity of organizations and organizational life, and the critical role of the leader in the organization's achievement of results and long-term sustainability. Learning methodologies include personal reflection and sharing of experiences, action learning, a written paper and presentation, completion of leadership/learning log, and extensive reading and dialogue. Prerequisite: LEAD 500, 501, Leadership and Innovation Majors, MBA Majors only (GR)

LEAD 514: Leadership and Community: Empowerment, Collaboration, and Dialogue

3 Credit Hour(s)

Students experience a leadership immersion in an organizational setting. Through this experience they gain an appreciation and understanding of the leadership processes of empowerment, collaboration, strategy, and dialogue; this occurs in an organizational context and provides students the experience of understanding the internal and external forces that create change and transform organizations, communities, and systems. Emphasis is given to understanding the processes of leadership focusing on individual and group development, social capital, strategy, organizational mission, vision, and values, structures of collaboration, problem solving, and dialogue. For this course, the student will work individually to become knowledgeable about an agency, business, or community group (identified below as practice setting). The student will apply action research methods to become knowledgeable about the practice setting. By spending time with various leaders within the practice setting, the student will become increasingly sensitive to the culture of the practice setting. In collaboration with their organizational host, the student will identify a goal/problem within the practice setting and develop a mini-project. Drawing on foundational theories relating to organizational behavior, leadership style, decision-making, and problem solving, the student will become familiar with the communication and decision making mechanisms already in place within the practice setting to develop and/or enhance the organization's competitive advantage. The remainder of the course will be spent on activating appropriate resources to meet mutually agreed upon goals. Upon completion of this course, students will be well prepared based on best practices and theoretical leadership knowledge acquired in the program to undertake leadership roles/positions in various organizations, agencies, communities, businesses/international corporations, or Non-Governmental Organizations. Prerequisite: Majors only. (GR)

LEAD 515: The Business of Leadership: Financial, Organizational and Cultural

3 Credit Hour(s)

This course examines financial administrative tools and leadership techniques as they apply to a variety of organizations. Financial accounting and financial reporting concepts are introduced as important analysis and planning tools. The course covers the basic financial statements including the balance sheet, income statement, cash flow statement, and notes to financial statements. Analytical procedures, budgeting cost concepts, and ratio analysis are also examined to evaluate profitability, liquidity, and solvency of organizations in the for-profit and not-for-profit sectors. An additional component of the course addresses the changing nature of the marketplace and explores the implications and ramifications for leadership. Cultural considerations are woven through the managerial topics of planning and organizing for domestic and global organizations. This course includes common business processes and skills, such as innovative problem solving, negotiation, and effective presentations. Teaching methods include role-plays, discussions, case studies, readings, statistical analysis and financial modeling. Prerequisites: Majors only. (GR)

LEAD 525: Leadership in Higher Education

3 Credit Hour(s)

This course offers a critical examination of leadership within the context of 21st century higher education, with a focus on trends, issues, challenges, and competencies influencing the effective practice of leadership in local, regional, and U.S. colleges and universities. Beginning with a brief history and theoretical foundation of higher education in the United States, the course further explores leadership models and approaches, as well as content in a variety of topic areas related to the leadership and management of higher education institutions including: Organizational administration and governance; finance; strategic planning; community and government relations; student affairs; ethics; and diversity. The course is presented in seminar format and involves a variety of written, online, and oral assignments, and classroom activities. These include individual and group work, presentations, discussions, lecture, and guest speakers. For the final project, students develop a leadership plan for the effective administration and management of a college/ university division or department. Prerequisite: Majors only. (GR)

LEAD 526: Leadership in Business

3 Credit Hour(s)

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

LEAD 527: Leadership in Social Impact Organizations Specialization

3 Credit Hour(s)

This course expands on the student's understanding of Leadership Theory by applying the theories within the context of Social Impact organizations. Students have the opportunity to learn about the unique aspects of leadership within the social impact sector through guest speakers from the sector. The course engages students in the exploration of complex system issues of social impact organizations such as the role and impact of the Board of Directors, budgetary constraints, and the impact of governmental regulation and funding guidelines. Students are challenged to study these complex issues within the context of the over-arching responsibility of the social impact leader to deliver on the organizational mission while maintaining fiscal viability and sustainability. The course also explores the theory and practice of community-based change. Within this exploration, students consider the level of community engagement necessary for a successful change strategy, the decision-making processes that ensure buy-in and engagement, and the strategies to ensure that the different priorities of various stakeholders are considered in the final decision. Teaching methods include: Lecture; guest speaker presentations; case studies; interviews with non-profit leaders, and small group projects. Prerequisites: Majors and +Plus Pathways: Community Development and Community Health Promotion. (GR)

LEAD 528: Leadership in Health Care Organizations

3 Credit Hour(s)

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

LEAD 529: Transformational Leadership and Organizational Change

3 Credit Hour(s)

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

LEAD 530: Modeling, Branding and Marketing Your Leadership

3 Credit Hour(s)

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

LEAD 540: Research Project/Thesis in Leadership And Innovation I

3 Credit Hour(s)

This course is the first of two courses that focus on research and is a prerequisite to LEAD 541. In this course, students develop a project or thesis through independent study that entails research conducted under the supervision of a faculty member in an area of mutual interest to the student and the faculty member. Student assignments incorporate the collecting and processing of information, statistical inference, risk analysis, qualitative methodologies, and information technology. The course affords an opportunity to study a specific organizational problem or to institute an organizational change. In the second course, LEAD 541, students will complete their project or thesis. Both courses afford students an opportunity to study and approach a specific organizational problem, or to institute an organizational change. Both courses are offered in seminar fashion with an opportunity to explore project/thesis topics, and to examine practical and timely leadership issues. Prerequisite: Majors only. (GR)

LEAD 541: Research Project/Thesis in Leadership And Innovation II

3 Credit Hour(s)

The second section of the research project/thesis consists of completing the thesis. Research support includes collecting and processing information, statistical inference, risk analysis, and information technology. The course affords an opportunity to study and approach a specific organizational problem or to institute an organizational change. While it is expected that LEAD 541 will be completed within the term of enrollment, the course automatically extends one semester to allow completion of the project/thesis. Prerequisite: LEAD 540. (GR)

LEAD 545: Research Guidance

1 Credit Hour(s)

This research guidance course is intended for students finishing their research projects or thesis. Guidance will be provided in the final writing and analysis of student's research activity. This course may be taken up to three times for credit. Prerequisites: Prior enrollment in LEAD 540 and LEAD 541. (GR)

LEAD 560: Capstone Course in Leadership 3 Credit Hour(s)

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

LEAD 597: Independent Study in Executive Leadership Studies

1-6 Credit Hour(s)

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 offers an opportunity to study a specific organizational problem or area of interest. Prerequisite: Majors only. (GR)

Master of Science in International Business – (currently not accepting new students)

Mission Statement

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

Outcome Objectives

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

1. Demonstrate creative critical thinking skills to recognize problems, analyze uncertain situations, interpret evidence, develop alternative solutions, and to adapt and innovate with a global perspective.
2. Recognize the opportunities and challenges of globalization and apply managerial skills to international business.
3. Recognize ethical problems and apply standards of ethical behavior to management decisions.
4. Recognize the importance of corporate responsibility and incorporate socially responsible actions in the development of global organizational strategies.
5. Use technology and appropriate quantitative methods as tools of effective management.
6. Demonstrate effective, culturally appropriate communication skills.
7. Demonstrate well-developed leadership and teamwork skills for the effective implementation

of mission-driven organizational policy in a multicultural global environment.

8. Integrate theoretical and practical applications across functional business areas and networks for the purpose of strategic planning, implementation and control.

Admissions

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

1. Possess a baccalaureate degree from an accredited college or university with a major concentration in a business related field, such as accounting, business administration, economics, management, or marketing.
2. Have an undergraduate grade point average of 3.0 or higher. If a student has an undergraduate grade point average of less than 3.0, (s) he will be required to take the Graduate Management Admission Test (GMAT). The following guideline will be used to determine admission for matriculation: $(200 \times \text{undergraduate GPA}) + \text{GMAT score} > 1000$.
3. A student with a baccalaureate degree from an accredited college or university not in a business related field may be admitted if 30 credit hours or more of the undergraduate degree were in business related courses, or if the student has the equivalent work experience. In either case, the following topics must be covered as prerequisites through previous undergraduate course work or through bridge courses by the end of the first semester: Financial Accounting, Managerial Accounting, Business Law (including contract law), Business Statistics or Business Mathematics, and Principles of Marketing.
4. Provide two letters of recommendation that demonstrate the applicant's ability to undertake a rigorous program of academic study as well as address the applicant's leadership ability as the person making reference knows it.
5. Demonstrate satisfactory oral and written English by a pre-admission interview, a pre-admission essay or, if applicable, a satisfactory TOEFL score.
6. Submit a completed application form with fee.

7. Submit a personal goal statement.
8. Provide official transcripts from the institution that awarded the baccalaureate degree and any work completed at the graduate level.
9. A student may enter the program on a non-matriculated basis and complete a maximum of two courses while gathering the above materials and awaiting official acceptance.

M.S. International Business Scholarships

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

Application requirements may be obtained from the Director of the MS International Business Program, Torsten Doering, tdoering@daemen.edu.

Requirements

STAGE ONE: 9 CREDITS

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

STAGE TWO: 9 CREDITS

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

STAGE THREE: 9 CREDITS

- Electives (see below-Program Design/Specialty Track) (9)

STAGE FOUR: 3 CREDITS

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

TOTAL PROGRAM REQUIREMENTS = 30 CREDITS

Program Design/Specialty Track

Students may opt to complete a generalized program in International Business or they may select a functional area of business in which to specialize. A specialty track is available in Marketing. In addition, a student who has previously completed a B.S. in Accounting may choose to fulfill their electives by taking a series of graduate Accounting courses.

ACCOUNTING SPECIALTY TRACK

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

Time Limitation

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

Course Repeats

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

Requirements For Graduation

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

Accounting

ACC 618: Advanced Taxation

3 Credit Hour(s)

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. (GR)

ACC 620: Advanced Auditing

3 Credit Hour(s)

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 advanced audit concepts, 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, and hands-on completion of audit workpapers. 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. (GR)

ACC 630: Global Financial Reporting and Statement Analysis

3 Credit Hour(s)

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

ACC 650: Graduate Seminar in Accounting

3 Credit Hour(s)

Graduate Seminar in Accounting Description: Students will explore advanced topics in financial accounting and tax, as well as current issues in the field of accounting and their impact on society and the profession. Students will research topics and present for discussion in a seminar format. In addition, students will prepare a culminating project and presentation on a current issue in accounting. Prerequisite: Graduate status. Permission of Instructor required. (GR) (GR)

Finance

FIN 601: Global Monetary System and Capital Markets

3 Credit Hour(s)

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. (GR)

Management

MGT 501: The Global Competitive Framework

3 Credit Hour(s)

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

MGT 502: Ethics for Professionals in a Multicultural World

3 Credit Hour(s)

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

MGT 503: Comparative Management

3 Credit Hour(s)

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

MGT 504: Operational and Technology Issues in Global Business

3 Credit Hour(s)

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

MGT 650: Directed Research

3 Credit Hour(s)

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

Marketing

MKT 507: Strategic Planning for the International Market

3 Credit Hour(s)

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

MKT 611: Regional Business in Latin American Countries

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 613: Regional Business in the Pacific Rim

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 614: Regional Business in the European Union

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 615: Consumer Behavior

3 Credit Hour(s)

How and why do consumers behave as they do? How can consumer decision making be understood when there are so many variables to consider? This course answers these questions by providing students with the fundamental theories underpinning consumer behavior and understanding of how consumer behavior concepts can be applied to marketing management, to our roles as consumers, and to everyday life. Additionally, concepts, theories and principle from the social sciences will be employed to extend understanding of how consumers acquire and consumer goods, services, and ideas. Students will learn how and why consumers behave by examining how they use products to define themselves and how that self-concept affects their attention to and perception of products, their motivations to purchase, their awareness of and attitudes towards brands, products, and advertising, their choices of products, and their levels of customer satisfaction and brand loyalty. (GR)

Nursing

Contact Information

phone: (716) 839-8388

daemen.edu/nursing

Chair

[Cheryl Nosek, RN, DNS](#)

(716) 839-8387

Degrees

- [Doctor of Nursing Practice](#) (*currently not accepting new students*)
- [Master of Science in Adult-Gerontology Primary Care Nurse Practitioner](#)
- [Master of Science in Nursing Education](#)
- [Master of Science in Nursing Executive Leadership](#)
- [RN to MS Accelerated Programs](#)

Certificate Programs

- [Post-Baccalaureate Nursing Executive Leadership](#)
- [Post-Baccalaureate Partners in Health for People with Disabilities](#) (*currently not accepting new students*)
- [Post-Master Adult-Gerontology Primary Care Nurse Practitioner](#)
- [Post-Master Nursing Education](#)

NOTE

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

Nursing Department Philosophy

Consistent with the stated mission of Daemen College, the nursing philosophy embodies compassion, personal and professional commitment, and lifelong learning. The complexity of healthcare demands Registered Nurses (RNs) in different levels of practice with a variety of educational backgrounds as crucial members

of the health care team. Baccalaureate education is viewed as the foundation for professional practice. Graduate education builds on baccalaureate education through the acquisition of advanced knowledge, skill, and technology proficiency that would facilitate complex decision making to prepare nurses for independent advanced practice in clinical, education, research, and leadership roles.

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

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

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

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

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

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

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

END OF PROGRAM STUDENT LEARNING
OUTCOMES FOR ALL MASTERS PROGRAMS

Upon completion of the Master of Science in Nursing program, the graduate will:

1. Design and implement culturally competent healthcare based on recognition of variants in health, including physiological variations, in a wide range of cultural, racial, ethnic, age and gender groups in a commitment to health of vulnerable populations.
2. Utilize knowledge to analyze the outcomes of nursing interventions, to initiate change, and to improve practice.
3. Disseminate results of scholarly work through a variety of methods
4. Design and independently implement strategies to assess complex situations from multiple perspectives and plan realistic and innovative interventions.
5. Utilize knowledge of healthcare informatics to accurately interpret healthcare information, to make complex healthcare decisions, and to develop more proficient information systems.
6. Exert leadership within the profession to promote ethical and critical decision-making and within the healthcare system to advocate for change.
7. Contribute to professional nursing through evidence-based advanced nursing practice, professional engagement, and service to the profession and the community.

Admission requirements applicable to the DNP program

*** Please note: This program is not currently accepting new students**

- Master's degree in advance nursing practice from an ACEN or CCNE accredited nursing program. The program must include completion, with a minimum grade of B, of the following graduate level nursing courses or their equivalent: Advanced Health Assessment; Advanced Pathophysiology; Advanced Pharmacology.
- New York State License and current professional nurse registration.
- New York State licensure as an Advance Practice Nurse (APN) or eligibility to practice according

to specialty standards.

- Completion of an undergraduate or graduate statistics course with a grade of C or better.
- Three letters of recommendation, one being from a professional colleague; For Daemen alumni, only two professional references are required.
- Submission of curriculum vitae and a written personal goals statement.
- Interview with the nursing faculty.

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

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

recommendation.

- Students must also submit a current Resume or Curriculum Vitae
- Interview with the nursing faculty.

General Policies

COURSE REPEATS

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

TIME LIMITATIONS

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

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

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

ACADEMIC BANKRUPTCY

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

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

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

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

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

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

1. A minimum grade of B in all courses, thereby resulting in a cumulative grade point average (GPA) of 3.00.
2. Application for degree/certificate:
DEGREE CANDIDATES: All degree students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The Application for Degree form is accessible from the Registrar's web page.
CERTIFICATE CANDIDATES: All certificate students are required to file an [Application for Certificate](#) form with the Registrar's Office at the onset of the final term of study. Forms are available upon request from the Nursing Program Office.
NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.

Course Sequences

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

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

Insurance

Doctor of Nursing Practice (DNP)

Applications are not currently being accepted for Academic Year 2022-2023.

Student Learning Outcomes

UPON COMPLETION OF THE DOCTOR OF NURSING PRACTICE PROGRAM, THE GRADUATE WILL:

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

dimensions, and cultural diversity and evaluation of health care delivery models.

8. Contribute to professional nursing through leadership, education, and advocacy within the policy and health care communities.
9. Influence professional nursing through leadership, education, and advocacy of healthcare policy and in healthcare communities.

Requirements

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

TOTAL PROGRAM

REQUIREMENTS = 36

NUR702 Clinical Internship

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

NUR704 Scholarly Project

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

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

Course Sequence

Access the course sequence for the Doctor of Nursing Practice from the Nursing Department web page or the Program Plans site on the Registrar’s web page.

Master of Science in Nursing Education

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

Student Learning Outcomes

UPON COMPLETION OF THE MASTER IN NURSING EDUCATION PROGRAM, THE GRADUATE WILL:

1. Engage in the scholarship of teaching to facilitate student learning, professional development, and socialization.
2. Create an environment that promotes critical thinking and problem solving within the teaching-learning process.
3. Use applicable educational principles, theory, and research to develop and implement teaching strategies that optimize student learning.
4. Synthesize information from a variety of disciplines to develop strategies for change in nursing education and curricular development.
5. Work collaboratively within the institutional environment and the academic community to function effectively as a nurse educator and leader utilizing professional, moral and ethical standards to practice.
6. Integrate the values of respect, collegiality, professionalism, and caring to build an

organizational climate that fosters the development of learners.

7. Critically analyze and synthesize research to determine applicability to practice.
8. Develop a research project or thesis pertinent to nursing education, disseminating scholarly work pertinent to nursing education.
9. Contribute to professional nursing through advanced nursing education practice and professional involvement.
10. Exhibit leadership behavior as a nurse educator as evidenced by enhanced self knowledge, cultural sensitivity, team dynamics, and systems thinking.
11. Analyze the impact of community, societal, and professional trends in health care on nursing education.

Requirements

NURSING RESEARCH AND CORE REQUIREMENTS: 12 CREDITS

- NUR501 Nursing Informatics and Healthcare Technologies (1)
- NUR512 Theoretical Basis of Advanced Nursing Practice (3)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Research (2)
- NUR604S Thesis/Project Introductory Seminar (1)
- NUR604 Thesis/Project (3) — see below for pertinent information

SPECIALTY REQUIREMENTS: 18 CREDITS

- NUR504 Strategies and Theories in Education (3)
- NUR513 Issues in Advanced Practice Nursing (2)
- NUR522 Advanced Physiology/Pathophysiology, Health Assessment, And Pharmacology (3)
- NUR528 Assessment and Evaluation in Nursing Education (3)
- NUR600 Curriculum Design and Implementation (3)
- NUR620 Nursing Education Practicum (4) (includes 150 hours of teaching practice)

**TOTAL PROGRAM
REQUIREMENTS = 30 CREDITS**

Program Delivery: Offered In-person, or online depending on program acceptance.

Thesis/Project

Students must complete 4 credits in either Thesis or Project. The first of the 4 credits will be completed in NUR604S Thesis Introductory Seminar; the remaining 3 credits in either NUR604 Thesis/ Project. The course may be completed over multiple terms of enrollment for a cumulative total of 4 credits.

Course Sequence

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

Advanced Certificate Nursing Education

A post master's certificate program is available for nurses who possess a minimum of a Master of Science in Nursing degree. The purpose of this program is to

enhance the student's knowledge and skills in nursing education. This program would meet the needs of nurses who are already in nursing education positions without nursing education academic preparation. The program would help them to optimize their current job performance as well as to enhance their career potential. The program would also be useful for nurses who hold graduate degrees in clinical practice areas who are seeking nursing faculty positions and wish to enhance their credentials.

REQUIREMENTS:

- NUR504 Strategies and Theories in Education (3)
- NUR528 Assessment and Evaluation in Nursing Education (3)
- NUR600 Curriculum Design and Implementation (3)
- NUR620 Nursing Education Practicum (4) (includes 150 hours of teaching practice)

TOTAL CERTIFICATE REQUIREMENTS = 13 CREDITS

Program Delivery: Offered In-person, or online depending on program acceptance.

Certificate: Admission Requirements

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

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

RN To MS Accelerated Program

For Registered Nurses with a Non-Nursing Baccalaureate Degree

This pathway enables RNs who hold baccalaureate degrees in non-nursing fields to attain advanced standing in a selected graduate nursing program (MS in AGPCNP, MS in Nursing Education, or MS in Nursing Executive Leadership). 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 this accelerated pathway culminates in an MS degree. No baccalaureate degree will be conferred to students in this RN to MS accelerated pathway.

For Registered Nurses with an Associate's degree or Diploma in nursing

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

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

Acceptance into the accelerated track is contingent on space availability in the selected graduate program.

Students in the accelerated RN-MS/AGPCNP track may take NUR 509 in lieu of BIO 407 and NUR 516 in lieu of an undergraduate elective in their RN to BS program.

Master of Science in Nursing Executive Leadership

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

Student Learning Outcomes

UPON COMPLETION OF THE MASTER PROGRAM IN NURSING EXECUTIVE LEADERSHIP, THE GRADUATE WILL:

1. Exhibit leadership skills in working with staff and colleagues to address the health and illness experiences of clients from a variety of familial-socio-cultural backgrounds in a way that enhances each client's dignity and acknowledges his/her strengths.
2. Use applicable research and theory to lead staff and other colleagues to assist clients in changing modifiable risk factors.
3. Synthesize information from a variety of disciplines to develop strategies for change for colleagues and staff, and to provide interventions and regimens that incorporate an understanding of the client's needs and desires.
4. Work collaboratively with and lead other health care team members to promote care for clients with complex health care needs.
5. Direct evidence based continuous quality improvement initiatives to enhance care provided in a health care agency utilizing healthcare informatics.

6. Incorporate professional, legal, moral, and ethical standards into practice.
7. Critically analyze and synthesize research to determine applicability to practice.
8. Develop a research project or thesis applicable to advanced executive nursing leadership.
9. Contribute to professional nursing through advanced nursing leadership practice and professional involvement.
10. Exhibit change in leadership behavior as evidenced by enhanced self-knowledge, cultural sensitivity, team dynamics, and systems thinking.
11. Demonstrate creative and critical thinking skills necessary to effect personal and organizational change.

Requirements

1. GRADUATE NURSING RESEARCH CORE REQUIREMENTS: 12 CREDITS

- NUR501 Nursing Informatics and Healthcare Technologies (1)
- NUR512 Theoretical Basis of Advanced Nursing Practice (3)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Nursing Research (2)
- NUR604S Thesis/Project Introductory Seminar(1/1)
- NUR604 Thesis/Project (3) – see below for pertinent information

2. LEADERSHIP SPECIALTY REQUIREMENTS: 24 CREDITS:

- LEAD500 Organizational Leadership and Self Development (3)
- LEAD501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)

- LEAD502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAD515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAD528 Leadership in Health Care Organizations (3)
- LEAD530 Modeling, Branding and Marketing Your Leadership (3)
- LEAD560 Capstone Course in Leadership (3)

TOTAL PROGRAM REQUIREMENTS = 36 CREDITS

Thesis/Project

Students must complete either a Thesis or Project. The first credit will be completed in NUR604S Thesis Introductory Seminar; the remaining credits will be completed in NUR604 Thesis/ Project. The course may be completed over multiple terms of enrollment. A total of 4 credits are required for completion of the Thesis/Project.

Course Sequence

Access the course sequence for the MS, Nursing Executive Leadership, from the Nursing Department web page or the Program Plans site on the Registrar’s web page.

Program Structure and Time Limitations for Completion of Program

The Nursing Executive Leadership Program can be completed in two options. First, each Fall semester, the Wednesday evening program offers each LEAD course in eight class meetings over an eight week period. The Wednesday program can be completed in 6 semesters (includes summer sessions). Each Spring, the second

option offers LEAD courses on Tuesday evenings (each LEAD class runs for eight consecutive weeks). This option can also be completed in 6 semesters (includes summer sessions). The Graduate Nursing Core Research Courses are offered on a traditional semester-long basis.

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

Advanced Certificate Nursing Executive Leadership

A post-baccalaureate certificate program is available for nurses who possess a minimum of a Bachelor of Science with a major 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.

- LEAD560 Capstone Course in Leadership (3)

REQUIREMENTS

- LEAD500 Organizational Leadership and Self Development (3)
- LEAD501 Critical Thinking, Problem Solving & Decision Making: Methods of Organizational Research (3)
- LEAD502 Leadership and Organizational Ethics, Values, and Social Environment (3)
- LEAD513 Developing Leadership Skills: One-on-One Leadership, Conflict Management, and Team Building (3)
- LEAD515 The Business of Leadership: Financial, Organizational, and Cultural (3)
- LEAD528 Leadership in Health Care Organizations (3)
- LEAD530 Modeling, Branding and Marketing Your Leadership (3)

TOTAL CERTIFICATE REQUIREMENTS = 24 CREDITS

Certificate: Admission Requirements

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

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

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

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

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

REQUIREMENTS

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

TOTAL CERTIFICATE REQUIREMENTS = 6 CREDITS

Certificate: Admission Requirements

This post-baccalaureate certificate requires:

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

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

Master of Science in Adult-Gerontology Primary Care Nurse Practitioner

Student Learning Outcomes

UPON COMPLETION OF THE ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER PROGRAM, THE GRADUATE WILL:

1. Appraise variants in health, including physiological variations, in a wide range of cultural, racial, ethnic, age and gender groups in a commitment to health of vulnerable populations.
2. Incorporate core scientific and ethical principles in advanced nursing practice to adult and geriatric populations.
3. Synthesize theoretical, scientific and contemporary clinical knowledge for the assessment and management of both health and illness states of adult and geriatric patients.
4. Collaborate with the interprofessional team, individuals, family and caregivers in the development of appropriate interventions for adult and geriatric patients.
5. Participate in the design, development, and evaluation of current and evolving health care services to optimize care and outcomes for diverse adult and geriatric patients.
6. Evaluate health outcome data using current technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes of adult and geriatric patients.
7. Exert leadership within the profession and within the healthcare system to advocate for change using a systems perspective.

8. Employ evidence based practice guidelines to design and implement culturally competent health care for health promotion, health protection, disease prevention and disease management of adult and geriatric patients.
9. Contribute to professional nursing through evidence based nursing practice, professional engagement and service to the profession and the community, disseminating scholarly work and through evidence based practice.

Requirements

1. GRADUATE NURSING RESEARCH AND CORE REQUIREMENTS: 12 CREDITS

- NUR501 Nursing Informatics and Healthcare Technologies (1)
- NUR512 Theoretical Basis of Advanced Nursing Practice (3)
- NUR602 Qualitative Research (2)
- NUR603 Quantitative Research (2)
- NUR604S Thesis/Project Introductory Seminar (1)
- NUR604 Thesis/Project (3)

2. NURSE PRACTITIONER SPECIALTY REQUIREMENTS: 24 CREDITS

- NUR505/NUR505L Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner (4/0)
- NUR509 Advanced Physiology/Pathophysiology for the Adult-Gerontology Primary Care Nurse Practitioner (3)
- NUR513 Issues in Advanced Practice Nursing (2)
- NUR516 Advanced Pharmacology: For The Adult-Gerontology Primary Care Nurse Practitioner (3)

- NUR561/L Adult-Gerontology Primary Care Practice I (6/0) (250 hour clinical practicum)
- NUR562/L Adult-Gerontology Primary Care Practice II (6/0) (250 hour clinical practicum)

TOTAL PROGRAM REQUIREMENTS = 36

THESIS/PROJECT

Students must complete either a Thesis or Project. The first credit will be completed in NUR604S Thesis Introductory Seminar; the remaining 3 credits will be completed in NUR604 Thesis. The course may be completed over multiple terms of enrollment. A total of 4 credits are required for completion of the Thesis/Project.

Course Sequence

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

Advanced Certificate Program – Adult-Gerontology Primary Care Adult Nurse Practitioner

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

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

REQUIREMENTS

- NUR505/NUR505L Advanced Health Assessment for the Adult-Gerontology Primary

Care Nurse Practitioner (4/0)

- NUR509 Advanced Physiology/Pathophysiology for the Adult-Gerontology Primary Care Nurse Practitioner (3)
- NUR512 Theoretical Basis of Advanced Nursing Practice (3)
- NUR516 Advanced Pharmacology: For The Adult-Gerontology Primary Care Nurse Practitioner (3)
- NUR561/L Adult-Gerontology Primary Care Practice I (6/0) (includes 250 hour clinical practicum)
- NUR562/L Adult-Gerontology Primary Care Practice II (6/0) (includes 250 hour clinical practicum)

TOTAL CERTIFICATE REQUIREMENTS = 25

Certificate: Admission Requirements

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

Additional information for [graduate Nursing programs: Admissions Requirements; Course](#)

Repeats; Time Limitations; Requirements for Graduation – consult the Nursing Department web

page or the Program Plans site on the Registrar's web page.

Health Science

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

1 Credit Hour(s)

This course is an introductory course designed to expand knowledge and sensitivity about the legal and ethical issues surrounding care for individuals with developmental disabilities and their families. The purpose of this course is to improve health care provider students' understanding of the fundamentals related to the legal needs affecting individuals with developmental disabilities and their families. Accessing benefits, services and resources for individuals with developmental disabilities and their caregivers will be explored as a basis for further development in clinical and professional practice. Prerequisite or Corequisite: NUR 505/L or PAS 517/L or equivalent. (GR)

HSC 530: Caring for Children With Developmental Disabilities

1 Credit Hour(s)

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

HSC 532: Caring for Adults With Developmental Disabilities

1 Credit Hour(s)

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

HSC 560: Community Care for Individuals with Developmental Disabilities

3 Credit Hour(s)

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

Nursing

NUR 501: Nursing Informatics&HlthcrTech

1 Credit Hour(s)

Nursing informatics focuses on the use of patient care and other technologies to deliver and enhance nursing care. The use of communication technologies in the integration and coordination of care will be explored while using data management to analyze and improve outcomes of care. Information technology systems, such as decision support systems, are essential to gathering evidence to improve practice, as well as enhance cost effectiveness and patient safety through application of evidence based practice, outcomes research and electronic health records. Application of core scientific and ethical principles including standards for the use of health and information technologies will be explored. Offered in web based format. (GR)

NUR 504: Strategies and Theories in Education

3 Credit Hour(s)

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 only offered in a web-based format. Prerequisite or Co-requisites: None. (GR)

NUR 505: Advanced Health Assessment For the Adult-Gerontology Primary Care Nurse Practitioner

4 Credit Hour(s)

This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role. Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program. This course must be taken in the semester immediately preceding NUR 561/L. Prerequisites or Co-requisites: NUR 509 , completed no more than five years prior to registering for Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner. Students will be required to purchase special examination equipment by the onset of the semester in which this course is taken. Lecture 3 hours/week. Course also includes 2 hour lab session per week (1 credit). (GR)

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

0 Credit Hour(s)

This course is designed to provide the adult-gerontology primary care nurse practitioner student with the knowledge and skills necessary to perform a comprehensive health and physical assessment on clients from young adulthood through senescence. This course is designed to build on knowledge of anatomy, physiology, pathophysiology and health assessment skills previously attained in undergraduate nurse education. Emphasis is placed on diagnostic reasoning skills needed for clinical reasoning in the advanced practice nursing role. Prerequisite: Acceptance into the Adult-Gerontology Primary Care Nurse Practitioner program. This course must be taken in the semester immediately preceding NUR 561/L. Prerequisites or Co-requisites: NUR 509, completed no more than five years prior to registering for Advanced Health Assessment for the Adult-Gerontology Primary Care Nurse Practitioner. Students will be required to purchase special examination equipment by the onset of the semester in which this course is taken. This course satisfies the 2 lab hours per week for the NUR 505 course. (GR)

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

3 Credit Hour(s)

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

NUR 511: Conceptual Basis for Advanced Practice Nursing

2 Credit Hour(s)

This course explores topics essential to conceptualizing advanced nursing practice. Evolution, advancement and regulation of nursing practice are explored. Emphasis is placed on developing a high level of professionalism in nursing, including effective communication, leadership competencies, political advocacy and advanced use of knowledge. The importance of understanding evidence based practice, the health care delivery system and factors affecting advanced nursing practice are addressed. This course is offered on campus in a web-enhanced format. (GR)

NUR 512: Theoretical Basis of Advanced Nursing Practice

3 Credit Hour(s)

This course focuses on the theoretical basis of advanced nursing practice. The origins and evolution of nursing knowledge, application of nursing theory, and evidence-based practice are explored. Students' personal philosophies of nursing are appraised, frameworks from nursing and other disciplines are analyzed, and select conceptual knowledge important to advanced nursing practice is examined with an emphasis on synthesizing knowledge for use in practice and research. Topics essential to conceptualizing advanced nursing practice, including developing a high level of professionalism, communication skills, advocacy effectiveness, policy awareness, and advanced use of knowledge in and for nursing and health care, are addressed. This course is offered in both web enhanced and web-based formats. (GR)

NUR 513: Issues in Advanced Practice Nursing

2 Credit Hour(s)

This course is designed to familiarize students with contemporary issues pertaining to advanced nursing practice. Issues related to economics, ethics, culture and global perspectives of advanced nursing care, quality improvement, system change strategies, and models of care delivery and coordination will be explored. This course will prepare students to practice as leaders in an advanced nursing role. Prerequisite: Acceptance into Daemen Nursing Department, Graduate Division. This course is offered in both web enhanced and web-based formats. (GR)

NUR 515: Theoretical Perspectives in Advanced Practice Nursing

2 Credit Hour(s)

This course explores theoretical frameworks as the foundation for advanced nursing practice. The origins and structure of nursing knowledge are identified and examined and selected theories/conceptual models of nursing and other disciplines are analyzed. The relationship among theory, research and practice is explored. Emphasis is placed on applying theoretical perspectives in advanced nursing practice. This course is offered on campus in a web-enhanced format. (GR)

NUR 516: Advanced Pharmacology:for the Adult- Gerontology Primary Care Nurse Practitioner

3 Credit Hour(s)

This course fulfills the pharmacology requirement for the graduate adult-gerontology primary care nurse practitioner program. It provides a foundation for the understanding of pharmacological principles that will assist the adult-gerontology nurse practitioner in prescribing medications. An introduction to general principles of pharmacology that are essential for an understanding of individual drug actions will be presented. Special considerations of physiological changes with the geriatric client will be addressed in respect to prescribing of medications. Information about selected medications will be presented in a manner that is relevant to the needs of the adult-gerontology nurse practitioner who cares for patients in a variety of clinical settings. Discussion and class content regarding these medications will focus on drug actions, therapeutic usage, side effects, drug interactions, physiologic implications and monitoring in adult and geriatric patients. Ethical and legal principles related to safe prescription writing will be detailed. (GR)

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

1 Credit Hour(s)

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

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

2 Credit Hour(s)

This course focuses on selected categories of medications that are commonly used in primary care management of adult and geriatric clients. Information about select medications will be presented in a manner that is relevant to the needs of the adult health nurse practitioner who cares for patients in a variety of clinical settings. Discussion and class content regarding these medications will focus on drug actions, therapeutic usage, side effects, drug interactions, physiologic implications and monitoring in adult and geriatric clients. This course is a companion course to NUR 517, and together with NUR 517, fulfills the pharmacology requirement for the graduate adult-gerontology nurse practitioner program. This course includes 30 instructional hours, incorporating face-to-face and online learning. Lecture: 2 hours. (GR)

NUR 522: Advanced Physiology/Pathophysiology, Health Assessment, and Pharmacology

3 Credit Hour(s)

This course uses a case-study format to illustrate common diseases in selected body systems. The concepts of pathophysiology, health assessment skills and diagnostic reasoning, and updated pharmacologic treatment options are emphasized in the discussion of each disease. Variations of disease presentation and pharmacologic responses among different cultural, racial, gender, and age groups are integrated into the case studies. Methods to evaluate pharmacologic treatment outcomes are explored. The goal of the course is to build on the undergraduate pathophysiology, health assessment, and pharmacology to give students an advanced level of understanding in those topics. This course is only offered in a web-based format. (GR)

NUR 528: Assessment and Evaluation in Nursing Education

3 Credit Hour(s)

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

NUR 561: Adult-Gerontology Primary Care Practice I

6 Credit Hour(s)

The didactic portion of the first clinical course focuses on providing basic primary care for adult clients from young adulthood through senescence. This course focuses on health promotion, medical management and outcome assessment of common primary care problems. Screening and diagnostic reasoning are used to plan and deliver cost effective care. Physical and mental, acute and chronic illnesses are addressed in the context of the individual strengths, family and community. This course involves 4 hours per week of didactic delivery (4 credits) and a total of 250 clock hours for the semester (2 credits). Additional clinical seminars/laboratories are scheduled during the semester to allow for skills review and discussion of clinical issues. Students are individually supervised in the clinical setting by either a physician or a nurse practitioner preceptor. Ongoing interaction between Daemen College faculty and clinical preceptors is maintained throughout the semester. Prerequisites:NUR 505 (in the semester immediately preceding NUR 561),NUR 509 and NUR 517. Co-requisite: NUR-561L Pre or co-requisite NUR-516/NUR 519. (GR)

NUR 561L: Adult-Gerontology Primary Care Practice Practice I Lab

0 Credit Hour(s)

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

NUR 562: Adult-Gerontology Primary Care Practice Practice II

6 Credit Hour(s)

The didactic portion of the second clinical course builds on the foundational knowledge provided in the first clinical course (NUR 561) including additional complex medical conditions. This course focuses on comprehensive diagnosis, management, and evaluation of adult and geriatric clients with complex health needs. A holistic approach accounting for biopsychosocial, environmental, and genetic factors, and multidisciplinary teamwork are emphasized. NUR 562 involves four hours per week of didactic delivery (4 credits) and a total of 250 clock hours for the semester. Additional clinical seminars/laboratories are scheduled throughout the semester to allow for skills review and discussion of clinical issues. Ongoing interaction between Daemen College faculty and clinical preceptors is maintained throughout the semester. Prerequisite: NUR 561; co-requisite: NUR-562L. (GR)

NUR 562L: Adult-Gerontology Primary Care Practice Practice II Lab

0 Credit Hour(s)

Laboratory techniques in Adult-Gerontology Primary Health Care. Required prerequisite: NUR 561 and NUR 561L; Co-requisite: NUR-562. 250 clock hours of clinical practice. (GR)

NUR 600: Curriculum Design and Implementation

3 Credit Hour(s)

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

NUR 602: Qualitative Research

2 Credit Hour(s)

This course addresses the process of the inductive mode of research. The history, methods, and outcomes of qualitative research are examined in detail. A number of qualitative research methodologies including phenomenology, grounded theory, ethnography and action research are differentiated. Criteria for maintaining rigor in qualitative research are analyzed. The application of informatics to qualitative research is explored. An emphasis is placed on synthesizing qualitative research as a basis for practice. This course is offered in both web enhanced and web-based formats. (GR)

NUR 603: Quantitative Nursing Research

2 Credit Hour(s)

This course addresses the deductive mode of research. Steps in the design, implementation and analysis of various quantitative methods will be explored. Criteria for establishing reliability and validity and quantitative research will be appraised. Quantitative methods as applied to informatics, trends in healthcare, and the relationship between quality and safety in practice will be discussed. Data management and statistical analysis will be reviewed. Emphasis will be placed on synthesizing research as a basis for practice. This course is offered in both web enhanced and web-based formats. (GR)

NUR 604: Thesis

1-6 Credit Hour(s)

The thesis option provides the student with an opportunity to consider a theoretical question in relation to advanced practice nursing and to attempt to answer this question through the research process. The thesis is geared towards the development of a research proposal and the implementation of a pilot study that addresses an issue related to the student's graduate nursing program. For the thesis option, the student is expected to identify a research question, choose a theoretical framework or a conceptual model, select an appropriate methodology, collect, analyze, and discuss data. Students registering for Thesis for the first time are required to successfully complete NUR604S Thesis Introductory Seminar (1 credit; web-enhanced format). Prior to enrollment in NUR 604. At least two (2) members should be on each thesis committee, with the committee chairperson being a doctorate-prepared full-time faculty member from the Nursing Department. After a successful thesis defense, an electronic PDF copy of the thesis must be submitted to the Nursing Department and will be stored electronically via the library. Note: Students must take a total of 4 thesis credits, including the 1 credit thesis seminar. Credits may be distributed over several terms. The final thesis credit should be taken in the semester that the student defends. A student who has registered for the 4th credit of thesis/project (including the 1 credit earned in NUR604S) and who does not complete the thesis/project in that semester will receive a grade of Incomplete. In such a case, the student will have one additional semester to complete the thesis/project and the grade of Incomplete will be changed to Pass Complete. In the event that the student does not complete the thesis/project in the additional semester, the grade of Incomplete will revert to a grade of F. The student will then need to register for one additional credit hour of 604 in order to complete the thesis requirement. (GR)

NUR 604S: Thesis Intro Seminar

1 Credit Hour(s)

This introductory seminar is designed to introduce the graduate student to the thesis/project process. The course addresses the similarities and differences between the thesis and project options. Ethical issues in research, the human subjects research approval process, and the application of research to practice are explored. Throughout the course, students work to focus and develop a topic that is related to their program of study. By the end of the course, the student is encouraged to choose a particular topical area he/she wishes to focus on as he/she moves forward with the thesis or project. Students registering for a thesis or project credit for the first time are required to take the introductory seminar. After they have successfully completed the introductory seminar, students will continue their work on the thesis or project by working directly with their thesis chair and thesis committee. The thesis option provides the student with an opportunity to consider a theoretical question that relates to their graduate program of study and to attempt to answer this question through the research process. For the thesis option, the student is expected to identify a research question, choose a theoretical framework or a conceptual model, select an appropriate methodology, collect, analyze, and discuss data. The project option is a demonstration of expertise in a field of interest related to the graduate student's program of study, which serves to either contribute new knowledge to the field or to apply advanced knowledge in a creative manner. Students who are practice oriented, with the goal of developing advanced skills and knowledge, may choose to complete a project. The project method will vary depending on the subject matter chosen. Some examples of appropriate projects include: development of a health teaching module, use of media to promote health teaching, application of existing research to a particular clinical setting, and evaluation of existing health services. This course is offered in both web enhanced and web-based formats. (GR)

NUR 606: Applied Statistics for Evidence-Based Practice

3 Credit Hour(s)

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

NUR 608: Practice Theories

2 Credit Hour(s)

Cross-listed as HSC 308. This interprofessional course will provide health care providers with the tools to deliver understandable patient and family education. We will explore the concepts of health literacy and communication for healthcare professionals. We will explore the role of literacy in patient and family education, preparing healthcare professionals to use the best communication tools to assess health literacy and readability. We will also examine how to evaluate health literacy using tools designed for their ability to measure plain and understandable information, transfer information and communicate high risk and care transitions. Students will explore health literacy through the eyes of their discipline, and will develop an appreciation for the advantages to participating in an interprofessional team focused on the improvement of patient and family education. Web-based format. (GR)

NUR 610: Organizational Theory and Health Care Management

2 Credit Hour(s)

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. (GR)

NUR 612: Environmental and Genetic Influences on Health

2 Credit Hour(s)

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

NUR 614: Ethical Issues in Advanced Nursing Practice

2 Credit Hour(s)

This course examines the ethical and philosophical foundations that have shaped the development of the current healthcare 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 healthcare environment. This course is offered in a Web-enhanced format. (GR)

NUR 616: Leadership Development

2 Credit Hour(s)

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

NUR 618: Informatics and Related Technology For Advanced Practice

1 Credit Hour(s)

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

NUR 620: Nursing Education Practicum

4 Credit Hour(s)

The course emphasizes development of the nurse educator as leader in the practice environment. Focus is placed on functioning in the role of nurse educator and applying the core competencies of nursing faculty which include: facilitation of learning, facilitation of learner development and socialization, use of assessment and evaluation strategies, functioning as a change agent and leader, pursuing continuous quality improvement in the nurse educator role, and functioning within the educational environment. The course includes seminar discussions and nursing education practice: 150 clock hours. This course is only offered in a web-based format. Prerequisites: NUR 504: Strategies and Theories in Education, NUR 528: Assessment and Evaluation in Nursing Education, or permission from the course instructor. (GR)

NUR 621: Scholarly Writing in Health Care

2 Credit Hour(s)

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

NUR 623: Research for Evidence-Based Practice

3 Credit Hour(s)

This is the second of two courses designed to give the DNP student practical experience in applying statistical findings to the patient, family, populations, clinical unit, systems, and community levels. It builds on those skills developed in NUR 606 Applied Statistics, by integrating principles of evidence-based practice and policy. Integration and translation of research to risk assessment, screening, diagnosis, treatment, and health care outcomes is the central focus of this course. Further, consideration of qualitative and other evidence for clinical practice is appraised. Prerequisite: NUR 606. This course is offered in a web-enhanced format. (GR)

NUR 625: Public Policy and Health Care Financing

3 Credit Hour(s)

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

NUR 627: Clinical Theories

2 Credit Hour(s)

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

NUR 702: Clinical Internship

1-8 Credit Hour(s)

This course is designed to prepare DNP students to demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the holistic care and management of diverse individuals and families through immersion in clinical settings. Emphasis is placed on appraisal of the practice context to document practice trends, identify potential systematic changes, and formulate improvements in care for patient populations in the systems within their practice. Additionally, the DNP student will develop competence in practice at the aggregate/systems/organizational level. Clinical experiences will be designed to provide the student with the opportunity to work in depth with clinical experts in selected specialty areas. This course will include selected seminar activities and scheduled meetings with course instructor(s) and clinical preceptors. Students are required to complete 500 post-Master's supervised clinical hours by the completion of the program. Pre-/Co-requisites: NUR 606, NUR 608, NUR 610, NUR 621, NUR 623, NUR 627, or permission of the Graduate Program Director. This course is offered in a web-enhanced format. (GR)

NUR 704: Scholarly Project

1-4 Credit Hour(s)

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, NUR 623, NUR 627. This course is offered in a web-enhanced format. (GR)

Physician Assistant

Contact Information

phone: (716) 839-8563

daemen.edu/physicianassistant

Program Director: Joel Patterson, MPAS, PA-C

Department Chair: Allyson Kirk, MPAS, PA-C

Degrees Offered

- [Bachelor of Science Natural Science – Health Sciences and Master of Science in Physician Assistant Studies \(BS & MS\)](#)
- [Master of Science in Physician Assistant Studies \(MS\)](#)

Accreditation Information

The **Physician Assistant Studies program (B.S./M.S., M.S.)** is an accredited program. You can find [PA accreditation information](#) in our catalog and on the [PA departmental web page](#).

Admission Information

The University offers two-degree tracks:

- BS in Natural Science – Health Science and MS in Physician Assistant Studies
- MS in Physician Assistant Studies

Applicants may only be accepted as first-year or graduate students. However, first-years accepted to the University with a reserved seat must complete at least four semesters of prerequisite coursework and meet published academic standards **before** matriculating in the PA Program. **The PA Program does not accept transfer or change of major applications.** The number of seats available for graduate students is limited. All applicants possessing or planning to possess, a BA or BS prior to matriculation must apply to the MS program.

All successful applicants must demonstrate evidence of strong mathematics and science preparation, knowledge of the profession, and superior interpersonal communication skills. Faculty interview required. The admissions process is very competitive. Please refer to [the FAQ page](#) for more specifics on prerequisites and minimum requirements.

Applicants for admission to the BS/MS degree track should apply directly to the Daemen University [Office of Admissions](#).

Applicants for admission to the MS degree track must apply through the Central Application Service for Physician Assistants (CASPA). Apply at www.caspaonline.org.

Daemen University reserves the right to make changes to the Physician Assistant curriculum and/or entrance criteria and/or program and graduation requirements. All enrolled students must meet all requirements if changed or amended by Daemen University.

Minimum Technical Standards For Admission And Matriculation

Additional non-academic criteria apply to students enrolled in the Physician Assistant Program. These [Technical Standards](#) are available on the website or on request from the Physician Assistant Department.

Mission

The mission of the Daemen University Physician Assistant Department is to provide its graduates with the knowledge and skills necessary to meet the challenges of delivering quality medical care with great autonomy in a team-based model to a diverse patient population within a complex American healthcare system.

Program Learning Outcomes and Graduate Competencies:

The following domains are integrated throughout the graduate-level curriculum:

1. Medical knowledge (MK) – possess the knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as apply this knowledge to patient care.
2. Patient Care and Procedural Skills (PC/PS) – provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health
3. Practice-Based Learning and Improvement (PBLI) – investigate and evaluate the care of patients, appraise, and assimilate scientific evidence, and continuously improve patient care based on constant self-evaluation and life-long learning
4. Systems-Based Practice (SBP) – an awareness of and responsiveness to the larger context and system of health care and the ability to call on system resources effectively to provide care that is of optimal value
5. Interpersonal and Communication Skills (ICS) – effective exchange of information and collaboration with patients, their families, and health professionals
6. Professionalism (P) – a commitment to carrying out professional responsibilities and an adherence to ethical principles
4. Identify and interpret the signs of disease through visual, auditory, tactile, and/or olfactory means as manifested throughout the head to toe physical examination of the patient. **(MK, PC/PS)**
5. Recognize and/or interpret normal and abnormal results from clinical laboratory tests. **(MK, PC/PS, PBLI)**
6. Recognize and interpret normal and abnormal findings from routine diagnostic images and/or reports **(MK, PC/PS, PBLI)**
7. Analyze patient information/data requiring clinical reasoning and problem solving skills to develop a differential diagnosis and problem list. **(MK, PC/PS, PBLI)**
8. Determine appropriate and responsible therapeutic management plans for common medical conditions utilizing pharmacologic, non-pharmacologic, surgical, preventive, and rehabilitative modalities with consideration of informed consent and ethical practice. **(MK, PC/PS, PBLI, SBP)**
9. Document and present patient data, including interpretive recommendations and therapeutic plans, in a manner meaningful to the healthcare team. **(PC/PS, PBLI, SBP, ICS, P)**

All graduates of the program will be expected to demonstrate the ability to:

1. Integrate and apply knowledge of pathophysiologic principles of injury and disease and how it alters the anatomical structure and physiologic functioning of the human body recognizing associations of disease conditions and complications through application of scientific concepts. **(MK, PC/PS)**
2. Elicit and interpret medical history (chief complaint, history of present illness, past medical history, social history, surgical history, allergies, family history, prior diagnostic workup and interventions, risk factors, and review of systems) that is relevant and accurate. **(MK, ICS, PC/PS, P)**
3. Recognize and interpret patient information across the lifespan and appropriate to the health care setting while demonstrating responsive, empathetic, and active listening that establishes rapport with patients and caregivers. Accurately recognize and respond to non-verbal forms of communication during interactions. **(MK, ICS, PC/PS, P)**
4. Identify and interpret the signs of disease through visual, auditory, tactile, and/or olfactory means as manifested throughout the head to toe physical examination of the patient. **(MK, PC/PS)**
5. Recognize and/or interpret normal and abnormal results from clinical laboratory tests. **(MK, PC/PS, PBLI)**
6. Recognize and interpret normal and abnormal findings from routine diagnostic images and/or reports **(MK, PC/PS, PBLI)**
7. Analyze patient information/data requiring clinical reasoning and problem solving skills to develop a differential diagnosis and problem list. **(MK, PC/PS, PBLI)**
8. Determine appropriate and responsible therapeutic management plans for common medical conditions utilizing pharmacologic, non-pharmacologic, surgical, preventive, and rehabilitative modalities with consideration of informed consent and ethical practice. **(MK, PC/PS, PBLI, SBP)**
9. Document and present patient data, including interpretive recommendations and therapeutic plans, in a manner meaningful to the healthcare team. **(PC/PS, PBLI, SBP, ICS, P)**
10. Communicate information (oral and/or written) in a succinct yet comprehensive manner to patients, caregivers and other members of the health care team while ensuring appropriate confidentiality. **(PC/PS, SBP, ICS, P)**
11. Perform physical examinations, diagnostic and clinical procedures meeting accepted standards of care while optimizing the safety of themselves and others including the use of universal precautions and sterile technique. **(MK, PC/PS, ICS, P)**
12. Determine appropriate counseling for patients regarding physical and mental health, including nutrition, exercise, disease management and prevention, normal growth and development, reproductive health, compliance, and adherence. **(MK, ICS, P)**

13. Assess the severity of, and respond to, common potentially life-threatening emergencies. **(MK, PC/PS, SBP)**
14. Appropriately refer patients to meet the needs of diverse patients and families considering social, emotional, spiritual, cultural, economic, and/or environmental factors. **(PC/PS, ICS, SBP)**
15. Function as a responsible member of the inter-professional healthcare team who identifies within their scope of practice the limits of their own ability, requests assistance when necessary, and maintains socially acceptable, respectful, and professional relationships with patients, caregivers and other members of the team. **(ICS, P)**
16. Accept and respond to constructive criticism and resolve conflicts in a socially acceptable and professional manner while providing care with honesty and integrity. **(ICS, P)**
17. Critically evaluate and utilize evidence-based protocols and clinical algorithms in providing patient care. **(MK, SBP, PBLI)**
18. Navigate the health care system to advocate for optimal patient care and safety while limiting risk. **(PC/PS, SBP, P)**

Description

A first-year student is admitted as a B.S. Natural Science – Health Sciences major. A seat in the Physician Assistant Program is reserved pending completion of all prerequisite coursework, core curriculum requirements, direct patient contact experiences, and meeting the program’s published academic standards. Four academic semesters, at a minimum, are required to complete the prerequisite coursework and core curriculum requirements. Students possessing a bachelor’s degree are admitted directly to the Physician Assistant Program.

The program is three years (32.5 months) in duration and affords each student an understanding of the medical sciences and their application to clinical situations. The first two academic years are devoted to didactic work in the basic medical sciences, fundamentals of clinical medicine, professional issues, and the psychosocial aspects of health care delivery. Students spend the third year completing 40 weeks of supervised clinical practice experiences in various teaching hospitals, clinics, and physician offices.

Master of Science in Physician Assistant Studies (DIRECT ENTRY)

1. PHYSICIAN ASSISTANT STUDIES (98 CREDITS):

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

2. ADDITIONAL REQUIRED COURSES (6 CREDITS):

- **Statistics: Select one:**
 - PAS329 Statistics for Evidence Based Practice (3)
 - PHI321 Medical Ethics (3)

MS: TOTAL PROGRAM
REQUIREMENTS = 104 CREDITS

Admission Requirements

- Baccalaureate Degree (any discipline) from an accredited US college or university
- Three letters of recommendation
- Overall GPA of 3.0 or higher (average of accepted students generally > 3.5)
- Overall Science GPA of 3.0 or better
- No more than two grades below C in any college level course
- 8 credits of Biology with lab (e.g., Zoology, Botany, General Biology I and II, A & P I and II)
- 8 credits of General Chemistry
- 3 credits of Calculus
- 9 credits of Psychology and/or Sociology
- GPA of 3.00 or higher (average of accepted students generally > 3.4) in the following four courses completed within the past five years:
 - 4 credits of Anatomy, including lab, 300 level
 - 4 credits of Physiology, including lab, 300 level
 - 4 credits of Microbiology, including lab, 300 level
 - 4 credits of Organic Chemistry or Biochemistry, including lab, 300 level
 - It is preferred that the above mentioned courses be taken within a full time semester. Virtual labs are not acceptable.

COVID-19 policy changes for courses taken from spring of 2020 through summer of 2021:

Online course policy – Courses taken online from spring of 2020 through summer of 2021 will be accepted.

Pass/fail policy – Pass/fail and satisfactory/unsatisfactory grades are strongly discouraged for the courses of **anatomy, physiology, organic chemistry and microbiology**. If letter grades are available, do not elect to receive P/F or U/S grades on your transcript. If your institution completely eliminated the option of letter grades in spring 2020 or summer 2020, then we will require either a grade recovery or documentation from the instructor that includes the actual numerical performance in the course. This documentation will need to be emailed directly from the institution to vsanlore@daemen.edu or mailed on the institution's letterhead to Daemen College Attention: Vincenette San Lorenzo. Please note that we will pay close attention to your COVID-19 statement included on your CASPA application and ask that you share extraordinary or extenuating circumstances that directly or indirectly impacted your course of study.

- 120 hours of direct patient contact experience (see definition)
- We do not require the GRE
- Additional considerations will include, but are not limited to:
 - The number of repeats on transcripts
 - The number of withdrawals on transcripts
 - The degree of responsibility provided during patient contact experience
 - Quality of writing on essay component
 - Recommendations
 - To address the workforce needs in the WNY and Rochester area, in some cases candidates who currently reside, have previously resided or attend college in the area will be given preference.
- It is recommended that applicants complete at least 8 credits of 300 level or higher science coursework within 12 months of entering the

physician assistant program. All courses used to calculate the GPA of the aforementioned classes (Anatomy, Physiology, Microbiology, Organic or Biochemistry) must have been completed within the past 5 years.

- Applicants whose first language is not English must demonstrate their proficiency in the English language by taking the TOEFL iBT® test. The test scores must be submitted directly to CASPA and the full report must be received by the Daemen PA department by January 1. The minimum requirements as stated below are specific to the Physician Assistant Department and do not represent the requirements of the Institution.
 - **Minimum total test score of 100.**
 - Reading Section, minimum score of 24
 - Listening Section, minimum score of 26
 - Speaking Section, minimum score of 26
 - Writing Section, minimum score of 24
 - We do **NOT** utilize a rolling admission. All applicants who have been *verified* in CASPA by January 15th will be considered. If you have applied through CASPA and meet all of the minimum requirements, you may be asked to complete a supplemental application. We will contact you directly by email if this is required.

Graduation Requirements

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

Suggested Course Sequence

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

Physician Assistant Studies

PAS 329: Statistics for Evidence-Based Practice

3 Credit Hour(s)

This is a 3 Credit Hour Course. Evidence-based practice provides methodologies to evaluate scientific evidence for the delivery of the highest quality health care. This course is one of two courses in the Physician Assistant Department for the evaluation of medical research that provides: 1. a foundation in probability and statistics, and 2. an introduction to medical research designs and associated inferential statistical analyses. In combination with PAS 529, this course is designed to increase students' competency in the evaluation of medical research. In this course, the emphasis is on basic study design, appropriate descriptive and inferential procedures, and interpretation of results. We will focus on real examples from the medical literature to cover the basics of clinical research design, sampling methodology, statistical methods for evaluating clinical research data, as well as introduce some of the many limitations of basic and clinical research. Topics include: Descriptive statistics, statistical inference probability theory and application, sampling theory, hypothesis testing, estimation, confidence intervals, measures of risk/association, association vs. causation, and pitfalls of p-values. Specific statistical analyses include: t-test, ANOVA, linear correlation, linear regression, relative risk, and the odds ratio with emphasis on clinical trial designs. (UG)

PAS 510: Advanced Human Anatomy I

2 Credit Hour(s)

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

PAS 510L: Advanced Human Anatomy Laboratory

0 Credit Hour(s)

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

PAS 511: Clinical Microbiology/Immunology

3 Credit Hour(s)

This course is an introduction to clinical microbiology and immunology. As a clinical microbiology course, it will describe the general aspects of infectious diseases, as well as specific localized, systemic and multisystemic diseases caused by specific microorganisms. It will also briefly discuss disease control and prevention. As an immunology course, it will describe the specific and non-specific host defenses, immunological dysfunction and practical aspects of applied immunology. (GR)

PAS 513: Clinical Laboratory Medicine

2 Credit Hour(s)

The PAS 513 Clinical Lab Medicine course serves as an introduction to the study of laboratory and diagnostic tests. Emphasis will be placed on the integration of essential anatomy, physiology, and pathophysiology. Laboratory and diagnostic tests on body fluids, tissues and cell samples can be used for multiple clinical purposes including but not limited to screening, risk assessment, establishing a diagnosis, support of a diagnosis, exclusion of a diagnosis, assisting in prognosis and helping to develop individualized treatment plans. This course will cover the most frequently used laboratory and diagnostic procedures utilized in the subspecialties of medicine that are covered in PAS 515 Fundamentals of Medicine I and PAS 519 Fundamentals of Medicine II. (GR)

PAS 514: Pathophysiology

3 Credit Hour(s)

Pathophysiology is the study of disease. Disease is a disorder of anatomic structure or physiologic function, which affects a part of or the entire body. This course is primarily concerned with the underlying processes associated with disease as well as environmental and genetic contributing factors. This course does not necessarily place a focus on the diagnosis or treatment of disease, although references to these topics will be made on occasion. In no way will this course attempt to try and cover all disease states. Selected disease states will be studied as examples of how variation from normal physiology affects the human body. (GR)

PAS 515: Fundamentals of Clinical Medicine I

5 Credit Hour(s)

This course serves as an introduction to the study of disease processes that commonly impact specific organ systems. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to the care of medical problems seen acutely and chronically, across the lifespan, with an emphasis on adult and geriatric populations. Students will be trained to understand and consider risk factors that increase the impact of disease, including gender, genetics, racial, ethnic and cultural differences, lifestyle habits and medical comorbidities. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each system are discussed. Additionally, the treatment plan, including appropriate setting, course, appropriate patient counseling and disease education, and rehabilitation and prevention of medical conditions in the various subtopics is also emphasized. Disease topics in the following areas are thoroughly covered - Pulmonology, Cardiology, Endocrinology, Hematology, Nephrology, Urology, Gastroenterology, Otolaryngology, Allergy & Immunology and Ophthalmology. (GR)

PAS 516: Advanced Human Anatomy II

2 Credit Hour(s)

These courses, PAS 510 and 516, taken concurrently in one semester, will build upon the fundamental content in embryology, histology, and gross anatomical structure acquired in General Anatomy (BIO 330). The focus will be on the detailed structure of the human body, with concentration on the relationships of normal and abnormal developmental processes to gross anatomical structure, and the relationships of normal and abnormal anatomical structure to function across the lifespan. Specific anatomic content will be presented on a regional basis. Various teaching/learning methods will be used including lecture utilizing 3D anatomy software, laboratory, and demonstrations. Laboratory sessions will provide the student with opportunities for identification of structures and appreciation of the three-dimensional macroscopic organization of these structures. Human cadaver dissection and prosection as well as the study of anatomic models will be utilized. (GR)

PAS 516L: Advanced Human Anatomy II Lab

0 Credit Hour(s)

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

PAS 517: Physical Diagnosis I

3 Credit Hour(s)

Physical Diagnosis I is the first module of a dual semester course. It is presented in the spring semester of the first year of upper division and is complemented in the following fall semester by PAS 520 Physical Diagnosis II. PAS 517 consists of a 2.5 hour per week class lecture and a small group lab session each week, which provides the student opportunities to practice and demonstrate diagnostic knowledge and hands-on skills accumulated over the course of the semester. The overall course objective is for the student to learn to perform a complete and accurate physical examination and to be able to distinguish and describe normal vs. abnormal findings. Students will be expected to integrate the knowledge learned in anatomy, physiology, pathology, microbiology, Fundamentals of Clinical Medicine, and pharmacology relevant to some of the most common medical problems. Using appropriate medical terminology, students will demonstrate their ability to describe their clinical findings and assessments in written form. Additionally, students will be introduced to certain aspects of history-taking this semester and documentation of that information- including Past Medical History, Past Surgical History, Medications, Allergies and Family Medical History. Students must keep in mind that clinical competency encompasses many factors including a solid fund of medical knowledge, proficiency in clinical skills, appropriate attitudes, behaviors and critical thinking skills in their approach to the patient's medical concerns. (GR)

PAS 517L: Physical Diagnosis I Laboratory

1 Credit Hour(s)

Physical Diagnosis I Lab is a weekly lab which allows for students to practice and demonstrate the ability to perform an organ specific physical examination, as well as a comprehensive head to toe physical examination by completion of the semester. Each week of the laboratory experience covers a different organ system's appropriate physical examination. Additionally, through the course of this semester, students will be able to document their exam findings in appropriate format for patient notes. Students are expected to come to the lab prepared to demonstrate and refine their PD lab skills. Extensive outside time for the practice of skills is expected. (GR)

PAS 518: Pharmacology I

3 Credit Hour(s)

Pharmacology is the study of the action of chemical substances on biological systems. This course is primarily concerned with chemicals and drugs that have actions significant to the health and well-being of man - those substances which have important roles in the origin, prevention, alleviation, or curing of the diseases of human beings. A pharmacology course is an important and necessary part of the professional education of the physician assistant student. (GR)

PAS 520: Physical Diagnosis II

2 Credit Hour(s)

This course is a 2 credit hour course (a continuation of Physical diagnosis I) consisting of two hours of physical diagnosis lecture weekly. This course will provide opportunities for the student to learn and apply methods to gather historical data and properly document that information into a medical note. The interactive classroom lectures will prepare students to take a complete history, a follow-up history and acute organ system specific histories in the laboratory setting. There will also be a focus on the development of differential diagnoses throughout the semester. The course will be divided into two modules. Module 1 will cover the weekly lectures pertaining to outpatient notes and specific body systems. Module 2 will pertain to the various types of inpatient and surgical note. (GR)

PAS 520L: Physical Diagnosis II Laboratory

1 Credit Hour(s)

The Physical Diagnosis Laboratory meets weekly. Physical Diagnosis I is a prerequisite for this course as the psychomotor skills learned in Physical Diagnosis I will be utilized. Students are in a small group setting and will learn the foundation for eliciting a history for problem focused, follow up and well visits. As the semester proceeds, the students will incorporate choosing the appropriate physical examination and correct documentation for such visits. In addition to the weekly labs, each student will fully participate in one lab session completing the female pelvic examination and one lab completing the male genitourinary examination. (GR)

PAS 521: Pharmacology II

3 Credit Hour(s)

This course is a continuation of Pharmacology I. The goal of the pharmacology course is to provide the Physician Assistant student with a basic understanding of pharmacological treatments in the areas of rheumatology, neurology, dermatology, women's health, endocrinology, psychiatry, emergency medicine and basic vitamin supplementation. The course cannot and does not attempt to discuss all drugs that are currently available. The student is provided with a solid foundation of current evidence based treatment guidelines upon which new information and clinical experience may be added. Prescribing information and safety profiles have the potential to change daily. When students begin working clinically, they need to be responsible for constantly changing research and information as they prescribe medications. Prescribing references will be utilized to aid students. Students should be able to recognize both generic or name brands of medications. (GR)

PAS 522: The Cultural and Psychosocial Dynamics of Medicine

3 Credit Hour(s)

During the semester, students will attend presentations from guest lecturers from our community on the important topics of domestic violence, child abuse, alternative medicine, death and dying, religion, pain management, addiction, nutrition, patients with disabilities, sexuality and cultural barriers to patient care. Students are introduced to concepts in health psychology and behavioral medicine which identify the cultural and psychosocial factors contributing to health, physical and emotional wellbeing. Emphasis is placed on establishing a relationship and understanding of the effects of culture and personality types. Selected books and continuing medical education have been chosen for the students to read pertaining to these topics. (GR)

PAS 524: Clinical Pediatrics

2 Credit Hour(s)

This is an introduction to the practice of ambulatory pediatrics. It is designed to provide the fourth semester PA student with a functional understanding of growth, development, and disease processes as they relate to the infant, child, and adolescent. Through integration of the basic and clinical sciences, the PA student will be exposed to hallmark conditions in neonatology, as well as, cardiology, hematology, otolaryngology, orthopedics, surgery, urology, infectious diseases, dermatology, gastroenterology, and psychiatry. Special attention will be given to wellness, health maintenance, patient/parent education (aka anticipatory guidance), and the most common or critical ambulatory care problems seen in the general pediatrician's office, urgent care center, or emergency department. While only 1-2% of physician assistants practice pediatric and adolescent medicine, the fundamental principles reviewed in this course will be important for any PA practicing in orthopedics, otolaryngology, emergency medicine, urgent care, and family medicine where it is not unusual to see many young patients. The course will require an advanced level of application of topics previously presented in courses such as medical terminology, pharmacology, microbiology, clinical medicine, physical diagnosis, diagnostic imaging, and clinical laboratory medicine. While theory will be discussed, practical and problem-solving skills such as writing notes, writing prescriptions, calculating fluids, developing differential diagnoses, determining nutritional needs, and evaluating immunization schedules will be emphasized. (GR)

PAS 525: Clinical Problem Solving

3 Credit Hour(s)

The purpose of the Clinical Problem Solving Course is to facilitate the student's assimilation of his/her medical and basic science knowledge. In conjunction with physical diagnosis information, students will learn to appropriately identify and address the health care problems that she/he may encounter in a clinical environment. By utilizing the Problem-Based Learning Method as an instructional model, students will work both in groups and individually. This course is designed to help students identify their individual knowledge base, learn how to utilize available resources and understand how they would approach solving an individual patient's problem(s). (GR)

PAS 526: Surgery

3 Credit Hour(s)

This multifaceted course is designed to provide the PA student with the academic preparation to succeed in his/her clinical clerkship(s) and evaluate/manage patients with surgical needs. This course encompasses general principles related to the management and care of patients with surgical conditions. Wound healing, surgical techniques, and pre- and post-operative management are studied. Surgical diseases of the head and neck, gastrointestinal, cardiovascular, pulmonary, and neurological systems, are covered, as well as the approach to surgical emergencies and trauma. During small group lab experiences, basic procedures will be presented, including basic suturing techniques, casting, splinting, aseptic technique, gowning and gloving, and other procedures necessary to function in the surgical setting. This course will also provide a foundation for further study in Surgery or its subspecialties. The course includes the following components: Surgery, Casting and Splinting, Suturing, Aseptic Technique/Scrubbing, and Oncology/ Breast disease. (GR)

PAS 527: Geriatrics

2 Credit Hour(s)

Geriatrics is a 2 credit hour course presented in the Spring semester of the second year in the PA program. This course emphasizes an understanding of the aging process and the long term care of our population, while growing a students' awareness of the social context in which health care is provided to the elderly and chronically ill. The course focuses on the development of communication skills necessary to enhance the humanistic practice of geriatric medicine. Through lectures, guest faculty, assigned reading, class discussion, and group case projects, the student will learn the fundamentals of geriatric medicine and the multi-dimensional aspects of the long term care of an aging patient. (GR)

PAS 528: Emergency Medicine

3 Credit Hour(s)

Initial, life-saving management of ill and seriously injured (or potentially ill or injured) patients are the focus of this course. The systematic evaluation and work-up will be considered for a variety of patients presenting with life-threatening and emergent medical conditions. Basic skills, advanced procedures, and other interventions will be described and reviewed in this course. You will be reintroduced to many topics presented in the Fundamentals of Clinical Medicine, Pharmacology, and Physical Diagnosis. However, the approach to each topic will now be tailored to the Emergency Department. Fundamental knowledge of clinical medicine is required for success in this course. If you identify personal weaknesses in any particular area, please review material from the aforementioned courses. (GR)

PAS 529: Research Methodology

3 Credit Hour(s)

Engaging in the process of clinical research design, students will develop skills that are necessary for reviewing objective data as a component of clinical practice. Students will present a case, identify a research question relevant to the practice of medicine, critically review the relevant clinical and scientific literature, write a research proposal, and present this proposal at a formal seminar. (GR)

PAS 531: Preventive Medicine

2 Credit Hour(s)

Preventive Medicine is an introduction to wellness and screening. Students are exposed to a multitude of topics that strongly rely on patient education for proper treatment. Guidelines for prevention will be reviewed/learned and students will practice conveying information via videos and with standardized patients. The focus of the course is adult wellness. Communication skills will be utilized, critiqued and evaluated in this course before the clinical year. (GR)

PAS 535: Medical Professional Issues I

1 Credit Hour(s)

Medical Professional Issues is a two-course series offered to all Daemen College Physician Assistant students during the didactic phase of the program. The class establishes a preliminary level of knowledge about the US healthcare system, the PA profession and its historical development, and other members represented on interprofessional medical teams. During the second year of the program, MPI II builds upon this foundation and serves as the primary venue to examine, at great depth and breadth, the professional issues delineated in the 5th Edition of the ARC-PA Standards. Together, the courses allow students to gain the knowledge and skills necessary to abide by the laws and regulations that govern the PA profession and to practice medicine safely. But, perhaps more importantly, the courses prepare our graduates to be effective participants and leaders in the PA profession. (GR)

PAS 536: Medical Professional Issues II

2 Credit Hour(s)

This course is designed specifically for the 2nd year PA student and will build off the foundation established in the fall of 2020. It shall serve as the primary venue to examine, at great depth and breadth, the contemporary professional issues delineated in the 5th Edition of the ARC-PA Standards. The course will explore many facets of the US healthcare system and the role of PA's. Students will gain the knowledge and skills to assist them in abiding by the laws and regulations that govern PA practice. But, perhaps more importantly, students will be prepared to effectively participate as future leaders in the profession and advocates for patients. (GR)

PAS 538: Orthopedic Medicine

1 Credit Hour(s)

An introduction to the study of musculoskeletal injuries and disease processes. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to medical problems encountered in the musculoskeletal system. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each region are discussed. This course includes an Orthopedic Skills Laboratory opportunity, which focuses on the understanding of musculoskeletal special testing and physical examination skills by region. (GR)

PAS 538L: Orthopedic Medicine Lab

0 Credit Hour(s)

Laboratory portion of PAS 538. Co-requisites: 538. (GR)

PAS 601: Clerkship I

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 602: Clerkship II

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 603: Clerkship III

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 604: Clerkship IV

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 605: Clerkship V

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 606: Clerkship VI

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 607: Clerkship VII

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 608: Clerkship VIII

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 609: Clerkship IX

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 610: Clerkship X

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. (GR)

PAS 612: Research I

1 Credit Hour(s)

In this course, students will write a research paper based on a patient case study. The student will choose a case that he/she participated in while on clinical rotation. Students will utilize EBP (Evidence-Based Practice) principles to write a clinical case study for their peers. The case will be written following the guidelines outlined below and be presented to his/her faculty advisor during a one on one case management defense. (GR)

PAS 613: Research II

1 Credit Hour(s)

In this course, students will present a clinical case to their peers in a Grand Rounds format. This course will follow the completion of PAS 612 Research I. The student will choose a case that he/she actively participated in while on clinical rotation. The case will be presented to the student's research group and faculty advisor. (GR)

PAS 614: Clinical Seminar I

2 Credit Hour(s)

The purpose of Clinical Seminar I is to ascertain that the physician assistant student can apply the knowledge required to successfully transition to the program's clinical phase. This course also prepares students to work collaboratively in interprofessional patient centered teams and apply these principles beyond the physician-physician assistant role, as well as being their journey of lifelong learning. (GR)

PAS 615: Clinical Seminar II

2 Credit Hour(s)

As a supplement to the experience and knowledge gained through the completion of supervised clinical practice experiences, students enrolled in the final year of the Daemen University PA Program will prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the callback day lectures, in-class activities, journal club, interprofessional reflection, and assessment and plan assignments. The purpose of Clinical Seminar II is to ascertain that the physician assistant student can apply the knowledge required to successfully continue in the program's clinical phase and continue their journey of lifelong learning through Continued Medical Education including obtaining MAT training. This course also prepares students to work collaboratively in interprofessional patient centered teams and apply these principles beyond the physician-physician assistant role. (GR)

PAS 616: Clinical Seminar III

2 Credit Hour(s)

As a supplement to the experience and knowledge gained through the completion of supervised clinical practice experiences, students enrolled in the final year of the Daemen University PA Program will prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the callback day lectures, in-class activities, interprofessional reflection, and assessment and plan assignments, and faculty assessment/mentoring. The purpose of Clinical Seminar III is to ensure the student has the medical knowledge, clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors necessary to transition to clinical practice and be a competent practicing physician assistant. This course will integrate information from specific courses and experiences into unified concepts, in preparation for the PANCE and a career in clinical practice. Students will reflect on experiences working collaboratively on interprofessional patient centered teams, as well as continue their journey of lifelong learning with continued medical education as required by the NCCPA and successful clinical practice. (GR)

Physical Therapy

Contact Information

phone: (716) 839-8345

daemen.edu/physicaltherapy

Chair

[Greg Ford PT DPT PhD OCS](#)

(716) 839-8547

Degrees Offered

- [Bachelor of Science in Natural Science/Doctor of Physical Therapy \(BS/DPT\)](#)
- [Direct-entry Doctor of Physical Therapy \(DPT\)](#)

All students entering Daemen University intending to pursue studies leading to a Physical Therapy degree matriculate into the professional DPT Physical Therapy curriculum and abide by the associated admissions requirements described in the DPT program plan. BS/DPT students will complete the requirements for a Bachelor of Science degree in Natural Science by the end of their fourth academic year (first-year professional phase); at the end of the sixth academic year (third-year professional phase) students will graduate with the Doctor of Physical Therapy degree.

Daemen University 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 University.

Accreditation Information

The clinical doctorate in **Physical Therapy (DPT)** is an accredited program. You can find [PT accreditation information](#) in our catalog and on the [PT departmental web page](#).

Physical Therapy Program Mission Statement

The Physical Therapy Department at Daemen University will prepare students to become knowledgeable, skilled, and reflective physical therapists who are committed to serving the healthcare needs of a diverse society and to lifelong professional growth. This maturation will occur through contemporary physical therapy professional courses grounded in the humanities and natural and social science curriculum.

Physical Therapy Program Philosophy

The Physical Therapy Program at Daemen University supports the Mission and Goals of the University, with the ultimate purpose of developing well-educated individuals with critical thinking and creative problem-solving skills necessary to assume roles of responsibility as a clinician, consultant, educator, and administrator in improving the quality of life for all individuals.

Our philosophy emerges from the following values that are embraced by all departmental faculty. These values drive the design, implementation, and ongoing assessment of our curriculum:

- The APTA Code of Ethics and APTA Standards of Practice guide the interactions of students and faculty.
- Doctor of Physical Therapy education develops the foundation for life-long personal and professional development through active pursuit of knowledge.
- Teaching and learning is a collaborative and dynamic process between faculty and students that requires passion, commitment, creativity, and ongoing assessment and self-reflection.
- Learning experiences are deliberately structured to advance the development of effective, cognitive, and psychomotor skills of the student and varied in consideration of student learning styles.
- Effective learning occurs inside and outside of the classroom in the context of professional, community, and service-oriented activities.

- The use of best evidence drives the delivery of physical therapy services. It is the responsibility of faculty and students to engage in research that will contribute to the current knowledge base to promote effective and efficient clinical practice.
- Physical therapists are instrumental in optimizing the function and participation of individuals through contemporary intervention and health promotion, prevention, fitness, and wellness to meet the changing health care needs of society.
- Advancement of the physical therapy profession is the civic responsibility of faculty and students demonstrated through continued competency, service-oriented practice, advocacy, scholarship, teaching, and administration.
- Service to the university and community is the responsibility of both students and faculty.

Physical Therapy Program Goals

Our program Mission and Philosophy, in combination with the Mission and Goals of Daemen University and the following professional documents, have guided the construction, implementation, and ongoing assessment of our Doctor of Physical Therapy Program.

APTA Standards of Practice for Physical Therapy
 Standards and Required Elements for Accreditation of PT Education Programs
 The Guide to Physical Therapist Practice
 Professionalism in Physical Therapy: Core Values
 APTA Code of Ethics for the Physical Therapist
 APTA Guide for Professional Conduct
 APTA Minimum Required Skills of Physical Therapist Graduates at Entry Level
 APTA Vision Statement for the Physical Therapy Profession and Guiding Principles to Achieve the Vision
 International Classification of Functioning, Disability, and Health (ICF)
 Nagi Model of Disablement
 Domains of Learning
 Clinical Practice Guidelines of APTA Sections
 APTA Clinical Performance Instrument
 Blueprint for Teaching Cultural Competence in Physical Therapy Education
 Outcome Assessment in Physical Therapy Education
 A Normative Model of Physical Therapist Professional Education: Version 2004

In order to achieve the Mission of the Daemen University Physical Therapy Program, the faculty and students engage in an active educational process with a variety of learning experiences and collaborate in scholarly and service activities within a curriculum that is designed so that upon completion of the Program, graduates will have achieved the following Goals.

UPON COMPLETION OF THE DAEMEN UNIVERSITY DPT PROGRAM THE GRADUATE WILL BE ABLE TO:

1. demonstrate a thorough knowledge of the foundational sciences related to normal and abnormal human structure, function, and response to injury and disease and apply this information to the understanding of the clinical sciences.
 1. evaluate the basic science foundations of clinical sciences relating to medical and surgical conditions frequently seen by physical therapists.
 2. judge the validity of the basic science foundations of proposed patient/client management theories and approaches.
2. demonstrate cultural competence while effectively communicating through written, verbal and non-verbal means with patients/clients and their families/caregivers, professional colleagues, payers, policymakers, and the general public.
 1. demonstrate verbal and non-verbal communication appropriate to a specific audience and the intended impact of the discourse.
 2. demonstrate concise and accurate professional written communication necessary for patient/client care, administration, and community service roles.
3. apply educational concepts of learning theories in designing, implementing, evaluating, and modifying learning experiences based on the needs of the audience.
 1. describe the importance of instructional design and apply knowledge of the

- teaching and learning process and associated techniques in the practice of physical therapy.
2. demonstrate cultural competence in the application of educational concepts when designing and implementing the intervention, and health and wellness prevention programs for patients or clients.
 3. evaluate the appropriateness and effectiveness of strategies used in clinical practice.
4. use the principles of the scientific method and demonstrate sound problem-solving and critical thinking skills in the process of patient/client examination and evaluation in order to determine diagnosis, prognosis, and selection of the most appropriate intervention across different patient populations and practice settings.
 1. using the current best evidence, select and administer appropriate, valid, and reliable examination tests and measures of impairments, functional limitations, and disabilities.
 2. evaluate examination data to generate an accurate and defensible physical therapy diagnosis and individualized patient prognosis.
 3. establish and administer an appropriate plan of care and discuss the evidence-based rationale for the selection of the intervention parameters.
 4. recognize their limits related to knowledge or scope of practice in determining the need for further examination or consultation by a physical therapist or for referral to another health care professional.
 5. consistently apply sound measurement principles to validly and reliably measure patient/client performance, response to therapeutic intervention, and outcomes assessment across practice settings.
 1. utilize a systematic approach to evaluating patient response to specific interventions.
 2. select and administer appropriate, valid, and reliable performance-based or self-report functional outcome measures to evaluate current status and progress toward specific patient-centered goals and outcomes.
3. evaluate the goals and outcomes of physical therapy interventions.
6. function safely, effectively, and efficiently as an autonomous practitioner, as well as in collaboration with other health care providers, while providing patient/client-centered physical therapy services in accordance with the APTA Code of Ethics and the State Practice Law.
 1. render independent judgments concerning patient/client needs and plans of care for individuals throughout their life span who have impairments, functional limitations, and disabilities to promote quality of life.
 2. describe the Physical Therapist's role as a member of the health care team, work collaboratively with other members of the team, and participate in peer assessment.
 3. describe and function within the legal and ethical boundaries involved in the practice of physical therapy.
 4. demonstrate cultural competence when engaged in the practice of physical therapy.
 5. demonstrate altruism, compassion, caring, empathy, integrity, and effective behaviors for recognizing and resolving conflicts, in the context of physical therapist practice.
 7. provide physical therapy services for screening, prevention, health promotion, fitness, and wellness to promote health and quality of life.
 1. perform appropriate screening procedures to determine the need for primary, secondary, and tertiary prevention.
 2. apply contemporary theory related to health behavior and current best evidence in designing and implementing educational materials and experiences to promote general health, wellness, participation, and prevent disease, impairment, functional limitation, or disability within the scope of physical therapy practice.
 8. exhibit leadership skills in the management and administration of physical therapy services in a

variety of settings as part of professional physical therapy practice.

1. discuss the complex interaction of social, economic, and political variables involved in health care practice management.
 2. recognize the importance of assuring excellence of care and of monitoring effectiveness, efficiency, and quality of care.
 3. effectively manage human resources to meet the patient's/client's goals and expected outcomes, and evaluate methods to increase staff productivity and satisfaction in a variety of health care settings without sacrificing the quality of care.
 4. participate in financial management and activities related to the marketing and public relations of practice.
 5. manage and administer health care services in accordance with legal and regulatory requirements.
9. value the importance of continued personal and professional growth through lifelong learning.
1. recognize the professional program as an entry-level curriculum designed to provide the foundation for autonomous physical therapy practice.
 2. express the importance of participation in professional continuing education throughout one's professional career in order to assure continued competence, adaptation to the dynamic health care environment, and advancement of the profession.
3. describe the importance of accountability in physical therapy practice and in personal and professional growth as an independent learner.
10. value the importance of promoting the profession of Physical Therapy through contribution to research, participation in professional organizations, and advocating for physical therapists as autonomous practitioners of choice in this dynamic health care environment.
1. design, conduct, and disseminate the results of research related to the field of physical therapy.
 2. recognize the importance of professional organizations and articulate their roles and functions and the need for participation.
 3. participate in service-oriented activities which promote knowledge of the doctoring profession of physical therapy.
 4. act as an advocate for the physical therapy profession, and the patients we serve, to other providers, payers, political leaders, and other members of the community.

Direct-entry Doctor of Physical Therapy (DPT)

Prerequisite Studies

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

- BCH317 Bio-Organic Chemistry Lecture (3)
- BIO109/L-110/L General Biology I-II (3/1; 3/1)
- BIO330/L-340/L General Anatomy; General Physiology (4/0; 4/0)
- CHE110/L-111/L Chemistry I-II (4/0; 4/0)
- CMP315 Advanced Composition for Health Professionals (3)
- MTH134 Pre-Calculus (3)
- PHY201/L-202/L Physics I-II (3/1; 3/1)
- PSY: 3 credits in Psychology studies
- PT101-201 Freshman/Sophomore Seminars in Physical Therapy (1/1)
- PT312 Principles of Teaching and Learning (3)

MAJOR: SCIENCES AND PHYSICAL THERAPY: 105 CREDITS:

- PT501 Applied Biostatistics (3)
- PT504/L-505/L Clinical Functional Anatomy I & II (3/0; 2/0)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/0; 2/0)
- PT508/L Physiology of Exercise (3/0)
- PT509/L Principles & Applications of Physical Agents (4/0)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/0; 5/0)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT517 Clinical Medicine I (3)
- PT521/L Prosthetics & Orthotics (2/0)
- PT530 Psychosocial Aspects of Health and Disability (3)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (3/0)

- PT541/L 542/L Neurobiology I-II (4/0; 4/0)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (5/0; 5/0)
- PT546-549 Clinical Medicine II-III (3/2)
- PT548 Integumentary Care (3)
- PT551 Integrative Seminar in Physical Therapy I-II-III-IV (0)
- PT651 Integrative Seminar in Physical Therapy V (0)
- PT553 Introduction to Clinical Research Design (1)
- PT554-555 Clinical Research I-II (2/2)
- PT563-564-565-566-567 Clinical Exposure I-V (1/1/1/1/1)
- PT575 Pre-Clinical Seminar (1)
- PT577-582-680-690 Clinical Internship I-II-III-IV (3/3/4/4)
- PT600 Clinical Problem Solving in Neuromuscular Rehabilitation (2)
- PT606/L Rehabilitation of the Patient with Spinal Cord Injury (1/0)
- PT610 Management & Administrative Issues in Physical Therapy (4)
- PT612 Prevention, Health Promotion, Fitness & Wellness (2)

Admission Requirements

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

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

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

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

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

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

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

Official transcripts from all colleges attended are required. International students should have transcripts

evaluated by World Educational Services www.wes.org or Joseph Silny & Associates, Inc. www.jsilny.com. Course by course evaluation is required.

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

Requirements for Continuance in the Professional Phase of the Program

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

Graduation Requirements

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

Suggested Course Sequence

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

Physical Therapy

PT 101: Freshman Seminar in Physical Therapy

1 Credit Hour(s)

This course is the first in the sequence of two courses designed to introduce students to the physical therapy profession and to the professional phase of the physical therapy curriculum. Students will be introduced to the history of the physical therapy profession, scope of practice, professional organizations, roles of other health care professionals, and the importance of scientific research and its link to the concept of evidence-based practice. Concepts related to managed care and the changing healthcare environment will be explored as they relate to the health care professional and consumer. Additionally, issues of contemporary practice will be discussed and debated. Prerequisite: PT Freshman status or permission of PT pre-professional phase coordinator, Dr. Held. (UG)

PT 201: Sophomore Seminar in Physical Therapy

1 Credit Hour(s)

This course is the second in a sequence of two courses designed to introduce students to the professional phase of the physical therapy curriculum and the profession. Topics will include principles of therapeutic communication, ethics and core values, sociocultural issues and cultural fluency in health care delivery, issues in professional continuing education in a dynamic profession, computer literacy in physical therapy, and an introduction to medical terminology and documentation formats in physical therapy. The relationship between course objectives and the Daemen College Core Competency most closely associated with them is also identified. Prerequisite: PT Sophomore status, PT 101 or permission of PT pre-professional phase coordinator, Dr. Held. (UG)

PT 312: Principles of Teaching and Learning

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Together with CMP 315, Advanced Composition for Health Professionals, combination of both courses meets Research & Presentation requirement. This course will focus on the principles of teaching and learning relevant to the role of the physical therapist as an educator addressing the changing needs of the learner across the lifespan. We will begin with an exploration of the role of education in health care including its historical evolution, and associated ethical, legal, and economic issues. Topics will include theoretical models of adult learning styles, adult learning theories, cognitive development, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. As the course progresses, we will explore characteristics of the learner including assessment of the learner's needs across the lifespan, and contextual factors that influence the process of learning including adherence, empowerment, and motivation. Cross-cultural issues broadly defined, that affect the teaching and learning process will be discussed including access to healthcare, age, culture, disability, family, gender, poverty, religion, and socio-economic status. Throughout this, course students will formally and informally present content to their peers affording the opportunity for application of course content, practice, and feedback. The final course presentation is evidence-based and draws on work completed in CMP 315 and fulfills the presentation component of the core requirement for Research and Presentation within the Physical Therapy curriculum. Prerequisites: PT junior status, PT 101 and PT 201 or permission of pre-professional phase coordinator, Dr. Held. Together with CMP 315, fulfills the Research and Presentation requirement. (UG)

PT 501: Applied Biostatistics

3 Credit Hour(s)

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

PT 504: Clinical Functional Anatomy I

3 Credit Hour(s)

This course will build upon the fundamental embryology, histology, and gross anatomical structure acquired in General Anatomy (BIO 330). This course, the first of two clinically-oriented functional anatomy courses, will focus on the detailed structure and function of the human neuromusculoskeletal system. It will concentrate on the relationships of normal and abnormal embryological and developmental processes to gross anatomical structure, and the relationships of normal and abnormal anatomical structure to movement and function across the lifespan. Specific anatomical content will be presented on a regional basis and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Various teaching/learning methods will be used including lecture, laboratory, and demonstrations. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by instructor's online video demonstrations, cadaver prosections, and study of models. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 504L: Clinical Functional Anatomy I Lab

0 Credit Hour(s)

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

PT 505: Clinical Functional Anatomy II Lecture

2 Credit Hour(s)

This course will build upon the fundamental content acquired in General Anatomy (BIO 330) and Clinical Functional Anatomy I (PT504). This course is the second of two clinically oriented functional anatomy courses that will focus on the detailed structure and function of the human neuromusculoskeletal system, specifically the lower extremity and cavities. Lecture is one hour per week and lab sessions are two hours per week. Various teaching/learning methods will be used including lecture, laboratory, and demonstrations. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations, cadaver prosections, and study of models. Prerequisites: PT 504 and PT First Year Spring professional status or permission of PT Department. (GR)

PT 505L: Clinical Functional Anatomy II Laboratory

0 Credit Hour(s)

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

PT 506: Kinesiology and Biomechanics I

3 Credit Hour(s)

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

PT 506L: Kinesiology and Biomechanics I Lab

0 Credit Hour(s)

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

PT 507: Kinesiology & Biomechanics II Lecture

2 Credit Hour(s)

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

PT 507L: Kinesiology and Biomechanics II Laboratory

0 Credit Hour(s)

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

PT 508: Physiology of Exercise

3 Credit Hour(s)

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

PT 508L: Physiology of Exercise Lab

0 Credit Hour(s)

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

PT 509: Principles and Applications of Physical Agents Lecture

4 Credit Hour(s)

This lecture/laboratory course will introduce and emphasize the physiologic effects of electromagnetic and acoustic energy on human tissue. The clinical application of these principles will be reinforced through laboratory practical experiences as well as clinical case studies. This course content will be synthesized with the foundations of anatomical structure and physiology presented in PT 504/L Clinical Functional Anatomy I, PT 505/L Clinical Functional Anatomy II, PT 514/L Musculoskeletal Rehabilitation I, and PT 515/L Musculoskeletal Rehabilitation II. This integration of anatomic and physiological foundations will aid the learner in decision making with regard to application of appropriate physical agents. An emphasis will be placed on the physiologic response of tissues to therapeutic modalities that emit electromagnetic and acoustic energy. Lectures will provide an in-depth study of the science of therapeutic modalities. Students will differentiate between the thermal, acoustic, mechanical, and electrical modalities commonly utilized in the clinic. Laboratories will promote development of psychomotor skills and demonstrate mastery in the safe application of therapeutic modalities. Students will develop consideration of the application of physical agents within treatment strategies that are based upon evidence in practice. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 509L: Principles and Applications of Physical Agents Laboratory

0 Credit Hour(s)

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

PT 514: Musculoskeletal Rehabilitation I 5 Credit Hour(s)

This lecture/laboratory course is the first in a three part series, which will introduce the concepts of musculoskeletal examination, evaluation, and intervention strategies of the cervical spine, thoracic spine, upper extremities, and associated structures. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the regions noted. Students will further develop and synthesize the concepts of decision making and critical thinking in evidence based practice and professionalism with topics including communication, ethical behavior, professional organization, collaborative/team practice and scope of practice. Additionally, the use of the International Classification of Functioning, Disability and Health (ICF) will be used to describe a patient/client's impairments, activity and participation limitations. Treatment concepts and techniques will be presented and applied in a conceptual framework emphasizing functional restoration. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosis and problem solving skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 514L: Musculoskeletal Rehabilitation I Lab

0 Credit Hour(s)

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

PT 515: Musculoskeletal Rehabilitation II Lecture

5 Credit Hour(s)

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

PT 515L: Musculoskeletal Rehabilitation II Laboratory

0 Credit Hour(s)

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

PT 516: Clinical Problem Solving in Musculoskeletal Rehabilitation

2 Credit Hour(s)

This course is the third course in a three part series which will provide students an opportunity to further explore topics in musculoskeletal rehabilitation through a problem based learning format. This course will have distinct but related units to promote and enhance further proficiency in musculoskeletal rehabilitation patient/client management. The student will have an opportunity to engage in both the cognitive and psychomotor domains of learning for thrust and non-thrust manipulation of the spine and extremities. Discussion of manipulation theory and current best evidence will be explored. Laboratory will be utilized to present, practice, and refine technique in spinal and extremity thrust and non-thrust manipulation using a case based model approach. Paper cases will be analyzed to further enhance differential diagnosis skills. Examination, evaluation, diagnosis, prognosis, and intervention strategies will be explored using current best evidence. Students will present a patient case from their summer clinical internship (PT 577) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with musculoskeletal pathology. Ideally, the patient selection would allow for further inquiry into examination, evaluation, diagnosis, prognosis, and intervention. To allow for maturation in critical thinking, the selection might include a challenging patient to examine, evaluate and treat with questionable positive outcomes. Students will be given carefully constructed musculoskeletal case studies not presented in Musculoskeletal Rehabilitation I or II (PT 514/PT 515). Through these case studies, students will focus on knowledge and skills associated with examination and intervention in a higher order thinking manner. These cases will also highlight social/cultural/psychosocial issues, legal and ethical aspects of professional behavior, and integration of published literature into clinical practice. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 517: Clinical Medicine I

1-3 Credit Hour(s)

This course is the first in a three-part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of basic clinical presentations associated with musculoskeletal pathology as a foundation for direct patient care and research. Key topics characteristic of common orthopedic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to impairments of body structure, activity limitations, and participation restrictions; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacologic and surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology will be emphasized. Content presented will encompass pathologies observed across the lifespan.. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 521: Prosthetics and Orthotics

2 Credit Hour(s)

This lecture and laboratory based course is designed to increase the student's understanding of prosthetics and orthotics and the ability of the student to integrate use of these devices appropriately into clinical practice. Principles of prosthetic and orthotic design, function, and fabrication will be discussed. Clinical problem solving for prosthetic and orthotic prescription will be addressed based on examination findings and best evidence in order to optimize function for the patient/client. Pre-prosthetic as well as prosthetic training will be emphasized. Use of orthoses in management of individuals receiving physical therapy will be integrated with knowledge from previous courses in the musculoskeletal and neuromuscular areas of rehabilitation. Prerequisite: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 521L: Prosthetics and Orthotics Lab

0 Credit Hour(s)

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

PT 530: Psychosocial Aspects of Health and Disability

3 Credit Hour(s)

This course applies biopsychosocial models of health, illness, and disability, including psychosocial aspects of disability; social attitudes and perceptions; adjustment to and secondary effects of disability. This course will develop student competence in responding to individuals who are experiencing physical and psychiatric problems. This course is designed for Physical Therapy students to be taken in the professional phase of the curriculum. Students will have had exposure to patients with musculoskeletal and neurological disorders and will therefore be able to consider the issues addressed in the course in the context of specific illnesses and/or disabilities relating to these body systems. Through readings, guest speakers, video, and community experiences, and in class discussions, this course is intended to challenge your paradigm of how you have perceived both physical and psychiatric disability. Discussions on quality of life, self-help, and recovery are intended to help you develop and sustain your professional relationships with the individuals with whom you may assist in their recovery. As this course is intended to help you understand and respond with comfort to individuals who are experiencing physical and mental health problems, you will have the opportunity to discuss various psychosocial issues that you have experienced personally, in your clinical exposure courses, internships and/or other settings, and using case studies towards a better understanding of how you might more effectively communicate and manage various challenges in the clinical setting. Prerequisites: PSY 103; PT Second Year Spring professional status or permission of PT Department. (GR)

PT 532: Motor Control and Motor Learning

2 Credit Hour(s)

This course explores conceptual issues in motor control and motor learning that form an important theoretical foundation for the practice of evidence-based physical therapy. Students will examine historical and contemporary theories of motor control, postural control, information processing and motor learning, as frameworks for understanding goal-directed, functional movement. The interconnection of information processing, attention, memory and motor learning in the development and application of motor control and postural control will be emphasized. We will also explore theories of motor control, motor learning and postural control as explanatory models for changes in movement capabilities across the lifespan. Potential constraints to these processes will be explored through examination of functional changes associated with movement system dysfunction. Prerequisites: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 539: Cardiopulmonary Rehabilitation

3 Credit Hour(s)

This lecture and laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of Physical Therapy. Topics will include practice setting specific management principles and therapeutic techniques to address primary and secondary impairments of the cardiovascular and pulmonary systems, as well as prevention of dysfunction in individuals across their lifespan. Topics to be discussed include Chronic Obstructive Lung Dysfunction, Restrictive Lung Dysfunction, Heart Failure, Cardiac Muscle Dysfunction, the post-surgical patient, the patient post-trauma, and the patient with cancer. Prerequisites: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 539L: Cardiopulmonary Rehabilitation Lab

0 Credit Hour(s)

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

PT 541: Neurobiology I

4 Credit Hour(s)

This course is the first of a two-semester course in neurobiology. It is designed to introduce students to broad neural principles and to the general organization of central and peripheral nervous system. We will integrate experimentally- and clinically-derived knowledge (via case applications), as well as insights and techniques from the many disciplines and levels of analysis that converge to explain the current anatomy and function of the human nervous system. Emphasis in this course is placed on the properties of neurons and principles of neurobiology covered in topics including: neurodevelopment, communication within and between neurons, formation of neural circuits, neural plasticity, and neural regeneration. Laboratories will promote development of skills in neuroanatomical identification and basic principles of neural circuits and brain anatomy. This will provide an essential and foundational knowledge base for the integration of neural information with neurologic diagnosis following injury to the nervous system. Gross anatomy, myelin-stained cross sections, microscopic anatomy, and neurodiagnostic images (MRI, CT scan, vasculature studies) of the brain and spinal cord will be studied during laboratory sessions. Together, the lecture and laboratories will lay the foundation for studying the association of anatomy and function with regard to clinical outcomes and effects of damage to the central and peripheral nervous systems. Complete BIO-340 or 2 credits in a PT course at 500 level OR permission of the instructor. (GR)

PT 541L: Neurobiology I Lab

0 Credit Hour(s)

Laboratory techniques for Neurobiology I. Corequisite: BIO 541. (GR)

PT 542: Neurobiology II

4 Credit Hour(s)

This is the second semester of a two-semester course in neurobiology through which you will develop a detailed knowledge of functional neuroanatomy of the central nervous system. General topics we will cover include: sensory systems; reflexive, voluntary, and modulated movement and postural control; spinal and cranial nerve anatomy and clinical examination; association cortex and its relationship to cognitive ability, emotion and memory; and the association between plasticity and recovery of function. We will integrate clinical knowledge and insights and techniques from the many scientific disciplines that converge to explain the current anatomy and function of the human nervous system as well as their contributions to applied practice. We will consider neurodegenerative disease and trauma and put into functional context several commonly used medications utilized for the management of several neurologic impairments. Gross and microscopic anatomy, myelin-stained sections, and neurodiagnostic images of damaged brain and spinal cord sections will be studied in clinical and anatomical context during laboratory sessions. Case studies will be used extensively in the laboratory sessions to develop analytical skills, to develop an essential knowledge base for neurologic diagnosis, and to promote continued development of skills in neuroanatomical identification. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 542L: Neurobiology II Lab

0 Credit Hour(s)

Laboratory techniques for Neurobiology II. (GR)

PT 544: Neuromuscular Rehabilitation I Lecture

5 Credit Hour(s)

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

PT 544L: Neuromuscular Rehabilitation I Laboratory

0 Credit Hour(s)

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

PT 545: Neuromuscular Rehabilitation II

5 Credit Hour(s)

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

PT 545L: Neuromuscular Rehabilitation II Lab

0 Credit Hour(s)

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

PT 546: Clinical Medicine II

3 Credit Hour(s)

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

PT 548: Integumentary Care

3 Credit Hour(s)

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

PT 549: Clinical Medicine III

2 Credit Hour(s)

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

PT 551: Integrative Seminar in Physical Therapy

0 Credit Hour(s)

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

PT 553: Introduction to Clinical Research Design

1 Credit Hour(s)

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

PT 554: Clinical Research I

2 Credit Hour(s)

This course continues the work begun in PT 553 to develop the skills necessary to contribute to clinical research related to physical therapy. While continuing to work in small groups, students in this course will continue to build on the area of inquiry established in PT 553 which included articulation of a research question and a preliminary evidence-based literature review. This semester students will refine the poster developed in PT 553 and present the poster in a professional conference type format. In addition, this semester each group of students will work as participants in the faculty mentor's research. Groups will meet regularly throughout the semester with the faculty mentor for discussion of key issues related to the research process including analysis and synthesis of the research literature, experimental design, methodology, data analysis, etc. Each group will construct a research proposal that meets all the criteria for submission to the Daemen College Human Subjects Research Review Committee. A written comprehensive evidence-based literature review will be submitted by each group reflecting the semester's work. Students are also expected to participate collaboratively in data collection and analysis. Prerequisites: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 555: Clinical Research II

2 Credit Hour(s)

During this semester the student will execute the research investigation designed in PT 554. It is expected that the student in conjunction with the research mentor and peers will have completed a research proposal and will have submitted that proposal to the Daemen College Human Subjects Research Review Committee. Following approval by the HSRRC as appropriate and working closely with the research mentor, the students will collect and analyze data. Students will collaborate with one another on activities across the course. The culmination of the course will be a written research manuscript and a platform presentation at the annual Evidence-Based Practice Clinical Research Symposium open to the Daemen College community, as well as interested individuals from the broader professional community. Prerequisites: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 563: Clinical Exposure I (Musculoskeletal I)

1 Credit Hour(s)

The clinical exposure component of the curriculum consists of five semesters of every other week clinic-based experiential learning sessions. This course is the first in the series across each the professional phase academic semesters. These sessions are mentored by clinical adjunct faculty in collaboration with core faculty concurrently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective, and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a local clinical facility that provides care to a variety of patient profiles within musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient-therapist communication skills. Students will synthesize knowledge already gained in classroom coursework with practical experience. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 564: Clinical Exposure II (Musculoskeletal II)

1 Credit Hour(s)

The clinical exposure component of the curriculum consists of five semesters of every other week clinic-based experiential learning sessions. This course is the second in the series across each the professional phase academic semesters. These sessions are mentored by clinical adjunct faculty in collaboration with core faculty concurrently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective, and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a local clinical facility that provides care to a variety of patient profiles within musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient-therapist communication skills. Students will synthesize knowledge already gained in classroom coursework with practical experience. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 565: Clinical Exposure III (Neuromuscular I)

1 Credit Hour(s)

This course is the third in the series of five clinical exposures that are coordinated and mentored by academic faculty currently teaching in the specialty content in the campus-based didactic coursework, and adjunct faculty working in the specialty area. These brief, regular exposures to clinical practice will afford the student, while working in a small team (ranging from 2-5 students), the opportunity to observe and engage in the practice of pediatric physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. This course is designed to offer the student two different types of learning opportunities. The first learning opportunity of this course consists of observation of identified local clinical facilities that provide care to children and adolescents with a variety of pediatric neuromuscular disorders. This observational experience is designed to afford the student the opportunity to become aware of a variety of pediatric practice settings and clinical diagnoses, and may be conducted face-to-face, or remotely in a synchronous or asynchronous manner. The second learning opportunity of this course is designed to provide a patient care experience with an individual who is living with a pediatric onset, neuromuscular-based disorder of posture and movement. These experiences will occur in a small group and may be conducted remotely via telemedicine sessions, and/or face-to-face in an on-campus clinic setting. These sessions are designed to afford the student the opportunity to begin to apply the knowledge gained in the classroom to clinical practice and to further develop effective patient-therapist communication skills with this specialized patient population. Students will synthesize knowledge already gained in classroom coursework with practical experience. Students will discuss and consider issues of individual differences in patient management, professional responsibilities, social/cultural diversity, and documentation of outcome measures, including examination findings, and ongoing intervention. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

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

1 Credit Hour(s)

This course is the fourth in the series of five clinical exposures that are coordinated and mentored by academic and adjunct faculty currently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice will afford the student, while working in a small team (ranging from 2 to 5 students), the opportunity to observe and engage in the practice of adult neuromuscular rehabilitation and geriatric physical therapy, including the design and fabrication of orthotic and prosthetic devices, and further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. This course is designed to offer the student two different types of learning opportunities. The first learning opportunity consists of the student visiting, virtually and/or in person, local clinical facilities that provide care to adults with a variety of neuromuscular disorders and age-related disorders. This observational experience is designed to afford the student the opportunity to become aware of a variety of practice settings and clinical diagnoses. The second learning opportunity in this course will occur on the Daemen College campus and will provide the student the opportunity to gain direct 'hands-on' care experience with a patient. The clinical environment, which will be created on campus, will allow the student to further develop effective patient-therapist communication skills with this patient population. Students will synthesize knowledge already gained in classroom coursework with practical experience. Students will discuss and consider issues of individual differences in patient management, professional responsibility, social/cultural diversity, and documentation of outcome measures, including examination results and ongoing intervention. Prerequisite: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 567: Clinical Exposure V (Cardiopulmonary/ Integumentary)

1 Credit Hour(s)

This course is the last in the series of clinic-based experiential learning sessions that are coordinated and mentored by academic faculty. These regular exposures to clinical practice allow the student to further engage in the practice of physical therapy and other related fields, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Students will be exposed to several different clinical environments including cardiopulmonary rehabilitation, integumentary wound care, trauma unit, women's health, wellness and health promotion, and holistic health. Students will discuss and consider issues of quality of care, scope of practice, clinical guidelines, documentation, and reimbursement. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 575: Pre-Clinical Seminar

1 Credit Hour(s)

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

PT 577: Clinical Internship I

3 Credit Hour(s)

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

PT 582: Clinical Internship II

3 Credit Hour(s)

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

PT 600: Clinical Problem Solving in Neuromuscular Rehabilitation

2 Credit Hour(s)

This course is the third in a three part series of neuromuscular coursework which will advance student proficiency in neuromuscular rehabilitation and promote the development of clinical reasoning, clinical problem-solving, and collaborative skills, as well as skills in self-assessment and independent learning. Throughout the course students will work independently or collaboratively in small groups with faculty mentors through a variety of directed learning experiences and patient/client case studies. The students will be required to interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and to synthesize and present coherent, evidence-based argument addressing the specific goals of each learning experience or case study. The faculty mentors will facilitate student discussions and psychomotor activities. Objectives associated with each learning activity focus on knowledge and skills associated with all elements of physical therapy patient/client management, as well as, integration of published literature into clinical practice and contemporary practice issues including but not limited to social/cultural/psychosocial issues; legal and ethical aspects of professional behavior; discharge planning (including home/environmental needs, HEP); prognosis; practice issues (i.e. management of a collaborative care plan, supervision, constraints to practice); wellness and prevention; and accessing resources to facilitate patient care. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 606: Rehabilitation of the Patient With Spinal Cord Injury

1 Credit Hour(s)

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

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

0 Credit Hour(s)

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

PT 610: Management and Administrative Issues in Physical Therapy

4 Credit Hour(s)

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

PT 612: Health Promotion, Fitness and Wellness

2 Credit Hour(s)

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

PT 651: Integrative Seminar in Physical Therapy V

0 Credit Hour(s)

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

PT 680: Clinical Internship III

4 Credit Hour(s)

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

PT 690: Clinical Internship IV

4 Credit Hour(s)

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

Public Health

Contact Information

phone: (716) 839-8398

daemen.edu/mph

Chair

Brian Wrotniak

email: bwrotnia@daemen.edu

Degrees Offered

- [Master of Public Health \(MPH\)](#)

Admission Requirements

Transfer Studies

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

Prerequisite Studies

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

Non-Matriculating Students

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

Students Considering MPH courses While an Undergraduate Student:

- Courses are charged at a graduate rate unless they have approved courses for students registered in the combined HPR/MPH program, or other approved articulation programs (e.g., BS Public Health (D'Youville) / MPH (Daemen)).
- Students must have a current GPA of at least 3.0 unless an exception is made by the Program Director.
- Permission is required by the student's academic advisor, course instructor, and MPH Program Director.
- Generally, no more than 11 credit hours may be completed, unless completing the approved courses as part of the combined HPR/MPH program or other articulation programs (e.g., BS Public Health (D'Youville) / MPH (Daemen)).

Program Policies and Student Expectations

Time Limitation

A student admitted to the program is expected to maintain continuity in his/her academic program and enroll each semester until all requirements are completed. Normally, a part-time student should complete a minimum of three (3) credits per semester. Full-time students must complete a minimum of nine (9) credits per semester. All requirements for the Master of Public Health degree must be completed within a period of five years from the student's enrollment for graduate study unless otherwise approved by the MPH program director. For information on leaves of absence and extensions, consult the Academic Regulations and Standards section in the Graduate Catalog.

Course Repeats, Probation, and Dismissal

Any course for the MPH degree in which less than a grade of B- is earned must be repeated. No course can be repeated more than once. A maximum of two repeated courses is allowed. Students who earn more than three grades below a B- will be dismissed from the program.

Students must maintain an overall minimum cumulative grade point average (GPA) of 3.0 at the end of each semester. Students who earn less than a B- in a course or less than a 3.0 semester or cumulative GPA will be placed on academic probation. Academic deficiencies which resulted in program academic probation must be corrected within the two semesters immediately following the date of probation. Failure to meet the academic standards during a probationary period will result in dismissal from the program.

Professional Conduct

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

maintain student membership in the American Public Health Association (apha.org).

Graduation Requirements

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

1. Completion of all course work as defined on the student’s Plan of Study, which is designed together with the student’s Graduate Faculty Advisor.
2. Successful completion of a practicum and capstone.
3. A minimum grade of B- in any course. (Refer to the “Course Repeats” section for policies on course repeats.) Students must maintain an overall minimum cumulative grade point average (GPA) of 3.00.
4. Filing an [Application for Degree](#) form with the Registrar’s Office at the onset of the final term of study. The Application for Degree form is accessible from the Registrar’s web page.

Daemen College reserves the right to make changes to the Master of Public Health 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.

Master of Public Health (MPH)

The Daemen College Master of Public Health (MPH) degree is offered to applicants who have completed a bachelor's degree and are interested in pursuing graduate study in public health. Daemen's 45-credit hour MPH program is comprised of competencies across five key public health areas: (1) biostatistics, (2) epidemiology, (3) health services administration, (4) health education/behavioral science, and (5) environmental health. In addition to classroom and web enhanced instruction, students also complete a 240-hour practicum. This field experience provides for real-world applications of training and builds experience working directly with public health professionals. A final Integrative Learning Experience (capstone project) provides students the opportunity to investigate an important public health problem in their area of interest.

Daemen's unique MPH program is structured so that classes do not begin earlier than 4:00 p.m. This later class format provides students with the opportunity to work while completing their degree. The exception to later classes is the Applied Practice Experience (practicum) which is scheduled during the summer. Students are expected to be able to complete a full-time summer internship during regular daytime working hours. Further, the practicum may require an additional expense to the student for travel and room and board. The MPH program is a demanding program in coursework, time commitment and financial obligations.

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

Daemen also offers an accelerated joint degree program in which students earn a Bachelor of Science in Health Promotion after four years and a Master of Public Health degree after the fifth year. Access to the complete curriculum for the accelerated joint BS, Health

Promotion, and Master of Public Health program can be found on the Daemen MPH webpage.

A similar professional program articulation exists with D'Youville College; D'Youville undergraduate public health students can earn both a Bachelor of Science in Public Health (from D'Youville) after four years and the MPH degree (from Daemen) after a fifth year. Likewise, D'Youville Pharmacy students also have the opportunity to earn both a Pharm.D. (from D'Youville) and a MPH degree (from Daemen) after the 5th year.

Required Core Courses (23 credits)

- PH500 Epidemiology (3)*
- PH510 Psychosocial and Behavioral Foundations of Public Health (3)
- PH520 Research Methods in Health Promotion (3)*
- PH530 Web Environmental Health (3)
- PH540/L Public Health Biostatistics Lecture and Lab (3/2)
- PH550 Public Health Policy, Administration, and Management (3)* PH 500 and PH 520 must be taken during the first semester offered.

Required Health Equity & Social Justice Focus (9 credits)

- PH585 Trauma-Informed Approach to Health & Well-Being (3)
- PH590 Foundations of Public Health Ethics and Advocacy (3)
- PH595 Cultural Competency and Health Disparities in Public Health (3)

Select two skill-based electives: (6 Credits)

- PH512 Public Health Nutrition (3)
- PH563 Program Planning & Evaluation (3)
- PH570 Advanced Quantitative Analysis (3)
- PH583 Project Management and Leadership in Public Health (3)
- PH586 Qualitative Methods (3)

- PH589 Grant Writing and Scholarship Dissemination (3)

Select one top-based Electives: (3 Credits)

- PH548 Public Health Law (3)
- PH560 Community Health Education (3)
- PH568 Advanced Epidemiology (3)
- PH572 Chronic Disease (3)
- PH574 Infectious Disease Epidemiology (3)
- PH580 Perinatal/Perinatal/Reproductive (3)
- PH591 Global Health Policy (3)
 - Note: May choose another Public Health course application from a different department with Department Chair approval.

Practicum: (3 credits)

- PH600 Practicum (3)

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

- PH610 Capstone Seminar (1)
- PH620 Capstone(3)

TOTAL PROGRAM REQUIREMENTS = 45 CREDITS

Public Health

PH 500: Epidemiology

(3) Credit Hour(s)

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

PH 510: Psychosocial and Behavioral Foundations of Public Health

(3) Credit Hour(s)

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

PH 520: Research Methods in Health Promotion

(3) Credit Hour(s)

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

PH 530: Environmental Health

(3) Credit Hour(s)

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

PH 540: Public Health Biostatistics

(3) Credit Hour(s)

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

PH 540L: Public Health Biostatistics Laboratory

(2) Credit Hour(s)

Laboratory techniques for Public Health Biostatistics. (GR)

PH 550: Public Health Policy, Administration, and Management

(3) Credit Hour(s)

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

PH 560: Community Health Education

(3) Credit Hour(s)

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

PH 562: Assessment and Planning in Community Health Education

(3) Credit Hour(s)

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

PH 564: Implementation and Evaluation in Community Health Education

(3) Credit Hour(s)

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

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

(3) Credit Hour(s)

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

PH 568: Advanced Epidemiology

(3) Credit Hour(s)

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

PH 570: Advanced Biostatistics

(3) Credit Hour(s)

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

PH 572: Chronic Diseases, a Lifecourse Approach

(3) Credit Hour(s)

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

PH 574: Infectious Disease Epidemiology

(3) Credit Hour(s)

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

PH 577: Global Health and Comparative Global Public Health Systems

(3) Credit Hour(s)

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

PH 579: Contemporary Issues in Community Health Education

(3) Credit Hour(s)

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

PH 581: Community-Based Participatory Research for Community Health

(3) Credit Hour(s)

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

PH 589: Grant Writing and Scholarship Dissemination in Community Health

(3) Credit Hour(s)

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

PH 591: Global Public Health Policy and Development

(3) Credit Hour(s)

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

PH 593: Professional Medical Writing

(3) Credit Hour(s)

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

PH 595: Cultural Competency and Health Disparities in Public Health

(3) Credit Hour(s)

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

PH 600: Practicum-Community Health Education

(3) Credit Hour(s)

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

PH 601: Practicum-Epidemiology

(3) Credit Hour(s)

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

PH 602: Practicum

(3) Credit Hour(s)

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

PH 610: Capstone Seminar

(1) Credit Hour(s)

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

PH 620: Capstone Project in Community Health

(3) Credit Hour(s)

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

PH 621: Capstone Project in Epidemiology

(3) Credit Hour(s)

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

PH 622: Capstone Project

(3) Credit Hour(s)

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

Social Work

Contact Information

phone: (716) 839-8515

daemen.edu/socialwork

Chair

Diane R. Bessel

(716) 566-7876

Degrees Offered

- [Bachelor of Arts in Social Work](#)
- [Master of Social Work](#)

Accreditation Information

The **Social Work baccalaureate program** is an accredited program. You can find [SW accreditation information](#) in our catalog.

Mission Statement

Daemen University Bachelor of Arts in Social Work (BASW) Program prepares its students to use the generalist intervention model to effectively address the needs and desires of diverse individuals, families, groups, organizations, and communities, in various settings, and at all levels of social work practice.

The BASW Program is grounded in the liberal arts, with a strong emphasis on service here at home and in the world. It teaches its students to engage in critical thinking, research, and awareness of social structures, policies, and systems to identify problems and advance strategies designed to educate, empower, and ensure access to resources, rights, and opportunities. The BASW program also encourages the development of greater self-awareness, cultural competence, and humility among emerging practitioners as well as the delivery of culturally responsive programs and services

Program Goals

In accordance with its mission, the Daemen University BASW Program seeks to:

- Prepare students with the knowledge, values, skills, cognitive and affective processes, and critical judgment necessary for effective practice and/or advanced study in social work;
- Encourage critical self-reflection and self-management as well as a commitment to life-long learning as part of ethical and professional social work behavior;
- Ensure students are prepared to engage diversity and difference in practice – integrating knowledge of human behavior and the environment; awareness of oppression, discrimination, power, and privilege; and recognition of how each can shape life experiences – while also advocating for social, economic, and environmental justice and the advancement of human rights;
- Provide opportunities for students to engage in practice with various constituencies and in multiple settings – using research to inform practice and practice to inform research; and
- Enrich the local, national, and international community through service, research, innovation, and other capacity-building support.

Program Objectives

Graduates of the Daemen University Bachelor of Arts in Social Work Program will demonstrate that they are able to:

- Demonstrate ethical and professional behavior;
- Engage diversity and difference in practice;
- Advance human rights and social, economic, and environmental justice;
- Engage in practice-informed research and research-informed practice;
- Engage in policy practice;
- Engage with individuals, families, groups, organizations, and communities;
- Assess individuals, families, groups, organizations, and communities;
- Intervene with individuals, families, groups, organizations, and communities; and
- Evaluate practice with individuals, families, groups, organizations, and communities.

Admission Requirement

First-year students are admitted to the Social Work program on a conditional basis. In the second semester of the sophomore year, students must complete the

Upper Division application and participate in an interview in order to be fully accepted into the Social Work program.

Master of Social Work

Advanced Standing MSW

Admission Requirements:

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

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

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

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

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

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

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

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

letter from a volunteer/community source.

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

REQUIRED COURSES

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

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

**Concentration: Children and Families I and II

TOTAL PROGRAM REQUIREMENTS = 30-33 CREDITS

Traditional MSW

Admission Requirements:

A baccalaureate degree from an accredited college or university.

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

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

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

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

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

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

Have an overall GPA of 2.7 or higher.

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

REQUIRED COURSES

- SW509 Theories of Organizational Behavior and Development (3)
- SW511 Foundations of Micro/Mezzo Practice (3)
- SW512 Foundations of Macro Practice (3)
- SW513 Social Work Research (3)

- SW514 Applied Research and Data Analysis (3)
- SW515 Oppression, Power and Change (3)
- SW516 Social Welfare History, Policy, and Services (3)
- SW517 Human Behavior in the Social Environment I(3)
- SW519 Field Instruction I and Seminar (3)
- SW520 Field Instruction II and Seminar (3)
- SW602 Child and Family Policy (3)
- SW612 Advanced Clinical Practice w/ Evidence-Based Interventions (3)
- SW617 Psychopathology (3)
- SW619 Field Instruction III and Seminar (3)
- SW620 Field Instruction IV and Seminar (3)
- SW652 Concentration: Children and Families I* (3)
- SW653 Concentration: Children and Families II* (3)
- SW680 Social Work Licensure Preparation (0)
- SW682 Clinical Practice w/ Children (3)
- Elective Credit (6)

*Concentration: Children and Families I and II

TOTAL PROGRAM REQUIREMENTS = 60 CREDITS

Time Limitation for Degree Completion

The full-time MSW Program may be completed in two (2) calendar years.

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

Requirements for Graduation

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

Social Work

SW 509: Theories of Organizational Behavior and Development

3 Credit Hour(s)

This course examines key theories and concepts related to organizational behavior and development in human service organizations. The course borrows from the behavioral and social sciences (E.G., psychology, sociology, political science, and anthropology) and management literature to aid students in developing a sound appreciation of person/organizational dynamics in preparation for supervisory, administrative, and leadership. (GR)

SW 511: Foundations of Micro/Mezzo Practice

3 Credit Hour(s)

This course emphasizes the development of practice knowledge and skills necessary for micro and mezzo social work practice. Students will be introduced to the philosophies, role sets, values, ethics, and knowledge base of professional social work practice. Specific theories and intervention strategies for use with individuals, families, and treatment groups will be explored and applied. (GR)

SW 512: Foundations of Macro Practice

3 Credit Hour(s)

This course emphasizes the development of practice knowledge and skills necessary for macro social work practice. Students will be introduced to the philosophies, role sets, values, ethics, and knowledge base of professional social work practice in community and organizational settings. Specific theories and intervention strategies will be explored and applied. (GR)

SW 513: Social Work Research

3 Credit Hour(s)

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

SW 514: Applied Research & Data Analysis

3 Credit Hour(s)

The course will prepare students to utilize applied research techniques to evaluate their practice; improve program, policy, and service delivery systems; and initiate change. Students will also develop skills in collecting quantitative and qualitative data (using appropriate computer applications) and gain a basic understanding of data analysis and interpretation. (GR)

SW 515: Oppression, Power & Change

3 Credit Hour(s)

This course will involve students in an examination of oppression, power, and change to provide them the knowledge and skills necessary to engage in anti-oppressive social work practice. Students will identify strategies for more effectively working with diverse and vulnerable populations and will gain a greater appreciation of the advocate's role in eliminating barriers to rights, opportunities, and services for the oppressed and marginalized through an examination of contemporary activism. (GR)

SW 516: Social Welfare History, Policy And Services

3 Credit Hour(s)

This course emphasizes the social, cultural, political, and economic implications of major social welfare legislation as well as the linkage between social problems and social policies, programs, and services. Students are also introduced to the legislative process and engage in projects to develop their advocacy skills. (GR)

SW 517: Human Behavior and the Social Environment

3 Credit Hour(s)

This course focuses on the development of the individual from conception through older adulthood and examines the impact of various aspects of the social environment (i.e., family, groups, organizations, and community) on that development. Content includes empirically-based theories and knowledge related to interactions between and among individuals, groups, societies, and systems. (GR)

SW 519: Field Instruction and Seminar

3 Credit Hour(s)

This seminar focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course offers students an opportunity to process their field placement experience in a safe, confidential, and educationally-enriched environment. (GR)

SW 520: Field Instruction II and Seminar

3 Credit Hour(s)

This seminar focuses on the enhancement of generalist practice social work skills and the integration of theory and practice concurrent with the student's field placement. The course offers students an opportunity to process their field placement experience in a safe, confidential, and educationally-enriched environment. (GR)

SW 602: Child and Family Policy

3 Credit Hour(s)

This course focuses on policies and services affecting children, youth, and families from diverse backgrounds as given form in welfare, child welfare, education, health and mental health, disability, substance abuse, and juvenile justice institutions and systems of care. (GR)

SW 611: Crisis Management With Evidence Based Interventions

3 Credit Hour(s)

The course is designed to increase student knowledge and skills related to crisis intervention in light of increased acute crises in our society. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, disasters, and violent behavior in institutions. (GR)

SW 612: Advanced Clinical Practice With Evidence Based Intervention

3 Credit Hour(s)

This course examines theories of clinical social work practice and their application in the engagement, assessment (diagnosis), intervention (treatment planning), and evaluation of individual clients. This is an advanced practice seminar in which mastery of all previous generalist coursework of the MSW Program curriculum is assumed. (GR)

SW 615: Mindfulness Based Interventions

3 Credit Hour(s)

This course will introduce students to the practice of mindfulness; a moment to moment intentional way of engaging in their personal life, clinical work with others, and as a framework for macro level practice. Over the semester, students will learn the mindfulness practice of cultivating the capacity to be fully present in each moment while simultaneously recognizing one's own thoughts and sensations. Course content facilitates knowledge and skill development of applying evidence-based mindfulness interventions to the range of challenges arising from stress, psychological conditions, and macro-level social problems and social injustice. (GR)

SW 617: Psychopathology

3 Credit Hour(s)

This course is designed to provide students with an in-depth understanding of the major mental disorders manifested in children, youth, and adults. Student capacity for differential diagnosis and treatment planning will be enhanced through examination of genetic, biological, psychological, and social causes; development; and manifestation. (GR)

SW 619: Field Instruction III and Seminar

3 Credit Hour(s)

This course focuses on the enhancement of advanced (clinical) practice social work skills and the integration of theory and practice concurrent with the student's field placement. This course offers students an opportunity to process their advanced (clinical) field placement experience in a safe, confidential, and educationally-enriched environment through the monthly seminar. (GR)

SW 620: Field Instruction IV and Seminar

3 Credit Hour(s)

This course focuses on the enhancement of advanced (clinical) practice social work skills and the integration of theory and practice concurrent with the student's field placement. This course offers students an opportunity to process their advanced (clinical) field placement experience in a safe, confidential, and educationally-enriched environment through the monthly seminar. (GR)

SW 621: Solution-Focused Social Work Practice

3 Credit Hour(s)

(GR)

SW 652: Concentration: Children and Families I

3 Credit Hour(s)

This course builds on the generalist curriculum and prepares students to demonstrate advanced competencies in practice with children and families. The course utilizes a systems of care framework that emphasizes family-centered practice, cultural competency, and community-based services as contexts for development of basic competencies in child and family practice. Practice will be informed by a trauma-informed perspective with an emphasis on building protective factors to strengthen children and families. (GR)

SW 653: Concentration: Children & Families II

3 Credit Hour(s)

This course builds on the generalist curriculum and prepares students to demonstrate advanced competencies in practice with children and families across the life span. This course expands on Children and Families I by applying the frameworks and practice models learned in the first course to specific issues facing children and families across the life span including child maltreatment, domestic violence, substance abuse, mental illness, physical illness, poverty, and care of aging parents. (GR)

SW 680: Social Work Licensure Preparation

0 Credit Hour(s)

This course prepares students to take the Association of Social Work Boards (ASWE) Master and Clinical examinations to secure licensure in New York and other states. (GR)

SW 682: Clinical Practice With Children

3 Credit Hour(s)

This course deepens student understanding and application of concepts, theoretical perspectives, and techniques of advanced (clinical) social work practice with children and adolescents (and their families) as primary client system. Various phases of the therapeutic process, including assessment, use of therapeutic modalities, and documentation, are explored and applied. The understanding of play as purposeful, meaningful communication for and with children is integrated throughout the course. (GR)



DAEMEN

A WORLD OF
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