



CATALOG 2011-2012

Pennsylvania College of Optometry
George S. Osborne College of Audiology
College of Education and Rehabilitation
College of Health Sciences



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A MESSAGE FROM THE PRESIDENT

A tradition of leadership and excellence marks the 92-year history of Salus University's founding college, the Pennsylvania College of Optometry. From its establishment in 1919 through today, this institution has maintained and continually expanded its focus on academics, while acquiring a distinguished record of firsts, particularly in optometry. Our commitment to preparing highly skilled professionals ensures that the University consistently provides the highest level of education, placing our graduates at the forefront of their professions.

Student education at each of the University's four colleges speaks to the many aspects of this century's growing need for healthcare professionals. Through our innovative curricula, the University offers a broad-based, interdisciplinary clinical education, presenting our students with a wide range of primary care opportunities. Well-known for our excellent clinical education, our commitment to earlier clinical training has provided an advantage for Salus University students when the externship placement process begins.

The future of the health professions is dynamic. Advancements in technology, unimaginable in the past, become standard practice today. Changes in our healthcare delivery system are significantly altering every facet of the medical field. The mission of Salus University concentrates not only on keeping pace with these rapidly expanding areas but, more importantly, keeping ahead of them.

Our success as an institution comes from combining bright, motivated students with outstanding faculty, excellent facilities and creative, diverse learning opportunities. Your interest in the University indicates a desire to enter a profession currently experiencing unprecedented growth and development. I encourage you to join the Salus University family. The challenges will be great, but the rewards will be many.

A handwritten signature in cursive script that reads "Thomas L. Lewis".

Thomas L. Lewis, OD '70, PhD

UNIVERSITY MISSION, VISION AND CREDO

MISSION

The mission of Salus University is to educate health care professionals and educators, conduct research and to provide patient care and educational and rehabilitative services for the visually impaired that advance the welfare of the public worldwide.

VISION

The vision of Salus University is to be recognized nationally and internationally for excellence and innovation.

CREDO

- We believe our first responsibility is to our students. We strive to provide them with the highest quality education through on-going innovation in our learning strategies.
- We believe in the importance of integrating theory and practice in our educational programs.
- We have a responsibility to our alumni to continually engage them in the development of the University. We are committed to providing them with the highest quality post-graduate education, which enhances continued competence throughout their careers. We must support the professions they represent in order to maximize their potential and to advance the mission of the University.
- We have a responsibility to our employees. We value their contributions to the University. We seek to create and maintain an environment where all are treated with dignity and respect.
- We have a responsibility to the communities we serve. We believe in high quality and compassionate care for the patients and clients in our clinical facilities.
- We have a responsibility to the broader community. We believe in transparent stewardship of University resources. We believe that all of our endeavors should have enduring impact beyond the confines of the University.

HISTORY OF SALUS UNIVERSITY

On July 1, 2008, the Pennsylvania College of Optometry became the first college or school of optometry to establish a university and Salus University was born. “Salus” is a Latin word for health and well-being.

Salus University continues a legacy begun 92 years ago in Philadelphia. In 1919, the goal in establishing the Pennsylvania College of Optometry (PCO) as a nonprofit educational institution was to create a professional school of optometry comparable to those of medicine and dentistry. The Doctor of Optometry (OD) degree was born at PCO, the first institution to establish the mandatory four-year program that continues today.

In 1983 PCO established a Graduate Studies program for low vision professionals and became a multi-purposed institution. Today, the Salus University College of Education and Rehabilitation remains the only institution in the world to offer graduate degree and certificate programs in Low Vision Rehabilitation, Vision Rehabilitation Therapy, Orientation and Mobility, and Programs for Teachers of the Visually Impaired.

With the establishment of the PCO School of Audiology in 2000, a new first professional degree program, Doctor of Audiology (AuD), was added. The curriculum included a groundbreaking strong biomedical component and was predicated on the holistic approach proven so successful with optometry. In 2008, the PCO School of Audiology became the Salus University George S. Osborne College of Audiology in honor of the school’s late founding dean.

The Physician Assistant program welcomed its first students in 2007. This twenty-five month Master of Medical Science degree (MMS) program follows the holistic approach of the University’s other healthcare degree programs, offering earlier clinical experience.

In 2010, the University launched web-based Master of Public Health (MPH) degree and certificate programs. Designed to raise the profile of the underrepresented professions of optometry, audiology and physician assistant within public health, this educational experience includes unique perspectives, real world situations and practical solutions.

Salus University is comprised of four distinct colleges:

- Pennsylvania College of Optometry
- George S. Osborne College of Audiology
- College of Education and Rehabilitation
- College of Health Sciences

FACILITIES AND SERVICES

ELKINS PARK CAMPUS

The Salus University main campus is located on eleven acres in Elkins Park, Pennsylvania, a suburb of Philadelphia.

The University occupies two adjoining buildings that share a main entrance lobby and are connected on all four levels. The administrative and academic functions of the University are located in what are known as the South Wing and the West Wing.

The North Building, owned by the University and adjacent to the West Wing, houses the Pennsylvania Ear Institute and the offices of corporate tenants.

The 36,000 square foot Hafter Student Community Center is located across the inner campus drive from the main entrance of the University. The center offers a large, state of the art fitness facility, weights, exercise and yoga areas, a suspended running track and a full size basketball court. Staffed by fitness instructors, the Hafter Center is open seven days a week and all students have membership to the fitness center and access to the facility. The second floor contains a large student lounge with comfortable seating, large screen televisions, two meeting rooms and a recreational area with foosball and pool tables.

The University's clinical audiology facility, the Pennsylvania Ear Institute, is located on the Elkins Park campus in the lobby of the North Building, adjacent to the West Wing. This state of the art facility provides audiologic clinical education for students and comprehensive audiology services to both pediatric and adult patients. Services include hearing assessment, provision of hearing aids and assistive listening devices, electrophysiologic and balance testing, and audiologic and vestibular rehabilitation.

OAK LANE CAMPUS

The Eye Institute

Newly renovated in 2011 and located three miles from the main campus is the Oak Lane campus, home to The Eye Institute, the clinical facility of the Pennsylvania College of Optometry at Salus University. At The Eye Institute (TEI), optometry students work with optometrists, ophthalmologists, opticians, optometric technicians and other healthcare professionals to provide total vision care. TEI has more than 45,000 annual patient visits and students are presented with a wide range of ages and diversity of ocular conditions.

The Eye Institute operates two satellite clinical facilities in Philadelphia, one in the Mt. Airy section and one in the East Falls section.

William Feinbloom Vision Rehabilitation Center

The Feinbloom Center was established to continue the groundbreaking work of Dr. William Feinbloom, an optometric scientist in low vision and a pioneer in the field of contact lenses and vision rehabilitation for more than 50 years. Located within The Eye Institute, the Feinbloom Vision Rehabilitation Center offers visually impaired individuals information, instruction and access to specialized magnification devices. Additionally, the Feinbloom Center provides learning opportunities for Salus students who opt to take a clinical rotation (optometry) or fieldwork and/or internship (low vision graduate students) there.

RESEARCH AT THE UNIVERSITY

Salus University has a long legacy of support for research in the visual and clinical sciences. Research grew again in the late 1990s and today includes projects dealing with Audiology and Hearing Impairment, Vision Impairment, Optometry and Clinical Trials.

Interim Dean of Research

Anthony F. Di Stefano, OD, MEd, MPH

Assistant Director for Research

Lydia Parke

Assistant Director for Research and Academic Finance

Wendy Woodward

Clinical Research

The University conducts numerous clinical studies, many of which are trials sponsored by the National Eye Institute:

- Ocular Hypertension Treatment Study (OHTS)
- Amblyopia Treatment Studies (ATS)
- Convergence Insufficiency Treatment Trial (CITT)
- Collaborative Observational Study of Myopia in COMET Children (COSMICC)
- Understanding Encoding of Speech Signal in the Lower Brain Stem: Study Using Human Frequency Following Response (FFR)
- Vision Rehabilitation Research

Laboratory Sciences

- Hafter Laboratory-Guanylate Cyclase Activating Protein (GCAP) in retinal disease
- Unit of Regulatory & Molecular Biology – Cyclic GMP Studies
- Eye Shape and Myopia Development in Children
- Visual spatial perception
- Diabetic retinopathy
- Retinal pigmentary aging effects
- Electrophysiology
- Laser effects
- Ocular transmittance

UNIVERSITY ACCREDITATIONS

Salus University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSA). The University is approved by the Department of Education of the Commonwealth of Pennsylvania and is approved for veterans' education under U.S. Code, Section 1775.

The Doctor of Optometry program at the Pennsylvania College of Optometry at Salus University is accredited by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association.

The clinical Doctor of Audiology (Au.D.) degree program at Salus University George S. Osborne College of Audiology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The current period of accreditation is July 1, 2011 through June 30, 2019. Graduates are eligible for professional licensure in all states and eligible to apply for the American Speech-Language-Hearing Association (ASHA) certificate of clinical competence in audiology (CCC-A) and the American Board of Audiology (ABA) certification in audiology.

The Physician Assistant (PA) program at the University's College of Health Sciences was granted continuing accreditation status in March 2010 by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Continuing accreditation status is achieved only after a successful review of an additional application and a follow-up site visit by ARC-PA. All PA students completing study in an accredited program (provisional or continuing accreditation) are eligible to take the professional certification examination required for state licensure.

The Master of Public Health (MPH) degree and certificate program at the University's College of Health Sciences was approved by the Pennsylvania Department of Education (PDE) on May 4, 2010. The PDE has authorized the University to offer a web-based MPH degree program designed to meet the needs of students and practitioners both domestically and internationally. On June 29, 2010, the Commission on Institutions of Higher Education Middle States Association of Colleges and Schools granted approval to include the web-based Master of Public Health degree within the scope of Salus University's accreditation. ([www.msache.org/documents/SAS/347/Statement of Accreditation Status.htm](http://www.msache.org/documents/SAS/347/Statement%20of%20Accreditation%20Status.htm))

DEGREE PROGRAMS

The University awards ten earned degrees.

Pennsylvania College of Optometry

- Doctor of Optometry (OD)
- Bachelor of Science (BSc) (International Programs)
- Master of Science in Clinical Optometry (MSc) (International Programs)

George S. Osborne College of Audiology

- Doctor of Audiology (AuD)

College of Education and Rehabilitation

- Master of Science, Low Vision Rehabilitation (LVR)
- Master of Science, Vision Rehabilitation Therapy (VRT)
- Master of Science, Orientation and Mobility (O&M)
- Master of Education, Professional Preparation Programs for Teachers of Children with Visual and Multiple Impairments (TVI)

College of Health Sciences

- Master of Medical Science (MMS) (Physician Assistant Program)
- Master of Public Health (MPH)

Additionally, Salus University confers honorary degrees of Doctor of Science, Doctor of Laws, and Doctor of Humane Letters upon individuals selected for their distinguished service.

UNIVERSITY REFUND POLICY

Matriculants who withdraw from the University on or prior to May 15 will be refunded 100 percent of their paid University matriculation deposit less a \$100 administrative fee. The administrative fee is still required of all matriculants, even if no University matriculation deposits have been paid.

Matriculants who withdraw from the University after May 15, but before the first day of class, will forfeit all matriculation deposits paid to the University.

Enrolled students who withdraw or are dismissed from the University will be responsible for the payment of tuition in accordance with the institutional refund schedule.

Institutional Refund Schedule

The institutional charge is based on the number of days a student is enrolled at the University prior to the date of withdrawal or dismissal date.

The formula is calculated as follows:

$$\frac{\text{Number of days attended}}{\text{divided by}} \frac{\text{Total days in the enrollment period}}{\text{(including weekends and holidays, less any scheduled breaks greater than five days)}}$$

The resulting fraction is converted to a percentage; therefore, if there are 90 days in the academic period, the following would apply:

Withdrawal on the 10th day – Institutional charge = 11.1%

Withdrawal on the 25th day – Institutional charge = 27.8%

Any percentage of attended days above 60% results in a 100% charge.

POLICIES AND PROCEDURES

STUDENT RECORDS

The Registrar is responsible for maintaining all official student academic records. University policy is based on practices recommended by the American Association of Collegiate Registrars and Admissions Officers.

The University's policy is governed by regulations established by the Department of Human Services, the Department of Education and other government agencies.

Salus University maintains a permanent record file on each student that includes the original application form, undergraduate college records, letter of acceptance, course enrollment/remediation forms, grades, letters of correspondence concerning the student, letters indicating actions of the Committee on Academic Promotions, scholarship information and other items relating to the student's education at Salus University.

Privacy of Records

It is institutional policy that material in student records is confidential. The University fully complies with the Family Educational Rights and Privacy Act of 1974, which protects the privacy of students' education records, establishes the right of students to inspect and review their education records and provides guidelines for the correction of inaccurate or misleading data through informational hearings.

Students also have the right to file complaints with the Family Educational Rights and Privacy Office, U.S. Department of Health and Human Services, Washington, DC 20201, concerning alleged failure by the University to comply with the Act.

Examination of Student Records

A student may examine his or her University student records by making a written request to the Registrar or the Dean of Student Affairs. The student may obtain a copy of his or her records. The costs of photocopying or duplication shall be borne by the student.

Students may challenge the accuracy of information in the record and should meet with the appropriate faculty member or administrative official. Students are requested to review their student handbook for appeal procedures.

Transfer of Student Information

The student will be notified of any transfer of information within that student's file to persons or institutions other than those associated with the University. Such information may be transferred only under the following conditions: by reason of a subpoena or court order; by a request from a federal or state educational agency specifying its purpose in writing; upon written request of the student.

Letters of evaluation to accompany transcripts will be prepared by a dean in the Office of Academic Affairs upon receipt, in writing, of the names of the persons, institutions, hospitals or licensing boards to which the letters or transcripts are to be sent.

Records shall be kept under the name used for admission to the University unless the student files a change-of-name form with the Office of the Registrar while in attendance.

Release of Academic Information

Official grades may be transmitted from Salus University to another institution only through the registrar. If a student requests a letter of recommendation, the individual faculty member may state only the grade received in the course and provide a narrative.

Copies of examinations with or without answers may be made available to students at the instructor's discretion. Curves, distribution, etc., may be posted if desired; however, any posted scores must contain a statement to the effect that they do not constitute a grade. Federal and state laws prohibit the posting of scores, grades, etc., that can in any way identify a student.

Transcripts

Only final grades appear on transcripts. When a course is repeated, both the original and the repeated grades appear on the transcript. The final transcript grades issued at graduation cannot be modified except for clerical errors.

ACADEMIC POLICY

Graduation and the awarding of a degree from the University are contingent upon the satisfactory completion of both academic and behavioral requirements. All students must demonstrate the emotional maturity, stability and professional attributes desirable for the practice of their profession, must be of good moral character and must have demonstrated integrity and honesty in their personal behavior.

Doctor of Optometry, Doctor of Audiology

All required and elective curricula must be completed with a cumulative grade point average of 2.0 or better.

Honors for exceptional work after completion of the academic and clinical program are designated by the awarding of the OD or AuD degree with:

- Highest Honor (cumulative GPA 3.75)
- High Honor (cumulative GPA 3.5)
- Honor (cumulative GPA 3.25)

In addition, to receive the above designations, students also must have demonstrated superior clinical performance by receiving a grade of Honors in four of seven Professional Practice courses, beginning with the spring term of the second year.

Under normal circumstances all didactic/module/block work (except fourth year module/block work) must be completed in no more than five (5) years. A student must complete his/her program within seven (7) years (not including approved leaves of absence), and must present evidence of continuing to make satisfactory academic progress at all times. The vice president/dean of Academic Affairs must approve any exception to this total length of program.

Physician Assistant Program

For the Master of Medical Science (MMS) degree, graduates of the Physician Assistant program must complete all required and elective curriculum with a cumulative grade point average of 3.0 or better.

Additionally, Physician Assistant students must maintain the required technical standards of the program for its duration. The Salus Physician Assistant handbook is available online:

www.salus.edu/pa/pa_handbook_rev0307.pdf.

Honors for exceptional work after completion of the academic and clinical program for the Physician Assistant program are indicated by the award of the MMS degree with:

- Highest Honor (cumulative GPA 3.85)
- High Honor (cumulative GPA 3.75)
- Honor (cumulative GPA 3.65)

Under normal circumstances all didactic course/clinical rotation work must be completed in no more than 25 months (not including approved leaves of

absence) and students must present evidence of continuing to make satisfactory academic progress at all times. A student must complete the entire program in three years. The vice president/dean of Academic Affairs, in conjunction with the PA Program Director, must approve any exceptions to this total length of program.

Master of Public Health Program

Under normal circumstances all didactic coursework for this program must be completed in no more than two (2) years. A student must complete the entire program within five (5) years (not including leaves of absence) and must present evidence of continuing, satisfactory, academic progress at all times. The Committee on Academic Promotions and the program director must approve any exceptions to this policy.

College of Education and Rehabilitation Degree Programs

Honors for exceptional work after the completion of academic and direct service programs are indicated by the following awards:

- Master's degree with Excellence (cumulative GPA 4.0)
- Master's degree with Highest Honor (cumulative GPA 3.75)

Under normal circumstances all didactic coursework must be completed in no more than two (2) years. A student must complete the entire program within five (5) years (not including leaves of absence) and must present evidence of continuing to make satisfactory academic progress at all times. The Committee on Academic Promotions and the dean of the College of Education and Rehabilitation must approve any exceptions to this policy.

For all students:

Misconduct such as cheating on examinations, falsifying clinical data, improper patient care in the clinical setting or activities constituting criminal behavior may result in the denial of the Doctor of Optometry degree, or Doctor of Audiology degree, or Master of Medical Science degree, or Master of Science or Education degrees, or the Master of Public Health degree, even though the individual has satisfactorily completed the academic program.

The University reserves the right to place on probation, suspend or expel from the institution any student who willfully violates any rule or regulation of the University or the laws of the Commonwealth of Pennsylvania or other state, federal or local governments, whether or not convicted in criminal court.

A student may be refused the degree of Doctor of Optometry, Doctor of Audiology, Master of Medical Science, Master of Science, Master of Education or Master of Public Health due to impairments derived from neurological disease or degeneration, emotional or psychological disorders, substance abuse or showing inappropriate behavior towards patients.

All such policies and interpretations are to be consistent with the provisions of the Americans with Disabilities Act (ADA). Consult the University Academic Policy and Procedures manual for further information.

Each student is given a copy of the complete Academic Policy at orientation, and additional copies may be found in the Offices of Student Affairs or Admissions and the University's library.

ADDITIONAL UNIVERSITY POLICIES

Alcohol and Drug Abuse Prevention Program

Salus University is an institutional member of the College Consortium on Drugs and Alcohol and has adopted a Drug Abuse Prevention Program and a policy on the serving of alcoholic beverages on campus.

The use of illegal drugs is prohibited on University property. Violators, if found guilty, are subject to disciplinary action, up to and including dismissal.

The University's Center for Personal and Professional Development is available for confidential counseling and referral service.

Use of the University Computer Systems

Authorized Salus University students and employees may use the University's computer systems.

Any misuse of the University's computers can result in suspension of the right to use them or other disciplinary action.

Abusive activities are those activities that purposely seek to gain unauthorized access to the network or disrupt its intended use, destroy the integrity of computer-based information, compromise the privacy of users, and/or harass or abuse individuals.

Account access information is for the personal use of the individual to which it has been issued and is not to be shared.

Use of or access to computers for purposes of altering information or obtaining private or confidential information can result in dismissal from the University.

All e-mail transmitted by and stored on University computers is the property of Salus University and may be viewed by the Administration at any time.

The use of CCAL, CPS, lab, library, The Eye Institute and other University computers is solely for academic purposes and reasons. No software or program of any kind may be installed on University computers whether from disks or from the Internet.

Student Health

All students must provide proof of sufficient accident and healthcare coverage from an insurance provider of their choice.

Record of Immunizations

Prior to entering the clinical program in the fall semester of the first year, all students are required to provide immunization records for Hepatitis B.

Acceptable forms of proof are:

- serological evidence of current immunity to Hepatitis B; **or**
- a signed physician statement indicating completion of the three-dose series of vaccinations; **or**
- an informed refusal to be vaccinated

Patients with AIDS

Salus University has developed a policy regarding AIDS and other infectious diseases as well as established guidelines for students engaged in the care of AIDS patients. The University's policies and guidelines are found in the Student Handbook.

Security

Salus University complies with the Clery Act (1988). The security report and the University's policy on sexual harassment are available upon request from the director of security or the dean of Student Affairs.

Pennsylvania College of Optometry



Founded in 1919, the Pennsylvania College of Optometry established Salus University in July 2008. PCO remains the University's founding college and, as such, is the only one of the four colleges whose name is permitted to precede that of the University.

COLLEGE MISSION

The mission of the Pennsylvania College of Optometry (PCO) is to provide programs of excellence worldwide that prepare optometry students, optometry residents, optometrists, and related providers to deliver exceptional patient care services that exceed practice standards and positively impact the quality of life.

DEGREE PROGRAMS

Doctor of Optometry (OD)

Bachelor of Science (BSc) (International program)

Master of Science in Clinical Optometry (MSc) (International program)

DEGREE PROGRAMS OVERVIEW

The Doctor of Optometry (OD) degree is awarded to all students who have successfully completed the professional curriculum. The maximum number of years permitted to complete this degree is seven.

The University, in conjunction with several undergraduate colleges and universities, has established a 3 + 4 Doctor of Optometry degree program for talented high school students with an interest in optometry.

Since its creation in 1994, the University's Center for International Studies (CIS) has offered outstanding special optometric educational programs and initiatives in response to the needs of international students and practitioners of optometry.

ADMISSIONS

Criteria

The University actively seeks applicants from every state in the nation. Enrolled students represent many states as well as Canada and other foreign countries. The Admissions Committee has established policies and procedures to select the applicants who are best qualified to serve the public and the optometry profession in the years to come.

In selecting students for admission many factors are considered, including the applicant's academic performance, motivation, extracurricular activities and interests, related and unrelated work experience, personal achievements, essays and letters of evaluation. When evaluating academic performance, the applicant's grade point average, performance in prerequisite courses, number of college credits completed per semester credit load, degree status and results of the Optometry Admissions Test (OAT) are carefully considered.

Individuals successfully meeting the admissions criteria are invited to visit the University campus for an interview, which provides further insight into the applicant's character and motivation. The candidate will also meet with a member of the Office of Admissions to discuss his or her application. The visit affords the individual an opportunity to tour the campuses and meet with personnel from the Office of Financial Aid.

The University uses a "rolling admissions" process (July 15 through March 31), which allows qualified candidates to be admitted on an ongoing basis beginning in early October and continuing until the class is filled. Student applications are reviewed beginning August 1. Interviews are scheduled and

initiated starting October 1. Candidates meeting the requirements are then admitted on a weekly basis until the class capacity is reached. It is therefore to the applicant's advantage to apply as early as possible to ensure full consideration for admission. Only if seats are available in the class will applications be accepted after March 31.

An applicant must have completed a minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis. These credits must include the completion of the pre-optometry courses listed below with a 2.0 (C) or better. Applicants with less than a 2.5 (C+) overall grade point average should consult the Office of Admissions prior to applying.

An applicant need not have completed all prerequisites prior to filing an application but must be able to complete all outstanding prerequisites prior to enrolling.

Doctor of Optometry Degree Program Prerequisites:

General Biology or Zoology (with labs) - one year

General Chemistry (with labs) - one year

Organic Chemistry (with labs) - one year **or**

½ year Organic Chemistry plus ½ year of either Biochemistry or Molecular Biology (lab highly recommended)

English Composition or English Literature - one year

Mathematics - one year*

(* ½ year Calculus fulfills math requirement; however, one year Calculus highly recommended)

Microbiology or Bacteriology (with labs) - ½ year

General Physics (with labs) - one year

Psychology - ½ year

Statistics (Math, Biology or Psychology) - ½ year

For the Doctor of Optometry (OD) degree, matriculants have seven (7) years to complete their degree program.

While Biology and Chemistry majors are the largest group of applicants, students in any major may be considered, provided the above requirements are met.

Admissions Procedures

Applicants are encouraged to visit the University to discuss the admissions process and become familiar with the curriculum and facilities. To arrange such a visit, contact the Office of Admissions at 800.824.6262.

An application should be filed by July 15 of the year prior to the year of desired enrollment. Applications received on or before March 31 of the desired enrollment year are given priority consideration.

Application Process

The processing of applications begins July 15, one year prior to the year of desired enrollment. Applications received on or before March 31 are given priority consideration.

- Student application reviews begin in August
- Beginning in October, interviews are scheduled and initiated
- Candidates meeting the requirements are admitted on a weekly basis until class capacity is reached

It is to a student's advantage to apply as early as possible to ensure full consideration for admission.

Submitting An Application

Beginning July 15, 2009, Pennsylvania College of Optometry at Salus University will join other colleges of optometry by accepting applications only through the Optometry Centralized Application Service (OptomCAS): www.optomcas.org.

Students who have questions about the required pre-requisites should contact an Admissions Counselor at 800.824.6262 before completing the OptomCAS application.

For admissions consideration, an applicant must:

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) at www.optomcas.org, beginning July 15, 2009. Detailed instructions regarding the completion of the application and the essay are provided on the OptomCAS website.
- Arrange to have any of the following letters of recommendation provided directly to OptomCAS to fulfill the requirements for the Pennsylvania College of Optometry at Salus University:
 - a pre-professional committee letter of evaluation

- three sciences (biology, chemistry, physics or mathematics) teaching faculty OR two teaching faculty and one practicing optometrist whom you have shadowed
- a letter packet containing the letters outlined in number two above. (Each letter within the letter packet you wish to have reviewed should be listed individually on OptomCAS.)

Additional letters may enhance your file, but will not be counted in fulfillment of the required letters of recommendation.

- Arrange to take the Optometry Admissions Test (OAT) prior to June 1 of the desired entering year. Taking the OAT between September and December of the application process year is highly recommended.
 - The exam is offered electronically
 - Information and registration for online testing can be found at www.opted.org
 - OAT results should not be more than two years old

International Students and Practitioners

Please provide the Office of Admissions with the following information:

A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult agency's web site for requirements to complete the evaluation. An official evaluation must be sent from the agency directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027. (These services are provided by various agencies including: World Education Services, PO Box 745, Old Chelsea Station, New York, NY 10113-0745; contacts: 212.966.6311 or www.wes.org.)

Official results of a TOEFL (Test of English as a Foreign Language (www.toefl.org) examination.

International practitioners should submit a letter of reference from a college or University department chairperson or supervisor, along with two references from former faculty.

Record of Immunizations

All students are required to provide immunization records for Hepatitis B. Acceptable forms of proof are:

- serological evidence of current immunity to Hepatitis B **or**
- a signed physician statement that you have completed the three-dose series of vaccinations **or**
- an informed refusal to be vaccinated

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as October. Upon receipt of acceptance, an applicant is required to pay a \$1,000 matriculation fee to the University prior to the start of classes, payable as follows:

Return the matriculation form within 14 days of the date of the acceptance letter. A \$500 deposit is due by January 15; if accepted after January 15, the \$500 deposit must accompany the matriculation form.

The balance of \$500 for the matriculation fee is due June 1.

All monies received above will be applied toward first term fees.

FINANCIAL INFORMATION

The cost of a professional education varies, depending on many factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered.

A variety of financial assistance, such as student loans, scholarships, grants, work opportunities, and state contributions (to optometric education), is available to students. Students interested in additional information or applying for financial assistance are urged to contact the University's Office of Financial Aid at 215.780.1330 or toll free at 800.824.6262.

Additional information relating to student financial assistance as well as a complete copy of the Student Financial Handbook are available on the University's website: www.salus.edu.

Tuition

Doctor of Optometry Program 2011–2012: \$30,530 per year

Additionally, first year optometry students should expect to pay \$595 in University fees.

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

Books and Instruments

Required and recommended books may be purchased through the University bookstore on the Elkins Park campus. In addition, it is necessary for optometry students to purchase required ophthalmic equipment, which can be obtained through the University bookstore.

First-year optometry students should expect to pay approximately \$3,600 for their books and equipment.

Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. The University provides a comprehensive health care program option. Third and fourth-year students need to consider the costs relative to required externships, during which time they may be outside of the Philadelphia area. Students must provide their own transportation and housing during these assignments.

Campus Employment

The University Employment Program and the Federal College Work Study Program allow students to earn money through part-time jobs to help meet their expenses. The current pay rate is \$10.00 per hour and eligible students may work in a variety of positions located throughout the University.

CURRICULUM

The Doctor of Optometry degree program curriculum is organized into ten educational modules. The modules represent an integrated sequence of the knowledge, skills and values expected to acquire entry-to-practice competencies. The curriculum overview graphic below summarizes the sequencing of the modules across the four-year program.

The academic year is divided into three terms: fall semester (August – December); spring semester (January – May); and summer semester (May – August).

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Molecular and Cellular Processes (Module 1)	Integrative Ocular and Systemic Disease (Module 3)	Integrative Organ Systems and Disease (Module 2)	CLINICAL EXTERNSHIPS (Module 8) Begins in 3rd quarter of 3rd year
Integrative Organ Systems and Disease (Module 2)		Integrative Ocular and Systemic Disease (Module 3)	
Integrative Neuro-Visual Sciences (Module 4)			
Optometric Principles and Management of Vision Problems (Module 5)			
Principles and Practice of Optometric Medicine (Module 6)			
Integrative Approaches to Clinical Problem Solving (Module 7)			
Electives (Module 9)			
Strategies for Personal and Professional Development (Module 10)			

THE FIRST PROFESSIONAL YEAR

MODULE 1

Molecular and Cellular Processes

Integrates the fundamental anatomical, biochemical, histological, and physiological processes of cells, starting with stem cells. Using specific representative cell types, the discussion proceeds through elements of normal and abnormal cellular processes, ending with immunology and cancer. The overall goal of the module is to provide an understanding of

normal cellular organization, processes and function as a basis for recognizing abnormal conditions. This provides the conceptual framework for diagnostic and therapeutic management of the patient (*fall semester*).

MODULE 2

Integrative Organ Systems and Disease

Continues the integrated approach of instruction in anatomy, histology, physiology, pathology and pharmacology at the systemic level by looking at specific organ systems. This module includes instruction in the ordering of needed laboratory and diagnostic testing in a thorough, appropriate and methodical fashion. It emphasizes the role of pharmacological agents in the management of systemic conditions, including potential ocular affect. (*spring semester*).

MODULE 4

Integrative Neuro-Visual Sciences

Begins with anatomy and progresses through the neurosciences, neuropathology and neuropharmacology. Head and neck anatomy (*fall semester*) provides knowledge of the organ systems within the head and neck area and structural relationship to the visual system. Neuroscience (*spring semester*) follows with a structural and functional approach to the nervous system. Neuropathology (*spring semester*) examines disease conditions affecting the nervous system and forms the foundation for understanding the ocular manifestations that are associated with neurological disease. Finally, neuropharmacology (*spring semester*) discusses pharmaceuticals specifically related to nervous system disorders.

MODULE 5

Optometric Principles and Management of Vision Problems

Includes basic and clinical science instruction in the areas of refraction, binocular vision, contact lens practice, low vision and ophthalmic materials in a 2½ year sequence. Optical principles and ophthalmic applications (*fall, spring semesters*) are integrated so that the principles of reflection and refraction are presented in the context of how ophthalmic lenses are used in the correction of human vision problems. Optical models of the human eye are presented to study the optics of myopia, hyperopia and astigmatism. Practical applications include multi-focal lenses, progressive lenses, occupational lenses, telescopic and microscopic systems, safety considerations, coatings, tints, lens thickness, aniseikonic lenses, and special lens designs associated with high refractive errors.

MODULE 6

Principles and Practice of Optometric Medicine

Prepares optometry students with the skills, experiences and values necessary

for the responsible delivery of primary eye care. The clinical skills sequence includes didactic and laboratory instruction in the cognitive, motor, and technical skills necessary to diagnose, treat and manage patient problems within the scope of optometric practice. It includes didactic and laboratory work in patient evaluation, refraction and advanced examination skills.

The community clerkships and traineeships in The Eye Institute provide the opportunity for students to develop and apply their clinical skills. This includes active observation of optometric practice on and off-campus and assignments to community-based screenings (*fall, spring semesters*).

MODULE 7

Integrative Approaches to Clinical Problem Solving

Facilitates the ability of the student to analyze and solve clinical problems by including aspects of two key related courses, Evidence-Based Medicine and Doctor-Patient Relationship, into each and every case. The students work in small study groups and, together with a faculty facilitator, must address several issues including ethics and professionalism issues that have been introduced into a case. They learn to research new databases, make decisions and gather appropriate statistically-based evidence, all of which must support their decisions. The cases in the first year focus on the development of skills necessary to make decisions based on scientific literature (*fall, spring semesters*).

MODULE 9

Electives

These electives provide an opportunity for students to customize their clinical experience as lecture, workshop or online formats. Students also may choose electives in research.

MODULE 10

Strategies for Personal and Professional Development

This four-year learning strategy prepares graduates for the expectations and challenges of the future. The Patient and Society sequence begins the first year, focusing on the ethical, professional values and the trends and challenges of diversity within the profession in the changing health care system. This module, also referred to as the Curriculum for Personal and Professional Development, includes exercises in goal setting, career planning and the importance of financial planning and debt management (*fall semester*).

THE SECOND PROFESSIONAL YEAR

MODULE 3

Integrative Ocular and Systemic Disease

Builds on the model of the first two basic science modules, and emphasizes specific ocular structures. The ocular biology sequence (*summer, fall semesters*) presents the development, anatomy, histology, physiology and biochemistry of the ocular tissues, relating structure to function. This is followed by ocular immunology and a discussion of uveitis. The spring semester presents the etiology, pathogenesis, differential diagnosis, treatment and management of diseases of the anterior part of the eye, including the lids, orbit and adnexa, conjunctiva, cornea, sclera and lens. Included are the fundamentals of ocular microbiology, ocular pharmacology and ocular pathology necessary for the student to understand the pathogenic mechanisms and the natural course of ocular diseases. Separate sequences are also dedicated to the diagnosis and management of the glaucomas and to specific ocular emergencies (*spring semester*).

MODULE 4

Integrative Neuro-Visual Sciences

Continues in the second year with a presentation of general sensory physiology, followed by the physiology of monocular vision and perception, including the behavior of single sensory cells from the retina to the cortex (*summer, fall semesters*). The physiological and neurological aspects of the oculomotor system, including saccadic, pursuits, vestibular, optokinetic and fixation systems are presented (*spring semester*). The student is also prepared to evaluate, diagnose and manage accommodative, oculomotor and non-strabismic binocular problems using lenses, prisms and vision therapy in the normal and abnormal binocular function sequence (*spring semester*).

MODULE 5

Optometric Principles and Management of Vision Problems

Begins with an online sequence on optics of the eye (*summer semester*). This is followed with the theory and principles of fitting and caring for patients using uncomplicated rigid, spherical soft, toric soft and extended wear contact lenses (*fall semester*). Then advanced rigid lens design, specialty contact lens care and contact lens-related practice management topics are introduced (*spring semester*). Concurrently, students are presented with various philosophies of data analysis related to the refractive anomalies most commonly occurring in the population (*spring semester*).

MODULE 6

Principles and Practice of Optometric Medicine

Begins with a one-month clerkship (*summer semester*). This clerkship provides the student with the opportunity to reinforce clinical skills acquired in the first year clinical skills sequence, the clinical experiences that emphasize the importance of ophthalmic materials in optometric practice, and continued exposure to optometric role models in community settings.

Professional practice continues with greater direct patient care involvement, encouraging the development of basic clinical skills and patient care thought processes in community-based clerkships, community screenings and on-campus clinical assignments (*fall semester*). Clinical activities advance with greater responsibility for the care provided at on- and off-campus clinical assignments. Increasing emphasis is placed on problem-solving and patient management skills while continuing the development of more advanced examination techniques (*fall semester*).

MODULE 7

Integrative Approaches to Clinical Problem Solving

The second year specifically addresses diagnostic issues (*fall, spring semesters*). Students develop their clinical reasoning skills through a case-based approach. Students master the ability to acquire, interpret, synthesize and record significant clinical-decision making information in an effective and efficient manner, with the emphasis on diagnosis.

MODULE 9

Electives

Electives provide an opportunity for students to customize their clinical experience and are available as lecture, workshops or in online formats. Students also may select electives in research.

MODULE 10

Strategies for Personal and Professional Development

The Curriculum for Personal and Professional Development exposes students to the basic elements of short- and long-term financial planning, including savings and investment strategies that support and complement students' personal and professional goals (*fall semester*).

THE THIRD PROFESSIONAL YEAR (ON-CAMPUS)

MODULE 2

Integrative Organ Systems and Disease

Clinical Medicine surveys the optometric and medical diagnosis and management of commonly encountered systemic conditions. It reviews physical examination, laboratory testing procedures and management strategies of numerous medical conditions using lecture and case presentation formats. Both optometric and medical clinicians participate in the presentations. In addition, students are taught and certified in CPR, defibrillation and First Aid procedures (*summer, fall semesters*).

MODULE 3

Integrative Ocular and Systemic Disease

Presents an extensive discussion of the diagnosis and management of posterior segment (vitreal, choroidal, retinal) conditions (*spring, summer, fall semesters*).

MODULE 4

Integrative Neuro-Visual Sciences

Continues with basic concepts in human development with emphasis on the developmental changes in infancy, childhood and late adulthood and their effect on various motor, perceptual and visual functions (*summer semester*). Culminates in the third year (*fall semester*) with a discussion of the diagnostic methods (e.g., CT, MRI, MRA, ultrasound) and management of patients with neuro-ophthalmic disorders.

MODULE 5

Optometric Principles and Management of Vision Problems

Advances to an in-depth preparation in normal and abnormal binocular function. Students are prepared to evaluate, diagnose and manage amblyopia using lenses, occlusion and vision therapy (*summer semester*). The sequence proceeds to areas of comitant and non-comitant strabismus, including etiology, prognosis, evaluation, and treatment of various types of strabismus (*fall semester*).

Special Topics in Environmental Optometry concentrates on the study, management, and control of natural and human factors in the environment that can affect the health and visual status of patients (*spring semester*). Module 5 concludes with targeted emphasis in the areas of Vision Rehabilitation, Pediatric/Infant Vision, and Ophthalmic Lasers. Included are: the rehabilitative management of the visually impaired patient, the evaluation

and management of vision problems in pediatric and infant patients, and basic and applied ophthalmic lasers, including concepts in laser physics and laser tissue interactions (*summer, fall semesters*).

MODULE 6

Principles and Practice of Optometric Medicine

Progressive competencies are developed throughout the third year. Clinical activities and responsibilities associated with professional practice include greater examination efficiency, enhanced diagnostic abilities and development of appropriate treatment and management plans (*summer semester*). The sequence concludes with the highest expectation of cognitive, technical and analytical skills necessary for transition to the more intensive clinical demands of the off-campus externships (*fall semester*).

MODULE 7

Integrative Approaches to Clinical Problem Solving

Concludes with advanced case studies with emphasis on integrative skills and the refinement of clinical decision-making. Special attention is given to patient management, responsibility for life-long learning and maintaining continuing competency (*summer, fall semesters*).

MODULE 10

Strategies for Personal and Professional Development

The Curriculum for Personal and Professional Development progresses, with special emphasis on business and practice management principles, as well as the essentials of health care organization and optometric jurisprudence. Added emphasis is given to employment opportunities, the purchase of a practice, association, partnerships, starting a practice and employment contracts. Students are oriented to the major organizational issues facing the areas of Medicare, Medicaid, HMOs, managed care and public and private financing options (*fall, spring semesters*).

THE THIRD AND FOURTH PROFESSIONAL YEARS

MODULE 8

CLINICAL EXTERNSHIPS

Begins February of the third year and proceeds through the entire fourth year. Clinical externships are the culmination of the patient care preparation programs of PCO. The on- and off-campus clinical experiences at the College (Professional Practice 1-7) during the first 2½ years of the core

program prepare the student in the basic clinical skills so that the student can assume the more intensive clinical demands of externships.

The first externship (*spring semester*) of the third program year is a four (4) month off-campus rotation. The remaining 12-month period (fourth professional year) includes four (4) externships of three (3) or six (6) months duration, predominantly in off-campus private practice, group practice and/or hospital settings. A student will complete a minimum of four (4) externships and no more than five (5). More than 160 externship sites have been approved across the United States; some sites are located internationally.

Externships are classified into four (4) categories, each with specific associated educational objectives: The Eye Institute, hospital based site, disease site, and private practice site.

MODULE 9

Electives

Electives provide an opportunity for students to customize their clinical experience and are available as lecture, workshops or in online formats. Students also may select electives in research.

MODULE 10

Strategies for Personal and Professional Development

The Curriculum for Personal and Professional Development progresses, with special emphasis on business and practice management principles, as well as the essentials of health care organization and optometric jurisprudence. Added emphasis is given to employment opportunities, the purchase of a practice, association, partnerships, starting a practice and employment contracts. Students are oriented to the major organizational issues facing the areas of Medicare, Medicaid, HMOs, managed care and public and private financing options (*spring semester, Third Year*).

SEQUENCE OF COURSES

While the sequence of modules and module content represent the most accurate information available at the time of printing, module content and/or sequencing and/or module credit units may change.

FIRST YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Fall Semester						
OD711FAB	Molecular and Cellular Processes	80	6			4.50
OD714FAA	Head and Neck Anatomy	22.5	16			2.00
OD715FAA	Optical Principles and Ophthalmic Applications 1 (OPOA 1)	43.5	42			4.00
OD816FAA	Clinical Skills 1	8	12			1.00
OD816FBB	Professional Practice 1 TEI Oak Lane Suite 1 TEI Oak Lane Suite 2 TEI Oak Lane Suite 3				24	0.50
OD717FAA	Clinical Problem Solving 1A			24		1.00
OD717FBB	Doctor/Patient Relationship	5	10			0.50
OD717FCC	Evidence-Based Medicine	20				1.00
OD710FAA	Personal & Career Planning 1	6				0.50
OD710FBB	Introduction to Optometry and the Health Care System	16	6			1.00
Sub-total		201	92	24	24	16.00
Spring Semester						
OD712SAB	Integrated Organ Systems *Transcript Note—Universal Precautions (2 lecture hours)	91.5	14			5.50
OD714SAB	Neurosciences	56	16			3.50
OD715SAA	OPOA 2 and Management of Vision Problems	70	44			5.50
OD816SAA	Clinical Skills 2	32	24			2.50
OD816SBB	Professional Practice 2 (incl. Community clerkship hours) TEI Oak Lane Suite 1 TEI Oak Lane Suite 2 TEI Oak Lane Suite 3				48	1.00
OD717SAA	Clinical Problem Solving 1B			28		1.00
Sub-total		249.5	98	28	48	19.00
First Year Totals		450.5	190	52	72	35.00

SECOND YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Term						
OD723RAA	Ocular Biology 1	20	6			1.50
OD724RAA	Psychophysics & Physiology of Monocular Vision 1	20	4			1.00
OD725RAA	Optics of the Eye	30	4			2.00
OD826RAA	Clinical Skills 3A	9	16			1.00
OD826RBB	Professional Practice 3				105	2.50
Sub-total		79	30	0	105	8.00
Fall Semester						
OD723FAA	Ocular Biology 2	55	20			3.50
OD723FBB	Ocular Science & Anterior Segment Disease 1	24				1.50
OD724FAA	Psychophysics and Physiology of Monocular Vision 2	36	10			2.50
OD825FAA	Contact Lens 1	16	10			1.00
OD826FAA	Clinical Skills 3B	9	38			2.00
OD826FBB	Professional Practice 4 TEI Oak Lane Suite 1 TEI Oak Lane Suite 2 TEI Oak Lane Suite 3				48	1.00
OD727FAA	Clinical Problem Solving 2A			24		
OD720FAA	Personal and Career Planning 2	3				0.00
Sub-total		140	78	24	48	12.50
Spring Semester						
OD723SAA	Ocular Science & Anterior Segment Disease 2	80	6			4.50
OD723SBB	Management of the Glaucomas	15				1.00
OD723SCC	Ocular Emergencies	9				0.50
OD723SDD	Posterior Segment Disease 1	6				0.50
OD724SAA	Ocular Motility	28	14			2.00
OD724SBB	Normal and Abnormal Binocular Function 1	21	10			1.50
OD825SAA	Contact Lens 2	30	18			2.50
OD826SAA	Professional Practice 5 TEI Oak Lane Suite 1 TEI Oak Lane Suite 2 TEI Oak Lane Suite 3				320	7.00
OD727SAA	Clinical Problem Solving 2B			26		1.00
Sub-total		189	48	26	320	20.50
Second Year Totals		408	156	50	473	41.00

THIRD YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Term						
OD732RAA	Clinical Medicine 1	18	7			1.00
	*Transcript Note—CPR (7 lab hours)					
OD733RAA	Posterior Segment Disease 2	14				1.00
OD734RAA	Human Development	12				0.50
OD735RBB	Normal and Abnormal					
	Binocular Function 2	19	8			1.50
OD835RAA	Pediatrics and Infant Vision	25	15			2.00
OD836RAA	Clinical Skills 4	12				0.50
OD836RBB	Professional Practice 6				192	4.50
	TEI Oak Lane Suite 1					
	TEI Oak Lane Suite 2					
	TEI Oak Lane Suite 3					
OD737RAA	Clinical Problem Solving 3A			10		0.50
Sub-total		88	42	10	192	11.50
Fall Semester						
OD732FAA	Clinical Medicine 2	28	4			1.50
	*Transcript Note—First Aid (2 lab hours)					
OD733FAA	Posterior Segment Disease 3	10				0.50
OD734FAA	Neuro Ophthalmic Disease	28	10			2.00
OD735FBB	Normal and Abnormal					
	Binocular Function 3	28.5	20			2.50
OD735FCC	Ophthalmic Lasers	12	8			1.00
OD835FAA	Vision Rehabilitation	18	12			1.50
OD836FBB	Professional Practice 7				256	5.50
	TEI Oak Lane Suite 1					
	TEI Oak Lane Suite 2					
	TEI Oak Lane Suite 3					
OD737FAA	Clinical Problem Solving 3B			26		
Sub-total		124.5	54	26	256	15.50
Spring Semester						
OD735SAA	Special Topics in					
	Environmental Optometry	6				0.50
OD838SAA	Clinical Externship				420	9.50
OD730SAA	Health Care Systems/ Practice Management	17.5				1.00
Sub-total		23.5	0	0	420	11.00
Third Year Totals		236	96	36	868	38.00

FOURTH YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
OD740TAA	Health Care Systems/ Practice Management (Students registered in same term as TEI rotation) [Students rotate to each of four sites: T, D, H, P]	12.5				0.50
OD848TAA	Pediatrics / Binocular Vision – TEI or				420	9.50
OD848TBB	Vision Rehabilitation/ Primary Care – TEI or				420	9.50
OD848TCC	Primary Care – TEI or				420	9.50
OD848TDD	Clinical Externship (TEI Alternate) (T)				420	9.50
OD848DAA	Clinical Externship – Disease Site (D)				420	9.50
OD848HAA	Clinical Externship – Hospital Site (H)				420	9.50
OD848PAA	Clinical Externship – Private Practice Site (P)				420	9.50
Fourth Year Totals		12.5	0	0	1680	38.50
Electives Minimum total 20 hours						
	Elective 1	10				0.50
	Elective 2	10				0.50
Elective Totals		40				1.00
		Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
CORE PROGRAM TOTALS		1127	442	138	3093	153.50

The credit unit is equal to one semester hour.

ADVANCED STUDIES

Advanced Studies provides third year students with the opportunity to take an advanced coordinated program of optometric study in a specific clinical area. Each program involves a series of courses and clinical activities that, when taken as a whole, facilitate learning and provide experiences beyond entry level qualifications. Acceptance into Advanced Studies depends upon satisfactory completion of prerequisite course requirements that are part of the core program. Successful completion of Advanced Studies will result in a separate credit designation on transcript and issuance of a certificate of completion.

Advanced Studies currently are offered in Retina, Anterior Segment Disease and Clinical Medicine.

3 + 4 OD DEGREE PROGRAM

The 3 + 4 program provides an opportunity for the qualified student to earn the Doctor of Optometry degree in seven years instead of the usual eight. The first three years are completed at a participating undergraduate institution, the next four at the Pennsylvania College of Optometry at Salus University.

The undergraduate institution awards the student a Bachelor of Science degree upon the successful completion of the first professional year at PCO. The University confers a Doctor of Optometry degree at the successful completion of the professional degree program.

The following undergraduate colleges and universities are currently affiliated with the Pennsylvania College of Optometry at Salus University in the accelerated baccalaureate/OD degree program:

Pennsylvania

Arcadia University, Delaware Valley College, Gannon University, Gettysburg College, Grove City College, Indiana University of Pennsylvania, Juniata College, Millersville University of Pennsylvania, Saint Francis University, Shippensburg University, University of Pittsburgh at Bradford, University of Pittsburgh at Johnstown, Villanova University, Washington and Jefferson College, Widener University, Wilkes University

Maine

Saint Joseph's College

Maryland

Salisbury State University

New Jersey

Caldwell College, Rowan University, Seton Hall University

New York

Ithaca College, LeMoyne College, St. John Fisher College, Siena College

North Carolina

Bennett College, Johnson C. Smith University

Virginia

Old Dominion University

For further information, contact the University's Office of Admissions at 800.824.6262, email admissions@salus.edu, or visit www.salus.edu.

INTERNATIONAL OPTOMETRY PROGRAMS

Located within the Pennsylvania College of Optometry at Salus University, the Center for International Studies (CIS) offers six programs conferring three accredited degrees on international practitioners who have completed a formal optometric education and are licensed to practice optometry in their home countries. To date, more than 4,000 practicing optometrists have received education through the Center for International Studies. The programs offered include:

Bachelor of Science in Optometry – Bridge Program (BSc)

A program designed for graduates of international optometry programs emphasizing biomedical sciences and clinical applications in a customized curriculum that builds upon the students' previous academic studies. Each program features a series of lectures and simulated clinical training conducted outside of the United States in the host country.

Eligible candidates for this program are practitioners who have completed a formal optometric education and are licensed to practice optometry. Exceptions may be made after consultation with the relevant authorities in the host country.

Master of Science in Clinical Optometry (MSc)

The Pennsylvania College of Optometry at Salus University is the only academic institution in the United States to offer the Master of Science in Clinical Optometry degree.

The MSc program provides optometrists with education and clinical experience in the diagnosis and management of ocular conditions and features three principal components: lectures, clinical training and scholarly work. Faculty integrate basic and visual sciences in a compelling, case-based format with clinical applications. Emphasis is placed on diagnostic procedures used in the practice of primary care optometry.

Students participate in clinical laboratories and simulated patient care under

the direction of a team of clinical faculty. They perform ocular health examinations to diagnose individuals with known clinical pathology. Evaluation techniques, differential diagnoses, assessment and management plans for each simulated patient are discussed.

The scholarly work allows students to collaborate on a clinical research topic of interest. Advisors with expertise in the chosen areas provide mentoring and critical assessment to their respective groups. Students present their scholarly work in a venue determined by the University.

Doctor of Optometry (OD) Degree Program – Advanced Placement for International Optometrists

The Pennsylvania College of Optometry at Salus University offers a completion program towards the Doctor of Optometry (OD) degree on our U.S. campus. Licensed ophthalmic practitioners from around the world may apply for the full four year Doctor of Optometry (OD) degree program and, if accepted, may apply for advanced standing. Applications will be reviewed and assessed on an individual basis.

Continuing Education Programs for International Students

The Center for International Studies has earned a reputation for organizing and presenting continuing and post-graduate clinical education courses for optometric practitioners in countries as close as Canada and as far away as Australia and Singapore. These programs range from short courses to extended, competency-based, transcript quality programs.

For further information regarding program dates and locations, please contact the Center for International Studies at 215.780.1380 or jwilbur@salus.edu.

INTERNATIONAL OPTOMETRIC PROGRAM AWARDS

International Studies Excellence Award

Awarded to the graduate who attains the highest academic average and demonstrates exceptional commitment to scholarly pursuits and learning.

International Studies Leadership Award

Awarded to the graduate who demonstrates leadership in organizing, administering and advocating excellence in international optometry.

RESIDENCY PROGRAMS IN OPTOMETRY

Post-graduate residencies at PCO's clinical facility, The Eye Institute, offer Doctors of Optometry the opportunity to obtain advanced clinical competencies in primary care, pediatric optometry/vision therapy, vision rehabilitation, contact lenses, ocular disease, and refractive eye care.

Residency training emphasizes development of advanced knowledge and clinical skills beyond entry level in the areas chosen.

Residents at The Eye Institute participate in emergency eye care, various specialty ophthalmologic services, residents practice, Grand Rounds presentations, case conferences, labs, and independent study.

The University also provides residency training via affiliation with Veterans Administration hospitals and a number of multidisciplinary practice sites. These programs enable the residents to develop substantially in their practice capabilities in ocular disease management and/or cornea and refractive surgery. For more information, visit our web site at www.salus.edu.

SCHOLARSHIPS AND GRANTS

The University offers optometry students a number of grants and scholarships each year that provide incentive for learning and research. These awards are monetary gifts and do not require repayment.

All scholarships are based on academic performance and financial need unless otherwise indicated below. Applications for all scholarships are made through the University's Office of Financial Aid unless otherwise noted.

Madlyn and Leonard Abramson Scholarship

Established by Madlyn and Leonard Abramson, the scholarship affords preference to students residing in states having managed care organizations operated by Aetna/US Healthcare (currently Florida, New Jersey, Pennsylvania, and Texas).

Administrative/Professional Staff Scholarship

Established by the College's Administrative/Professional Staff Council, the scholarship is to be awarded to a worthy student.

Alcon Scholarship

Alcon, a global healthcare company and leader in eye care products including solutions, prescription drugs, contact lens and ophthalmic instruments, is a consistent supporter of optometric education. This scholarship is awarded to optometry students on the basis of academic standing and financial need.

Alumni Scholarships

Made possible through the contributions of generous PCO alumni, these scholarships are awarded to second, third and fourth year students.

American Optometric Foundation Optimum Optics Scholarship

The PCO scholarship committee nominates one candidate from the College per year, with preference given to students from New Jersey.

Joseph F. Bacon Memorial Scholarship

An annual award to a first-year student whose undergraduate education was obtained at the University of Delaware.

Allison L. Barinas Memorial Scholarship

Established by friends, colleagues and classmates in memory of Dr. Barinas, a member of the Class of 2003.

Elsie Wright Billmeier Memorial Scholarship

Established by Alton G. Billmeier, OD '38 FAAO, in memory of his late wife, Elsie Wright Billmeier, OD '38. Preference given to students from Maryland.

Board of Trustees and Presidential Scholarships

Awarded to selected first-year students from non-contract states on the basis of high academic record. The scholarships are renewable for four years.

Alma L. Boben Memorial Scholarship

Established by the estate of Alma L. Boben, OD '28, in loving memory of her father, optometrist H. J. Leuze. This is awarded to worthy female students.

Ciba Vision Scholarship

Established by Ciba Vision Corporation, a major international pharmaceutical corporation with strong ties to the ophthalmic market.

Jeffrey Cohen Memorial Scholarship

Established by friends and colleagues in memory of Jeffrey Cohen, OD '69, through the Federal Credit Union.

George Comstock Scholarship

The Connecticut Optometric Society administers a scholarship for Connecticut residents demonstrating financial need, academic excellence, and high moral character. Application is made directly to the Connecticut Optometric Society.

William J. Condon Memorial Scholarship

Established through the estate of Mary H. Condon in memory of her optometrist husband.

George H. Crozier Memorial Scholarship

Established by the friends and family of Dr. George Crozier '49, former Associate Dean of Academic Affairs.

John J. Crozier Memorial Scholarship

Established by friends and colleagues in memory of Dr. John Crozier '48, former Dean of Student Affairs.

William Decter Memorial Scholarship

Established in memory of PCO alumnus Dr. William Decter '43 by Rodenstock USA, Inc., and his friends and family members.

Sol Deglin Memorial Scholarship

Established by Edward A. Deglin, MD, in memory of his father.

Vivian M. Descant Scholarship

Established by Dr. Descant, a 1997 alumnus of PCO, this scholarship is awarded to optometry students on the basis of academic performance and financial need.

Milton J. Eger Memorial Scholarship

Established by the friends and family of Dr. Eger '40, former member of the PCO Board of Trustees.

Faculty Scholarship

Established by the University's Faculty Council.

Barry Farkas Scholarship

Established in recognition of Dr. Farkas '71, member of the University Board of Trustees.

H. L. Goldberger Memorial Scholarship

Established by the friends and professional colleagues of Herbert L. Goldberger, OD, a 1954 alumnus of PCO.

Lawrence G. Gray Memorial Scholarship

Established by the friends and colleagues of Dr. Larry Gray, former PCO professor and 1972 alumnus.

Florence and Martin Hafter Scholarship

Established by Martin Hafter, OD '49 and his wife, Florence.

A. Michael Iatesta Scholarship

Established by Dr. Iatesta '52, member of the University Board of Trustees.

Harry Kaplan Scholarship

Established by Dr. Kaplan '49, a member of the PCO faculty, these scholarships are awarded to optometry students on the basis of academic performance and financial need.

J. Donald Kratz Memorial Scholarship

Established by family and friends in memory of Dr. Kratz '37, former member of the PCO faculty and Board of Trustees.

Paul G. Matthews Memorial Scholarship

Established by Mr. and Mrs. George Matthews in memory of their son, Paul G. Matthews, OD '81, the Matthews Scholarship is awarded to a first-year student selected on the basis of undergraduate academic performance, community service, and financial need. This is a four-year scholarship.

Military Scholarships

The Army, Navy, and Air Force provide a Health Profession Scholarship Program (HPSP) to optometry students that covers complete tuition payment, required books and fees plus a monthly living stipend. HPSP scholarships recipients are commissioned as officers and required to serve in the military for a specific period of time, depending upon the number of years the recipient received the HPSP scholarship. Applications and additional information are available directly from local Army, Navy, and Air Force recruitment offices that are located throughout the United States.

Leslie Mintz Foundation Scholarship

Administered by the New Jersey Optometric Association, students with New Jersey residence may apply for these annual scholarships. Students are generally notified of awards during the second semester. Applications are available from the University's Financial Aid Office.

Frank J. Montemuro, Sr. Memorial Scholarship

Established by Albert Tordella, emeritus trustee of the University's Board of Trustees, in memory of his life-long friend, Frank J. Montemuro, Sr.

National Eye Research Foundation Fellowship Award

The Foundation offers an award to a student enrolled in a school or college of optometry.

New Jersey Academy of Optometry Harold Simmerman Clinical Excellence Scholarship

Administered by the New Jersey Academy of Optometry, the scholarship is awarded to a deserving fourth year New Jersey resident on the basis of academic and clinical excellence and financial need.

Nikon Scholar Awards

An annual competition open to first-year students of optometry. Awards range from honorariums to scholarships.

Office Depot Scholarships

Established by the Office Depot company, these scholarships are awarded to optometry students selected on the basis of high academic achievement and financial need.

Pennsylvania College of Optometry Scholarship

Established by a member of the University's Board of Trustees, who wishes to remain anonymous.

Petry-Lomb Scholarship

An annual award to a New York resident enrolled in an optometry college who exhibits financial need and good scholastic achievement. Applications are available from the Office of Financial Aid.

PHEAA Grants

A student who matriculates without receiving a baccalaureate degree, whose domicile has been in Pennsylvania for at least 12 months prior to the date of application, and who demonstrates financial need in accordance with PHEAA requirements is eligible for a PHEAA grant. There are other requirements as well. For further information and application materials, contact the Financial Aid Office.

A.A. Phillips-SOSH Scholarship

The scholarship was established and funded by A.A. Phillips, OD, a 1969 graduate of PCO who founded the Student Optometric Service to Humanity (SOSH). The scholarship is awarded to a student from either the former British West Indies or a non-U.S. citizen from the Caribbean.

Phillips Endowed Scholarship

Established by Dr. and Mrs. Robert C. Phillips '38, in memory of Dr. Phillips' uncle, Harry G. Phillips, OD. Preference is afforded first-year students and Pennsylvania residents.

Review of Optometry Scholarship

An annual scholarship funded by Cahnerns, publisher of the *Review of Optometry*.

Onofrey G. Rybachok Memorial Scholarship

Established by family and friends in memory of Dr. Rybachok, former member of the PCO faculty.

Maria T. Rynkiewicz Memorial Scholarship

Established by the PCO Alumni Association in memory of Dr. Rynkiewicz, '79.

Boris I. And Bessie S. Sinoway Memorial Scholarship

Established by the estate of Bessie S. Sinoway in memory of her husband, Boris I. Sinoway, OD.

Scholarships for Disadvantaged Students (SDS)

Granted on the basis of exceptional financial need, with preference afforded students from traditionally underrepresented backgrounds.

State Grants and Scholarships

Typically for undergraduate students, several states have programs that award grant monies to needy students. If you have entered or will enter the University before receiving a baccalaureate degree, contact your state higher education agency directly for more information.

Richard W. Stockton Scholarship

Established by Dr. Stockton, a 1953 alumnus of PCO.

Joseph C. Toland Scholarship

Established by Dr. Toland, a member of the PCO faculty.

Katherine Tordella-Richards Memorial Scholarship

Established by Albert Tordella, emeritus trustee of the University's Board of Trustees, in memory of his sister, Katherine Tordella Richards.

Vision Service Plan Scholarship

Established in 1998-99 by Vision Service Plan, this scholarship recognizes proficiency in the area of primary care and promotes independent private practice. Two scholarships are awarded to fourth year students.

Vistakon Acuvue Eye Health Advisor Student Citizenship Scholarship

Established by Vistakon, a division of Johnson & Johnson Vision Care, Inc., each recipient receives a scholarship and a personalized plaque. Awarded to second or third year optometry students, selection criteria include academic and extra-curricular achievements, along with other professional pursuits, such as a demonstrated commitment to patient care demonstrated through internships, community service and other volunteer activities.

Vistakon Scholarship

Established by Vistakon, a division of Johnson and Johnson Vision Care, Inc., in support of diversity recruitment efforts, this scholarship is awarded to optometry students selected on the basis of academic achievement,

demonstrated financial need and community involvement.

Clifford C. Wagner Scholarship

Established by the family of Clifford C. Wagner, OD, a 1951 alumnus of PCO.

Doris A. Wagner Scholarship

Established by Clifford C. Wagner, OD '51, in honor of his wife's dedication to optometry and service to the visual welfare of the public.

Wal-Mart Scholarship

Established and administered by the Wal-Mart Corporation.

William G. Walton Jr. Scholarship

Established by the President's Council in recognition of Dr. Walton, '40, a former PCO faculty member.

Harold and Ginny Wiener Scholarship

Established by the family of 1950 PCO alumnus Dr. Harold and Mrs. Weiner, preference is afforded New Jersey residents.

E. F. Wildermuth Foundation Scholarship

Established by the E.F. Wildermuth Foundation, the largest private contributor to student financial assistance at the University.

Melvin D. Wolfberg Scholarship

Established by former PCO President Melvin D. Wolfberg, OD '51.

NOTE: Additional grant and scholarship information is available by contacting the University's Office of Financial Aid.

COMMENCEMENT AWARDS

Salus University students are offered a number of awards at graduation that honor their academic and clinical achievements.

Alcon Student Scholarship Award

Awarded to the graduate who writes a winning case report incorporating the use of an Alcon product.

Alumni Association Award

A certificate and monetary award are presented to the member of the graduating class attaining the highest academic average.

Beta Sigma Kappa Award

A medal is given by the national fraternity to the graduate among its membership with the highest GPA.

Clinical Excellence Citations

Presented by the faculty to each year's graduating class for excellence in patient care.

College of Optometrists in Vision Development Award

Awarded to the graduate who has demonstrated outstanding proficiency in academic knowledge and clinical care in functional vision.

Conforma Laboratories Awards

Awarded to the graduates who have demonstrated clinical excellence in contact lens design and application of fitting criteria.

CooperVision Excellence in Contact Lens Award

Awarded to the graduate, based on financial need, who has demonstrated ability in contact lens courses, aptitude in clinical skills and a willingness to pursue professional development opportunities.

Crizal by Essilor of America Award of Excellence

A corneal reflection pupilometer is awarded to the graduate who has excelled in dispensing ability and the ophthalmic optics courses.

John E. and Ethel M. Crozier Memorial Award

Awarded to the graduate excelling in the study of anatomy and pathology.

Eshenbach Low Vision Student Award

Awarded to the graduate who has demonstrated excellence in the patient evaluation and prescription of low vision devices.

Donald H. Evans, OD Award

Awarded to the graduate who is a Pennsylvania resident and who exhibits outstanding service to the College, the visual welfare of the public, and the community.

GP Lens Institute Award

Awarded to the graduate who demonstrates interest and overall excellence in contact lens design and application of fitting criteria.

David J. Kerko Low Vision Award

Awarded to the graduate who has demonstrated interest and exceptional clinical proficiency in the area of low vision.

Robert A. Kraskin Award

Awarded to the graduate who writes a significant paper prepared as a result of research-related activities associated with the behavioral concept of vision. Dr. Kraskin was a member of the PCO Class of 1950.

Marchon Eyewear Practice Management Award

A plaque and a monetary award are presented to the graduate who has demonstrated the most outstanding clinical and dispensing skills in practice management.

Wallace F. Molinari/Ocular Pharmacology Award

A monetary award to the graduate who has displayed excellent scholastic achievement in ocular pharmacology, as well as submitted a paper suitable for publication in the Academy of Optometry Journal on some aspect of ocular pharmacology.

Noir Low Vision Award

Awarded to two graduates who have demonstrated excellence in low vision in the graduate program and the Feinbloom Vision Rehabilitation Center.

Philadelphia County Optometric Society Award

Awarded to the graduate who authors the best essay on the most unusual vision referral as a direct result of a vision screening.

Dr. Sidney H. Solofsky Memorial Award

Awarded to the graduate from Pennsylvania in good academic standing who submits the most scholarly paper discussing the importance of involvement in optometric organizations and associations. Dr. Solofsky was a member of the Class of 1955.

Dr. H. C. Verma Memorial Award

A monetary award is offered to the graduate who has demonstrated a commitment to above average community service while maintaining a high standard of academic performance during his or her four years at the College.

Vistakon Award of Excellence

A plaque and a monetary award are presented to the graduate who has maintained good academic standing, and demonstrated excellence in clinical contact lens patient care, as well as a commitment to serve the needs of patients.

FACULTY

Dean

Linda Casser

Associate Dean, The Foundations of Optometric Medicine

Pierrette Dayhaw-Barker

Associate Dean and Director, International Optometric Programs

Abraham Gonen

Interim Associate Dean, The Practice of Optometric Medicine

Holly Myers

Director, Traineeship Program

Helene M. Kaiser

Interim Director, Off-Campus Residency Program

Shital Mani

Director, Internship Program

Jean Marie Pagani

Director, Externship Program

Maria Parisi

Interim Director, On-Campus Residency Program

Michael Rebar

Interim Director, Advanced Studies and Electives

Melissa Vitek

Director, Integrative Studies

Joan Wing

Professor

G. Richard Bennett, Linda Casser, Pierrette Dayhaw-Barker, Alexander Dizhoor, Teresa Duda, Andrew S. Gurwood, Thomas L. Lewis, Teng Leng Ooi, Mitchell Scheiman, John B. Siegfried, Joel A. Silbert, Joseph Toland

Distinguished Professor

Rameshwar Sharma

Associate Professor

Sarah Appel, Bernard Blaustein, Richard L. Brilliant, DeGaulle Chigbu, Connie Chronister, Elise Ciner, Edward Deglin, Anthony F. Di Stefano, Michael F. Gallaway, Abraham Gonen, Helene M. Kaiser, Lorraine Lombardi, Holly Myers, Jeffrey Nyman, Neal N. Nyman, Susan Oleszewski, Jean Marie Pagani, Maria Parisi, Christopher Rinehart, Joseph P. Ruskiewicz, Marvin B. Smith, Michael R. Spinell, Satya Verma, Robert Walker, Joan Wing, Charles Wormington

Assistant Professor

Gwenn Amos, James M. Caldwell, Robert Cole, Lynne Greenspan, Stephanie Holt, Harry Kaplan, Anne-Marie Mader Lahr, Keith Lammers, Kelly Malloy, Shital Mani, Lawrence H. McClure, Derek Mladenovich, Jamie E. Neiman, Gale Orlansky, Carlo Pelino, Francine Pearlman-Storch, Paul Robinson, Glenn Roedel, John Mark Snyder, Melissa Trego

Instructor

Joanne Bailey, Erin Draper, Erica Feigenbutz-Orapell, Janice Mignogna, Elena Olshevskaya, Igor Peshenko, Michael Rebar, Brandy Scombardi-Raghu, Sara Shkalim, Ruth Shoge, Janet Swiatocha-Delatte, Elizabeth Tonkery, Lynn Trieu

Adjunct Faculty International Optometric Programs

Bente-Monica Aakre (Norway), Yoram Biger (Israel), Mike Boulton (United Kingdom), Jan Richard Bruenech, (Norway), Wolfgang Cagnolati (Germany), Richard Corea, Ken Daniels, Raphael Eschmann (Switzerland), Walter Gutstein (Austria), Gunnar Horgen (Norway), Imran A. Khan, Irene Langeggen (Norway), John McGreal, Kovin Naidoo (Australia), Vibeke Sundling (Norway)

Emeriti Administrator and Faculty

Felix M. Barker II, OD, MS, Pennsylvania College of Optometry
Gilda Crozier, Professor, OD, Pennsylvania College of Optometry
Bernard Witlin, Professor, DSc, Philadelphia College of Pharmacy & Science

Consulting Ophthalmologists

James S. Lewis, MD
Amiram Shapiro, MD
Elliot B. Werner, MD



George S. Osborne College of Audiology

The George S. Osborne College of Audiology was originally established in 2000 as the PCO School of Audiology. It was re-named in memory of the school's founding dean when the Pennsylvania College of Optometry (PCO) earned university status in 2008, and Salus University and its four colleges were established.

MISSION

The mission of the Osborne College of Audiology (OCA) is to educate future audiologists, practicing audiologists, and other hearing health care providers in the prevention, diagnosis, treatment, and management of hearing and balance disorders. Programs within the OCA provide education, conduct research, deliver patient care, and promote community services utilizing local, national, and international platforms.

DEGREE PROGRAM

Doctor of Audiology (AuD)

ADVANCED STUDIES CERTIFICATE PROGRAMS

Advanced Studies in Cochlear Implants

RESIDENTIAL DEGREE PROGRAM

Doctor of Audiology (AuD)

The Doctor of Audiology (AuD) degree is awarded to all students who have successfully completed the four year professional curriculum. The maximum number of years permitted to complete this degree is seven.

ADMISSIONS

Admissions Criteria

The University actively seeks applicants from every state in the nation. Students currently attending represent many states, as well as Canada and other foreign countries. The Admissions Committee has established an admissions policy to select the applicants who are best qualified to serve the public and the profession in the years to come.

In selecting students to be admitted, many factors are considered, including the applicant's academic performance, motivation, extracurricular activities and interests, related and unrelated work experience, personal achievements, essays and letters of evaluation. When evaluating academic performance, the applicant's grade point average, GRE (Graduate Record Examination) scores, performance in prerequisite courses, number of college credits completed, degree status and results of the approved standard tests are carefully considered.

Individuals successfully meeting the above criteria are invited to visit the University campus for an interview, which provides further insight into the applicant's character and motivation. The candidate will also meet with a member of the Office of Admissions to discuss his or her application. The visit affords the individual an opportunity to tour the campus and meet with the College's faculty and personnel from the University's Office of Financial Aid.

The University uses a "rolling admissions" process (September 1 through March 31), which allows qualified candidates to be admitted on an ongoing basis beginning in early October and continuing until the class is filled. Student applications are reviewed beginning September 1. Interviews are scheduled and initiated starting October 1. Candidates meeting the requirements are then admitted on a weekly basis until the class capacity is reached. Therefore, it is to the applicant's advantage to apply as early as possible to ensure full consideration for admission. Applications will be accepted after March 31 only if seats are available in the class.

Applicants with less than a 2.5 (C+) grade point average should consult the Office of Admissions prior to applying. An applicant must have completed a

minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis. These credits must include the following prerequisite courses completed with a 2.0 (C) or better. An applicant need not have completed all prerequisites prior to filing an application but must be able to complete all outstanding prerequisites prior to enrolling.

Admissions Prerequisites

- English Composition or Literature – 1 year
- Mathematics – 1 year (Calculus highly recommended; 1/2 year of Calculus fulfills Math requirement)
- Statistics (Math, Biology, or Psychology preferred) – 1/2 year
- Basic Sciences (e.g., Biology, Chemistry, Physics) – 1 year
- Physics or Hearing Science – 1/2 year
- Social Sciences – 1 year

For further information, contact the Office of Admissions at 800.824.6262 or admissions@salus.edu.

Admissions Procedures

Applicants are encouraged to visit the University to discuss the admissions process and become familiar with the curriculum and facilities. To arrange such a visit, contact the Office of Admissions at 800.824.6262.

An application should be filed by September 1, one year prior to the year of desired enrollment. Applications received on or before March 31 of the desired enrollment year are given priority consideration.

To be considered for admission to the Salus University George S. Osborne College of Audiology:

- Submit a properly completed application (including unofficial transcripts) to the Office of Admissions, accompanied by a non-refundable check or money order in the amount of \$50. Economically disadvantaged students should contact the Office of Admissions regarding an application fee waiver.
- Submit official transcripts from all colleges (undergraduate, graduate, professional) attended. Partial transcripts should be submitted if courses are still in progress. Official transcripts must be submitted directly from each institution.

- The Graduate Record Exam (GRE) is the preferred test; however, Audiology applicants may take the Optometry Admission Test (OAT), Medical College Admissions Test (MCAT), or the Dental Admissions Test (DAT). Have the results forwarded to the Office of Admissions. Test results should not be more than two years old.

All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as October. Upon receipt of acceptance into the program, an applicant is required to pay \$1,000 to the University prior to the start of classes, payable as follows:

- Return the matriculation form within fourteen days of the date of the acceptance letter. A \$500 deposit is due January 15; if accepted after January 15, the \$500 deposit must accompany the matriculation form.
- Due June 1: the remaining balance (\$500).
- All monies received above will be applied toward the first session fees.

Note: The refund policy is outlined on page 9. Matriculating students are required to show a record of immunizations as outlined on page 15.

FINANCIAL INFORMATION

A professional education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered.

Tuition 2011-2012

Doctor of Audiology program: \$27,990* per year

(*All incoming Audiology students qualify for an annual \$5,000 Dean's scholarship, which reduces out of pocket tuition expenses to \$22,990.)

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

Fees

The activity fee is \$220 per year and is billed in the first term of the academic year.

The technology fee is \$105 per term.

The laboratory fee is \$50 per term of the didactic program (e.g., the first three academic years).

The commencement fee is \$160 and is billed in the first term of the year in which the student graduates.

Books and Instruments

Required and recommended books may be purchased through the bookstore located on the University's Elkins Park campus. In addition, it is necessary for Audiology students to purchase a number of instruments, which are available through the University's bookstore. First-year Audiology students can expect to spend approximately \$1,200 for their books and instruments.

Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. The University provides a comprehensive health care program option. Second and third year students need to consider the costs relative to required off-campus clinical clerkships, which begin in the spring term of the second year and continue through the spring term of the third year. Clerkships are in the Philadelphia region and students are responsible for their own transportation to and from clerkship sites. Fourth-year students need to consider the costs relative to required externships, during which time they may be placed anywhere in the nation. Students must provide their own relocation, transportation and housing during these assignments.

Financial Assistance

The University uses a variety of financial aid programs to assist eligible students in meeting their demonstrated financial need. Financial assistance is generally available in the form of scholarships, grants, state and Commonwealth support, loans, campus employment, and budget plans. Due to governmental policy regarding the financing of health professional education, most available monies are in the form of loans.

Students who wish to acquire additional information or make application for financial assistance are urged to contact the University's Office of Financial Aid at 215.780.1330 or 800.824.6262.

Additional information relating to student financial assistance, as well as a complete copy of the Student Financial Aid Handbook, is available on the University website: www.salus.edu.

Campus Employment

The University Employment Program and Federal College Work Study program allow students to earn money through part-time jobs to help meet their expenses. The current pay rate is \$10.00 per hour and eligible students may work in a large variety of job situations. For more information or an application, please contact the Office of Financial Aid at 215.780.1330 or email mhill@salus.edu.

CURRICULUM

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Molecular and Cellular Processes (Module 1)	Integrative Organ Systems and Disease (Module 2)		CLINICAL EXTERNSHIPS (Module 8)
Integrative Auditory and Systemic Disease (Module 3)			
Integrative Neuro-Auditory Sciences (Module 4)			
Audiometric Principles and Management of Hearing and Vestibular Problems (Module 5)			
Principles and Practice of Audiologic Medicine (Module 6)			
Integrative Approaches to Clinical Problem Solving (Module 7)			
Research and Electives (Module 9)			
Strategies for Personal and Professional Development (Module 10)			

THE TEN LEARNING MODULES

MODULE 1

Molecular and Cellular Processes

Integrates the fundamental anatomical, biochemical, histological and physiological processes of cells, starting with stem cells. Using specific representation cells, the discussion will proceed through elements of normal and abnormal cellular processes ending with immunology and molecular biology. The overall goal of the module is to provide an understanding of normal cellular organization, processes and function as a basis for recognizing abnormal conditions. This provides the fundamental, conceptual framework required for diagnostic and therapeutic management of the patient. This module includes an integrated approach of pharmacology at the systemic level by looking at the specific organ systems. It emphasizes the role of pharmacological agents in the management of systemic conditions, and their possible impact on the auditory system, with emphasis on ototoxic drugs. *Module 1 includes the following first and second year courses: Molecular and Cellular Processes; Pharmacology.*

MODULE 2

Integrative Organ Systems and Disease

Continues the integrated approach of anatomy, histology and physiology with pathology at the systemic level by looking at the specific organ systems. This module also addresses the student's ability to recommend needed laboratory and diagnostic testing in a thorough, prudent and methodical fashion. *Module 2 includes the following first year course: Integrated Organ Systems.*

MODULE 3

Integrative Auditory and Systemic Disease

Emphasizes auditory structures from outer ear to the inner ear. The module presents the development, anatomy, histology, physiology and biochemistry of the auditory system, relating structure to function. The focus is the detailed presentation of the etiology, pathogenesis, differential diagnosis, treatment and management of outer, middle and inner ear disease. *Module 3 includes the following first year course: Auditory Biology.*

MODULE 4

Integrative Neuro-Auditory Sciences

Head and neck anatomy follows with a structural and functional approach to the nervous system. Neurosciences examines disease conditions affecting the nervous system and forms the foundation for understanding the impact of neurological disease on the auditory system. Psychoacoustics course focuses on perceptual aspects of sound and acoustic representation in the auditory pathway. *Module 4 includes the following first year courses: Head and Neck Anatomy; Neurosciences; Psychoacoustics.*

MODULE 5

Audiometric Principles and Management of Hearing and Vestibular Problems

Includes basic and theoretical coursework in areas concerned with the diagnosis, evaluation and treatment of hearing and balance disorders. Module 5 topic areas are arranged to coincide with applicable clinical skills activities experienced in Module 6. *Module 5 includes the following first, second and third year courses: Acoustics and Acoustic Phonetics; Audiometric Principles 1 and 2; Auditory Electrodiagnostics 1 and 2; Auditory Implantable Devices; Auditory Processing; Electrophysiological Evaluation of Auditory Processing Disorders; Hearing Conservation and Environmental Audiology; Hearing Instruments 1 and 2; Intraoperative Neuromonitoring; Nontraditional Amplification; Speech and Language Development and Disorders; Tinnitus Management; Vestibular and Balance Evaluation 1 and 2.*

MODULE 6

Principles and Practice of Audiologic Medicine (Fall Semester)

Prepares audiology students with the skills, experiences and values necessary for responsible delivery of hearing health care. The clinical skills sequence includes didactic and laboratory instruction in diagnosis, evaluation and treatment of hearing and balance disorders. Students are exposed to the theoretical and basic aspects of audiology in Module 5 and practice the clinical aspects of these principles in Module 6.

Students master the cognitive, motor, interpersonal and problem-solving skills necessary to prevent, diagnose, treat and manage patient problems within the scope of audiologic practice.

Clinical clerkships at the Pennsylvania Ear Institute on the Elkins Park campus (Professional Practice 1-5) and in Philadelphia area audiology clinics (Professional Practice 6-8) provide opportunities for students to further develop and apply their clinical skills. This includes active observation of audiologic practice on-and-off campus and assignments to community-based screening events. *Module 6 includes the following first, second and third year courses: Audiologic Rehabilitation and Psychosocial Aspects of Hearing Loss; Cerumen Management; Geriatric Audiology; Instrumentation and Calibration; Pediatric Assessment; Pediatric Amplification and Intervention; Professional Practice 1,2,3,4,5,6,7 and 8; Vestibular Rehabilitation; Clinical Skills: Audiometric Training 1 and 2; Clinical Skills: Auditory Electrodiagnostics Lab; Clinical Skills: Auditory Processing Lab; Clinical Skills: Hearing Aid Fitting Lab; Clinical Skills: Hearing Aid Verification Lab; Clinical Skills: Pediatric Assessment Lab; Clinical Skills: Vestibular and Balance Lab.*

MODULE 7

Integrative Approaches to Clinical Problem Solving

Begins the first year and presents case discussions, exercises, group discussions and computerized applications aimed at facilitating students as they reason their way through clinical problems. The first year program is especially important in developing the skills necessary to make decisions based on the scientific literature, and the statistical validity and application of health data to the patient population (Evidence-Based Medicine). *Module 7 includes the following first, second and third year courses: Clinical Application of Sign language; Clinical Problem Solving (CPS) 1,2,3,4, and 5; Clinical Skills: Doctor/Patient Relationship; Clinical Skills: Evidence-Based Medicine (EBM); Introduction to Clinical Research.*

MODULE 8

Clinical Externship

Clinical externship in the fourth year is the culmination of patient care preparation. Both the on-campus and off-campus clinical experiences (Professional Practice 1-8) during the first three years of the core program provide the opportunity to acquire the clinical skills necessary to assume the more intensive clinical demands of externships.

Externships are available across the nation and include private practice, hospitals, rehabilitation facilities, educational settings and Veterans Administration Medical Centers. *Module 8 includes the following fourth year courses: Clinical Externship Summer Term; Clinical Externship Fall Term; Clinical Externship Winter Term and Clinical Externship Spring Term.*

MODULE 9

Research and Electives (Optional)

Provides students with opportunities to pursue special areas of interest, including mentored research projects or humanitarian projects. Students may choose to take one or more of these electives.

MODULE 10

Strategies for Personal and Professional Development

This four year building block strategy prepares graduates for the expectations and challenges of the future. *Module 10 includes the following first, second and third year courses: Audiology Grand rounds; Audiology Practice Management 1 and 2; Ethics in Audiologic Practice; Issues in Audiology.*

SEQUENCE OF COURSES

While the sequence of modules and module content represent the most accurate information available at the time of printing, module content and/or sequencing and/or module credit units may change.

FIRST YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Fall Semester						
AU711FAA	Molecular and Cellular Processes	65	8			4.00
AU713FAB	Auditory Biology	30				1.50
AU714FAB	Head and Neck Anatomy	20	18			1.50
AU715FAA	Audiometric Principles 1	18	15			1.50
AU715FBB	Acoustics and Acoustic Phonetics	45				2.50
AU717FAA	Clinical Problem Solving 1		14			0.50
AU717FBB	Clinical Skills: Doctor/Patient Relationship	8	8			0.50
AU717FCC	Clinical Skills: Evidenced-Based Medicine (EBM)	20				1.00
AU816FAC	Clinical Skills: Audiometric Training 1	18	17			1.50
AU816FBB	Professional Practice 1				25	0.50
Sub-total		224	66	14	25	15.00
Spring Semester						
AU710SAA	Issues in Audiology	12				0.50
AU712SAA	Integrated Organ Systems	63	14			4.00
	*Transcript Note: Universal Precautions (2 lecture hours)					
AU714SAA	Neurosciences	49	15			3.00
AU714SBC	Psychoacoustics	45	10			3.00
AU715SAA	Audiometric Principles 2	20	15			1.50
AU717SAA	Clinical Problem Solving 2			14		0.50
AU816SAC	Clinical Skills: Audiometric Training 2	18	17			1.50
AU816SBB	Professional Practice 2				25	0.50
Sub-total		207	71	14	25	14.50
FIRST YEAR TOTALS		431	137	28	50	29.50

The credit unit is equal to one semester hour.

SECOND YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Term						
AU725RBB	Speech and Language Development and Disorders	45				2.50
AU725RCC	Hearing Instruments 1	30				1.50
AU826RBB	Professional Practice 3				60	1.50
AU826RCC	Cerumen Management	4	4			0.50
AU826RDD	Clinical Skills: Hearing Instruments Fitting Lab		15			0.50
AU826REE	Instrumentation and Calibration	15	15			1.50
Sub-total		94	34	0	60	8.00
Fall Semester						
AU721FAB	Pharmacology	30				1.50
AU725FBC	Vestibular and Balance Evaluation 1	30				1.50
AU725FDD	Hearing Instruments 2	30				1.50
AU725FEE	Auditory Electrodiagnostics 1	22				1.00
AU727FAA	Clinical Problem Solving 3			14		0.50
AU826FAC	Clinical Skills: Vestibular and Balance Lab		25			1.00
AU826FBB	Professional Practice 4				60	1.50
AU826FEE	Clinical Skills: Hearing Instruments Verification Lab		15			0.50
AU826FFF	Pediatric Assessment	25				1.50
AU826FGG	Clinical Skills: Pediatric Assessment Lab		8			0.50
AU826FHH	Clinical Skills: Auditory Electrodiagnostics Lab		20			0.50
Sub-total		137	68	14	60	11.50
Spring Semester						
AU720SAA	Audiology Grand Rounds		15			0.50
AU725SAB	Auditory Processing	30				1.50
AU725SBB	Vestibular and Balance Evaluation 2	30	15			2.00
AU725SDD	Nontraditional Amplification	12	8			1.00
AU725SEE	Auditory Implantable Devices	35	10			2.50
AU727SAA	Clinical Problem Solving 4		14			0.50
AU727SBB	Introduction to Clinical Research	30				1.50
AU826SAB	Clinical Skills: Auditory Processing Lab		20			0.50
AU826SBB	Professional Practice 5				110	2.50
AU826SDD	Pediatric Amplification and Intervention	22	8			1.50
Sub-total		159	61	29	110	14.00
SECOND YEAR TOTALS		390	163	43	230	33.50

THIRD YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Term						
AU730RAA	Ethics in Audiologic Practice	10				0.50
AU737RAA	Clinical Application of Sign Communication	20				1.00
AU836RAB	Vestibular Rehabilitation	20	5			1.50
AU836RBB	Professional Practice 6				140	3.00
Sub-total		50	5	0	140	6.00
Fall Semester						
AU730FAB	Audiology Practice Management 1	30				1.50
AU735FAA	Electrophysiological Evaluation of Auditory Processing Disorders	10	8			1.00
AU735FCC	Auditory Electrodiagnostics 2	20	10			1.50
AU737FAA	Clinical Problem Solving 5			14		0.50
AU836FAB	Geriatric Audiology	20				1.00
AU836FBB	Professional Practice 7				225	5.00
AU836FCC	Audiologic Rehabilitation and Psychosocial Aspects of Hearing Loss	30				1.50
Sub-total		110	18	14	225	12.00
Spring Semester						
AU730SAB	Audiology Practice Management 2	30				1.50
AU735SAB	Hearing Conservation and Environmental Audiology	30	6			2.00
AU735SBB	Tinnitus Management	20				1.00
AU735SCC	Intraoperative Neurophysiologic Monitoring	15				1.00
AU836SBB	Professional Practice 8				225	5.00
Sub-total		95	6	0	225	10.50
THIRD YEAR TOTALS		255	29	14	590	28.50

FOURTH YEAR

AU848RAA	Clinical Externship				420	9.50
AU848FAA	Clinical Externship				420	9.50
AU848WAA	Clinical Externship				420	9.50
AU848SAA	Clinical Externship				420	9.50
Sub-total		0	0	0	1680	38.00
FOURTH YEAR TOTALS		0	0	0	1680	38.00

	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
CORE PROGRAM TOTALS	1076	329	85	2550	129.50

COURSE DESCRIPTIONS

AU710SAA – Issues in Audiology

Current issues in the profession of audiology including legislation and reimbursement, professional certification and licensure.

AU711FAA – Molecular and Cellular Processes

Integrates the fundamental anatomical, biochemical, histological and physiological processes of cells, beginning with stem cells. Proceeds through elements of normal and abnormal cellular processes using specific representation cells, ending with immunology and molecular biology.

AU712SAA – Integrated Organ Systems

Continues the integrated approach of anatomy, histology and physiology with pathology at the systemic level by looking at the specific organ systems. Addresses student's ability to recommend needed laboratory and diagnostic testing in a thorough, prudent and methodical fashion.

AU713FAB – Auditory Biology

Anatomy and physiology of the outer ear to the temporal lobe presented, with emphasis on the diagnosis and treatment of auditory pathologies.

AU714FAB – Head and Neck Anatomy

A structural and functional approach to the anatomical descriptions of the head and neck structures. This course emphasizes anatomical relationships that support clinical application, including imaging and the relationship of the head and neck to organ systems.

AU714SAA – Neurosciences

Head and neck anatomy follows with a structural and functional approach to the nervous system. Neuropathology examines disease conditions affecting the nervous system and forms the foundation for understanding the impact of neurological disease on the auditory system.

AU714SBC – Psychoacoustics

Physical and psychological attributes related to sound in normal hearing and impaired ears. Classical psychophysical methods discussed, with an emphasis on their application to audiological testing.

AU715FAA – Audiometric Principles 1

Overview of the evaluation of the auditory mechanism using otoscopy, pure tone, speech, immittance and electrophysiology tests. Experience with the interpretation of audiometric test results to determine site-of-lesion in the

auditory system.

AU715FBB – Acoustics and Acoustic Phonetics

The principles of sound and its measurement. Information on the acoustic parameters of sound and perception of speech.

AU715SAA – Audiometric Principles 2

Evaluation of the auditory mechanism using speech audiometry, masking and advanced behavioral testing.

AU717FAA – Clinical Problem Solving 1

Presentation of case discussions, exercises, and group discussion aimed at facilitating student reasoning through clinical problems. Students will apply principles of evidenced-based medicine in a problem-based learning approach.

AU717FBB – Clinical Skills: Doctor/Patient Relationship

Issues related to the professional relationship between doctor-patients in the profession of audiology, with emphasis on the development of a humanistic approach to patient care. Effective communication skills addressed, especially as related to case-history taking and counseling.

AU717FCC – Clinical Skills: Evidence Based Medicine (EBM)

Development of the skills necessary to make decisions based on the scientific literature and the statistical validity and application of health data to the patient population.

AU717SAA – Clinical Problem Solving 2

Students continue to build clinical reasoning skills through a case-based approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

AU720SAA – Audiology Grand Rounds

Utilizing an evidence-based approach, case presentations are made by students in a grand rounds format (presenting a particular patient's medical problems and treatment to an audience) to other students and faculty regarding various new clinical practices and evaluation and treatment protocols.

AU721FAB – Pharmacology

Basic concepts and terminology of pharmacology and its various aspects, including pharmacokinetics, pharmacodynamics and pharmacogenetics. Legislation and regulatory issues related to drug clinical trials based on the Food and Drug Administration (FDA) will be reviewed.

AU725FBC – Vestibular and Balance Evaluation 1

Anatomy and physiology of the vestibular mechanism, with emphasis on the disorders that can influence balance. Experience in determining which diagnostic tools may be appropriate for patients with balance disorders. Conduct and interpret the balance and dizziness test battery.

AU725FDD – Hearing Instruments 2

Advanced technology and signal processing schemes, advanced verification procedures and non-traditional treatment options. Specific fitting protocols will be provided for special populations (e.g., pediatric, geriatric).

AU725FEE – Auditory Electrodiagnostics 1

Evaluation of the auditory system using higher level electrophysiology tests. Demonstration of electrodiagnostic tests covered in this course is expected of students.

AU725RBB – Speech and Language Development and Disorders

Normal speech and language development will be addressed with speech-language disorders commonly found in children with hearing loss.

AU725RCC – Hearing Instruments 1

Theoretical and applied understanding of current technology in hearing aids. Electroacoustic analysis and programming of hearing instruments and verification of the performance of hearing instruments using objective and subjective measurements.

AU725SAB – Auditory Processing

Diagnosis, evaluation and treatment of auditory processing disorders. Emphasis is placed on auditory neuroanatomy, neurophysiology and neuroplasticity. Students will obtain experience in administering and interpreting auditory processing tests and developing management plans.

AU725SBB – Vestibular and Balance Evaluation 2

Advanced balance assessment techniques with emphasis on VNG/ENG, CDP and Rotational Chair used to diagnose balance disorders.

AU725SDD – Nontraditional Amplification

Devices such as FM listening systems, infrared listening devices and devices for use with the television and telephone will be presented. Criteria for patient candidacy and fitting protocols will be addressed. Students will gain hands-on experience with the assistive technology for children and adults with hearing loss.

AU725SEE – Auditory Implantable Devices

Covers a variety of auditory prosthetic devices with emphasis on cochlear implants. Potential candidacy and fitting protocols will be explored.

AU727FAA – Clinical Problem Solving 3

Students continue to build clinical reasoning skills through a case-based approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

AU727SAA – Clinical Problem Solving 4

Students continue to build clinical reasoning skills through a case-based approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

AU727SBB – Introduction to Clinical Research

Introduction to research methods used in audiology. Overview of statistical analyses used in descriptive and experimental research. Students will attain the skills necessary to be consumers and producers of audiology research.

AU730FAB – Audiology Practice Management 1

Organization and management of an audiologic practice. Contract negotiations, establishing fees for services, business aspects of dispensing amplification systems, supervision of employees and third-party reimbursement for hearing and balance services.

AU730RAA – Ethics in Audiologic Practice

Overview of policy documents related to student code of ethics and professional code of ethics as relates to clinical practice. Case presentations of ethical issues and dilemmas related to clinical practice and research in audiology.

AU730SAB – Audiology Practice Management 2

Designing an audiology practice, basic accounting principles, marketing, coding, billing and reimbursement for audiological services. Students will have the opportunity to develop a business plan.

AU735FAA – Electrophysiological Evaluation of Auditory Processing Disorders

Study of middle and late latency potentials used in diagnosing auditory processing disorders in children and adults: BioMAP, MLR, LLR, P300 and speech evoked event related potentials.

AU735FCC – Auditory Electrodiagnostics 2

Study of the theory and rationale underlying the use of special auditory evoked response measurements, including Auditory Steady State Response (ASSR) including second generation ASSR using the proprietary CHIRP stimulus, stacked ABR (SABR), Cochlear Hyarops Analysis Making Procedure (CHAMP) and electroneurography (ENOG). Additional topics will include contralateral suppression of otoacoustic emissions, Input-Output OAE Measurements.

AU735SAB – Hearing Conservation and Environmental Audiology

Introduction to the basic principles of sound and its measurement, including Damage Risk Criteria and its application to noise-induced hearing loss will be addressed, as well as components of hearing conservation programs in a variety of settings and evaluation of their effectiveness in the prevention of hearing loss.

AU735SBB – Tinnitus Management

Theories and practices related to the diagnosis, evaluation and treatment of tinnitus. Concepts related to tinnitus retraining will be explored.

AU735SCC – Intraoperative Neurophysiologic Monitoring

Application of neurophysiological testing including somatosensory evoked potentials, motor evoked potentials, brainstem auditory evoked potentials, electromyography and electroencephalography used in the intraoperative setting.

AU737FAA – Clinical Problem Solving 5

This final sequence focuses on advanced case studies with emphasis on integrative skills and the refinement of clinical decision making abilities.

AU737RAA – Clinical Application of Sign Communication/Deaf Culture

Introduction to deaf culture and American Sign Language (ASL), with emphasis on signs most useful to audiologists.

AU816FAC – Clinical Skills: Audiometric Training 1

This course provides the opportunity for students to develop Level 1 clinical skills through training and supervised labs. Training labs may include the use of certified patients in order to provide students with an opportunity to develop the reliability of their test skills and independence in a non-diagnostic setting. These learning experiences provide an opportunity for students to develop those clinical skills required for successful completion of Professional Practice 2 in the Spring 1 Term.

AU816FBB – Professional Practice 1

Observation of patient care performed at the Pennsylvania Ear Institute. Students will be expected to be active observers; interacting with the patient,

engaging in problem-solving to assist in the formation of the diagnosis of hearing and balance problems.

AU816SAC – Clinical Skills: Audiometric Training 2

Provides the opportunity for students to develop level 1 clinical skills through training and supervised labs. Training labs may include the use of certified patients in order to provide students with an opportunity to develop the reliability of their test skills and independence in a non-diagnostic setting. These learning experiences provide an opportunity for students to develop those clinical skills required for successful completion of Professional Practice 3 in the Spring 2 Term.

AU816SBB – Professional Practice 2

Audiological clinical skills development through a combination of observation and participation in direct patient care performed at the Pennsylvania Ear Institute. This learning experience also includes a supervised Pre-clinical Training Lab 2. Students are expected to continue to develop new clinical skills and integrate the information developed through didactic preparation.

AU826FAC – Clinical Skills: Vestibular and Balance Lab

Supervised training and practice with certified patients with known pathologies to reinforce skills acquired in Module 5 didactic vestibular classes.

AU826FBB – Professional Practice 4

Direct patient care at the Pennsylvania Ear Institute, with emphasis on refinement of skills in case history taking, subjective and objective diagnostic tests and rehabilitation including hearing aid assessment and orientation. Vestibular and balance testing including VNG/ENG, CDP and Rotational Chair.

AU826FEE – Clinical Skills: Hearing Instruments Verification Lab

Advanced technology and signal processing schemes, advanced verification procedures and non-traditional treatment options. Specific fitting protocols will be provided for special populations such as pediatric and geriatric.

AU826FFF – Pediatric Assessment

Issues related to pediatric hearing loss including development of the auditory system, genetic aspects of hearing loss and diagnostic test protocols.

AU826FGG – Clinical Skills: Pediatric Assessment Lab

Issues related to pediatric hearing loss including development of the auditory system, genetic aspects of hearing loss and diagnostic test protocols.

AU826FHH – Clinical Skills: EP Training Lab

Supervised training and practice with certified patients with known pathologies to reinforce skills acquired in Module 5 didactic electrophysiology classes.

AU826RBB – Professional Practice 3

Direct patient care in the Pennsylvania Ear Institute with emphasis on refinement of skills in: case history taking, subjective and objective diagnostic tests and rehabilitation including hearing aid assessment and orientation.

AU826RCC – Cerumen Management

In-depth anatomy and physiology of the external auditory meatus. Instruments and techniques used for effective removal of cerumen and prevention of complications that may arise in specific populations.

AU826RDD – Clinical Skills: Hearing Instruments Fitting Lab

Supervised training and practice with certified patients with known pathologies to reinforce skills acquired in Module 5 didactic hearing instruments classes.

AU826REE – Instrumentation and Calibration

Instrumentation and calibration of audiological equipment.

AU826SAB – Clinical Skills: Auditory Processing Lab

Supervised training and practice with certified patients with known pathologies to reinforce skills acquired in Module 5 didactic auditory processing classes.

AU826SBB – Professional Practice 5

Continue direct patient care in the Pennsylvania Ear Institute with emphasis on refinement of skills in case history taking, subjective and objective diagnostic tests and rehabilitation including hearing aid assessment and orientation. Vestibular and balance testing including VNG/ENG, CDP and Rotational Chair. Successful completion will result in students being placed in an external clerkship.

AU826SDD – Pediatric Amplification and Intervention

Family-centered approach for children with hearing loss emphasized with information on intervention techniques including amplification, assistive listening devices, counseling and educational programming. Legislation as related to the provision of audiological services for children and families addressed.

AU836FAB – Geriatric Audiology

Biopsychosocial model of aging addresses the impact of aging on the auditory mechanism. Specific modifications that should be made when providing hearing and balance services to older adults will be emphasized.

AU836FBB – Professional Practice 7

External clerkship experience in an off-campus audiology setting.

AU836FCC – Audiologic Rehabilitation and Psychosocial**Aspects of Hearing Loss**

Psychosocial aspects of hearing loss will be addressed. Outcome measurements used to assess the effectiveness of adult audiological rehabilitation programs will be addressed. Case study approach will be used to develop, implement and evaluate adult audiological rehabilitation programs.

AU836RAB – Vestibular Rehabilitation

Identification of treatment options for a variety of vestibular disorders.

AU836RBB – Professional Practice 6

External/clerkship experience in an off-campus audiology setting.

AU836SBB – Professional Practice 8

External/clerkship experience in an off-campus audiology setting.

AU848FAA – Clinical Externship

Full-time 4th year clinical externship and seminar, fall term.

AU848RAA – Clinical Externship

Full-time 4th year clinical externship and seminar, summer term.

AU848SAA – Clinical Externship

Full-time 4th year clinical externship and seminar, spring term.

AU848WAA – Clinical Externship

Full-time 4th year clinical externship and seminar, winter term.

SCHOLARSHIPS AND GRANTS

The University offers audiology students a number of grants and scholarships each year that provide incentive for learning and research. These awards are monetary gifts and do not require repayment.

All scholarships are based on academic performance and financial need unless otherwise indicated below. Unless otherwise noted, application for the following audiology scholarships should be made through the University Institutional Financial Aid Office.

Doctor of Audiology (AuD) Dean's Scholarship

Awarded to first year AuD students on the basis of academic record. The scholarships are valued at up to \$5,000 per year, renewable for four years.

George S. Osborne Memorial Scholarship

Established in 2001 by the first Audiology distance education graduates to honor the founding dean of the College of Audiology, this scholarship is awarded annually to worthy students enrolled in the Doctor of Audiology (AuD) program.

Anita Pikus, AuD, Student Excellence Scholarship

Established by the Audiology Foundation of America (AFA), this scholarship is awarded annually to a third year residential audiology student who has demonstrated the highest level of clinical acumen within their peer group, has a high academic rating and has demonstrated a commitment to professional organizations.

Audiology Foundation of America AuD Student Excellence Scholarship

Established by the Audiology Foundation of America (AFA), this scholarship is awarded annually to the third year residential audiology student who has demonstrated the highest level of clinical acumen within their peer group, has a high academic rating, and has a demonstrated commitment to professional organizations.

COMMENCEMENT AWARDS

Salus University students are offered a number of awards at graduation that honor their academic and clinical achievements.

Audiology Alumni Association Award

Awarded to the residential Audiology graduate attaining the highest academic average during four years of professional study.

SAA George S. Osborne Service Award

Awarded by the Student Academy of Audiology to a residential Audiology graduate in memory of the extraordinary vision and passionate service of Dr. George S. Osborne to the profession of Audiology.

ADVANCED STUDIES CERTIFICATES PROGRAM

With the AuD degree now established as the profession's entry-level clinical degree, the Osborne College of Audiology is providing new distance education programs that offer professionals additional educational opportunities combined with online flexibility. Utilizing our distance education program experience, these programs are specifically designed for working audiology professionals who can choose from a variety of quality online programs designed to enhance their knowledge in professional skill areas.

Certificate program 2011-2012:

Advanced Studies in Cochlear Implants

Advanced Studies in Cochlear Implants

Overview

The Advanced Studies in Cochlear Implants certificate program is designed to expand the knowledge, improve the clinical skills, and promote general expertise in the delivery of cochlear implant services. The course of study will bring the professional up to date on the state of the science in cochlear implant technology and methods of treatment.

The program is a 40-week, six-course, wholly online course of study. Students who complete the program will receive 10 semester (academic) credits and receive a graduate certificate in Advanced Studies in Cochlear Implants from Salus University Osborne College of Audiology.

This program is open to college degree holders (BS, MS, AuD, MD, PhD, etc.) of audiology or audiology-related professions in the United States and other countries. Courses are taught in English. The Advanced Studies in Cochlear Implants program utilizes the Pearson eCollege Learning Studio platform via the AuDonline.org portal to deliver web-based instruction to students.

Admissions

Application to this program is completely electronic via the University's website at:

http://www.salus.edu/audiology/aud_cochlearImplants/ci_applicationProcess.html

Submitting An Application

All applications for this program are processed on-line at eOmniForm.com to collect application information. eOmniForm is an SSL based security system

that assures the secure transfer of all information and cannot be viewed on the internet.

It is recommended that applicants download the application to their computer to become familiar with the complete application before submitting it on-line, as the electronic application process must be submitted as a single entry.

The required item listed below should be sent as a Word document attachment to admissions@salus.edu within five (5) days of submitting an application. Please include applicant's name and email address on the document.

Admissions Checklist

Personal Goal Statement

Applicants will need to submit a brief (750 word maximum) goal statement, describing their professional background and their interest in Cochlear Implants and must address the following three questions within their response:

Are you currently working in the field of Cochlear Implants? If so, where, and in what capacity? If not, what is motivating you to pursue Advanced Studies in Cochlear Implants?

What are your professional goals?

How do you see this certificate program advancing your professional goals?

Personal References

Applicants must provide the names and email addresses of two people who are not related to the applicant and who will provide the University with a personal reference. The references should be from persons familiar with the applicant's academic work, employment record, and personal character. Applicants should notify these persons in advance of providing their names and email addresses. The Office of Admissions will contact these individuals by email and provide instructions for the completion of the electronic personal reference form.

Transcripts

All applicants must arrange for official copy of transcript indicating confirmation of college or university degree in audiology or an audiology-related profession. This should be sent directly by those schools to Salus University Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027.

All official college transcripts from institutions that are located outside the U.S. or non-French Canadian provinces must be submitted in English to the World Education Services, P.O. Box 745, Old Chelsea Station, New York,

NY 10113-0745 (www.wes.org) for evaluation. Following evaluation, WES will submit the transcripts to the Salus University Office of Admissions.

The certified copies of official academic record (transcript) from U.S. or non-French Canadian provinces should be mailed directly to Salus University Osborne College of Audiology, *not issued to the student*. A transcript marked "Issue to Student" is not acceptable, even when delivered in a sealed envelope.

Applicants are advised to have copies of their transcripts available for assistance when completing the on-line application and resume.

National Test Scores

National testing is not a requirement for acceptance into these programs. If an applicant has taken a test such as the Graduate Record Examination (GRE) or the Educational Testing Service (ETS) PRAXIS exam in Audiology, the test results may be sent directly to Salus University. Test scores more than seven years old will not be reviewed.

Optional Information Form

This request for information is for the purpose of assuring equal opportunity for all persons and effectuating the purpose of the Fair Educational Opportunities Act. Applicants are not obligated to complete this form for admission.

Financial Information

Application Fee

An online, non-refundable fee of \$100.00 is payable electronically. Please do not pay an amount in excess of the \$100.00 application fee.

Technology Fee

There is a \$115.00 technology per course. The program consists of six courses.

Tuition

The tuition fee for this course of study is \$500.00 per semester credit. The program consists of 10 semester credits.

Technical Requirements

Students in this program will access their classes at www.audonline.org, a password protected site developed and created by Salus University Osborne College of Audiology and administered by Pearson eCollege Learning Studio.

Students also will be expected to access their Salus University email accounts via the University's website at www.salus.edu.

System requirements for Windows users:

Windows XP, Vista, or 7
28.8 kbps modem (56K recommended)
Soundcard & Speakers
Internet Explorer 8.0

System requirements for Mac OS users:

Mac OS X or higher (in classic mode)
28.8 kbps modem (56K recommended)
Soundcard & Speakers
Safari 4.0

AuOnline technical requirements can be found at
<https://secure.ecollege.com/pco/index.learn?action=technical>

Technology support is available 24 hours/day, seven days/week through Pearson eCollege via telephone, email or through the eCollege website. Students will be given this information upon acceptance into the program. The Salus University IT department will not be able to answer technical questions about this online learning platform.

Email Account

Students receive communications from within their course at their Salus University email address. Once a Salus email account is established, all communication for this program will be through the student's Salus email address only, and not through a personal email address.

CURRICULUM

This is a six course, 40 week program taught entirely via online education. Technology requirements must be met to ensure that each student has equal access and receives materials in the same way.

Course Descriptions

The Neuroscience of Cochlear Implantation (1.5 Credits)

This course will provide a detailed description of the function of the auditory system with special reference to aspects important to cochlear implantation. The course will cover basic mechanics and physiology of auditory detection and transduction at the level of the cochlea, as well as important aspects central auditory processing. The course will give emphasis to issues that are particularly relevant to electrical stimulation with cochlear implant systems. The course will include detailed consideration of the early development of the cochlea and central auditory pathways, as well as age related plasticity in the

auditory brain. These concepts will be linked to issues relating to cochlear implantation in children and in adults. The course will cover details about cochlear implant sound processing, cochlear electrode stimulation of neurons and other electrophysiological cochlear implant issues. The course will also review surgical procedures, and a range of medical considerations related to cochlear implant candidacy (e.g. temporal bone malformations, multiple handicaps, genetic etiology etc.).

Behavioral Issues and Remediation (2.0 Credits)

The purpose of this course is to gain knowledge regarding the history of cochlear implants as well as candidacy criteria for the adult and pediatric population. Learners will understand how to assess speech perception in adults and children with cochlear implants and to learn how to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.

Programming Cochlear Implants (1.5 Credits)

This course will discuss the fundamental principles involved in the programming of cochlear implants for children and adults and will address the following specific topics: basic hardware of cochlear implant systems, terminology associated with cochlear implant programming, clinical procedures utilized in the programming of cochlear implants, troubleshooting common complaints and complications associated with cochlear implant use, etc. Clinical case examples will be provided as a tool to illustrate clinical practices and procedures commonly utilized in cochlear implant programming. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful management of cochlear implant programming in clinical settings.

Objective Measures in Cochlear Implantation (1.5 Credits)

This course will discuss the range of objective measures which can be elicited in cochlear implant users. The course will address how these measures can be used to evaluate cochlear implant function and activity along the auditory pathways in response to cochlear implant stimulation. In addition, the use of these measures to detect unwanted non-auditory responses to cochlear implant stimulation will be discussed. Students will learn what equipment is necessary to obtain these measures and when to collect them. Current applications for these measures in both clinical and research settings will be discussed.

Aural (Re)habilitation for Cochlear Implant Recipients (2.0 Credits)

This course will discuss aural (re)habilitation for children and adults following cochlear implantation. The course will address auditory skill development and specific intervention strategies and techniques to maximize the auditory potential of pediatric and adult cochlear implant recipients. In addition considerations to facilitate listening skills for special populations including the older implanted child, the multiply challenged child, and the bilingual child. Students will develop knowledge and practical insights to engage families

and educators to support cochlear implant recipients. Students will learn the essential components of the (re)habilitation process and current application in the clinical setting.

Psycho-social and Professional Issues in Cochlear Implant Candidacy and Selection (1.5 Credits)

This course will discuss epidemiology of hearing loss and associated risk factors, social and cultural concerns of cochlear implants, the selection and fitting of bilateral combinations of cochlear implants and hearing aids, issues related to the quality of life, cost/benefit issues provided by cochlear implants, government regulations overseeing the provision of cochlear implants, and practice management issues as they affect the provision of cochlear implant services, specific to adults and children.

FACULTY

Dean

Victor H. Bray

Professor

Pierrette Dayhaw-Barker

Associate Professor

Radhika Aravamudhan, Victor H. Bray, Lorraine Lombardi,
Richard Vause, Joan Wing, Charles M. Wormington

Assistant Professor

Susan Calantoni, Tricia Dabrowski, Srihari Narayanan, Jonette Owen

Instructor

Zorina Mikhelson

Adjunct Faculty

Debra Abel, Kelly A. Austin, Tomi T. Browne, Gail Brenner, Mindy Brudereck,
Teresa Caraway, Rita R. Chaiken, Karen Gordon, Thomas Goynes,
George Grudziak, Cheryl Gunter, Jay M. Hammel, Robert V. Harrison,
Jiovanne Hughart, Yell Inverso, Margaret M. Jastreboff, George Lindley,
Sherman Lord, James McDonald, Shanda Morlet, Bre Myers,
Tracy Offerdahl - McGowan, Blake Papsin, Eileen Rall, Melissa Ruscetta,
Erin C. Schafer, James Shafer, Michael Speirs, Girija Sundar, Tom Thunder,
Jace A. Wolfe, Kem Yenai, Maxine Young



College of Health Sciences

PHYSICIAN ASSISTANT PROGRAM

Master of Medical Science (MMS)

Program Mission

The mission of the Salus University Physician Assistant program is to graduate collaborative clinicians who will serve the health care needs of a worldwide community with intelligence, compassion, and integrity.

PUBLIC HEALTH PROGRAMS

Master of Public Health (MPH)

Certificate Programs

Health Policy

Humanitarian Health Care

International Development and Health

Program Mission

Salus University Public Health programs are dedicated to providing learning opportunities to a diverse group of students, faculty and practitioners in the fields of health and human services, leading to the discovery and application of new knowledge, and ultimately to protecting health and enhancing life around the world.

COLLEGE OF HEALTH SCIENCES

PHYSICIAN ASSISTANT PROGRAM

ADMISSIONS

Admissions Criteria

A candidate must have completed a Bachelor's degree from an accredited undergraduate college or university with a minimum cumulative undergraduate GPA of 2.85 on a 4.0 scale. Applicants with less than a 2.85 GPA should consult the Admissions office prior to applying.

Undergraduate credits must include the completion of "pre-physician assistant" (pre-professional) courses listed here with a GPA of 2.0 (C) or better.

An applicant need not have completed all prerequisites prior to filing an application, but must be able to complete all outstanding prerequisites prior to enrolling. In order to fairly evaluate a candidate, no more than two prerequisite courses should be taken in the semester prior to the start of the program in August.

Prerequisite Courses

Prerequisite courses completed seven or more years prior to the anticipated entrance date to the physician assistant program will be reviewed for approval on an individual basis.

A total of 33 semester credits are required in the following areas:

Four semester credits in each of the following courses:

- Anatomy and Physiology I (or Anatomy) with laboratory
- Anatomy and Physiology II (or Physiology) with laboratory
- Chemistry I with laboratory
- Chemistry II (or Organic Chemistry) with laboratory
- Biology I with laboratory
- Biology II (or Genetics or Microbiology) with laboratory

Three semester credits in each of the following courses:

- Introduction to Psychology or General Psychology
- Mathematics or Statistics
- English Composition

To better prepare students for the basic and clinical science courses in the program, the University encourages – but does not require – courses in organic chemistry, genetics, microbiology, developmental psychology, abnormal psychology, statistics, immunology, cell biology, and/or biochemistry.

Advanced Placement or Transfer Credit

The Physician Assistant program does not award advanced placement or transfer credit.

Entering students may not receive advanced placement credit or transfer credit for any clinical rotations or preceptorships. The Physician Assistant program does not award credit for experiential learning.

Technical Standards

For students admitted to the program, the technical standards for admission set forth by the Physician Assistant program establish the essential qualities considered necessary to achieve the knowledge, skills and levels of competency stipulated for graduation by the faculty and expected of the professional program by its accrediting agency (ARC-PA).

All students admitted to the program are expected to demonstrate the attributes and meet the expectations listed below. These technical standards are required for admission and also must be maintained throughout a student's progress through the Physician Assistant program. During training, in the event that a student is unable to fulfill these technical standards—with or without reasonable accommodations—the student may be asked to leave the program.

• Observation

Students must be able to observe demonstrations, exercises and patients accurately at a distance and close at hand, and note non-verbal as well as verbal signals.

• Communication

Students should be able to speak intelligibly; hear sufficiently; elicit and transmit patient information in oral and written English to members of the

health care team; describe changes in mood, activity and posture, and communicate effectively and sensitively with patients. Students must possess demonstrated reading skills at a level sufficient to accomplish curricular requirements and provide clinical care for patients. Students must be capable of completing appropriate medical records and documents and plans according to protocol in a thorough and timely manner.

- **Sensory and Motor Coordination and Function**

Students must possess motor skills sufficient to directly perform palpation, percussion, auscultation and other basic diagnostic procedures. They must be able to execute motor movements reasonably required to provide basic medical care, such as airway management, placement of catheters, suturing, phlebotomy, application of sufficient pressure to control bleeding, simple obstetrical maneuvers, etc. Such actions require coordination of gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

- **Intellectual-Conceptual, Integrative and Quantitative Abilities**

Problem solving, the critical skill demanded of Physician Assistants, requires that students have the ability to measure, calculate, reason, analyze and synthesize. Students must be able to independently access and interpret medical histories or files; identify significant findings from history, physical examination, and laboratory data; provide a reasoned explanation for likely diagnoses and prescribed medications and therapy, and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers and the medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment, as well as diagnostic and therapeutic planning, is essential.

- **Behavioral and Social Attributes**

Students must possess the ability to use their intellectual capacity, exercise good judgment, and promptly complete all responsibilities attendant to the diagnosis under potentially stressful and/or emergency circumstances. They must also be able to develop empathic, sensitive and effective relationships with patients. They must be able to adapt to changing environments and to learn in the face of the uncertainties inherent in the practice of medicine. Compassion, integrity, ethical standards, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational process. The students must be able to use supervision appropriately and act independently when indicated.

Candidates accepted for admission to the Physician Assistant program will be required to verify that they understand and meet these technical standards. Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability.

Letters of admission will be offered contingent on either a signed statement from the applicant that she/he can meet the program's technical standards without accommodation, or a signed statement from the applicant that she/he believes she/he can meet the technical standards if reasonable accommodation is provided.

The University reserves the right of final determination for applicants requesting accommodations to meet the program's technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the educational process of the student or the institution, including all coursework and internships deemed essential to graduation.

The Center for Personal and Professional Development and the Physician Assistant program will jointly determine what accommodations are suitable or possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program.

Technology Requirements

The Physician Assistant Program requires all students to have laptop computers and PDAs that meet certain technical standards and service requirements. The University orders specific laptops and PDAs for all students and they are distributed to students during Orientation Week. (This technology requirement is reflected in the financial aid package.)

These devices are to ensure each student's ability to access required educational websites/databases/software during the didactic and clinical years. For example, students will need laptops to access evidence-based websites for Clinical Problem Solving courses in the didactic year and Blackboard for taking examinations and accessing course materials during the didactic and clinical year. Students will need PDAs loaded with Typhon software so that they may enter patient encounter data; this data is then "synched" to the Typhon website on their laptop computer.

Application Process

Applications to the ARC-PA accredited Salus University Physician Assistant program will be accepted through Central Application Service for Physician Assistants (CASPA).

Application Procedures

- Submit a properly completed application to Central Application Service for Physician Assistants (CASPA) at www.caspaonline.org.
- Submit official transcripts from all colleges and universities attended (or unofficial transcripts, if still in college). Transcripts must be submitted directly to CASPA.
- Arrange to have the official scores from a Graduate Record Examination (GRE) sent directly to the Office of Admissions. The GRE is highly recommended for students with a science and/or prerequisite GPA below 3.0. The GRE must have been taken within three years prior to the start date of the entering class to which the candidate is seeking admission. (Salus University GRE code: 2645).
- Arrange for required letters of evaluation to be sent to CASPA.
- Document a minimum of 100 hours as a volunteer in a health care related field or 100 hours of employment in a health care related area, or a combination of healthcare related experience.
- Immunization requirements for health care providers are required to have been completed by the time classes begin. These are in accordance with immunization recommendations for health care providers made by the CDC.
- It is strongly recommended that candidates spend time observing practicing physician assistants and be familiar with the role of the physician assistant as a member of the health care team. Please include all Physician Assistant shadowing experiences in the "Health Care Related Experience" section of your CASPA application.
- In addition to the CASPA application, all applicants must be able to meet the program's technical standards.

International Students may need to provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. These services are provided by various agencies; however, ECE (Educational Credential Evaluators, Inc.) is the recommended agency for physician assistant candidates.

Educational Credential Evaluators, Inc.

PO Box 514070

Milwaukee, WI 53203-3470 USA

414.289.3400

Email: eval@ece.org

Website: www.ece.org

- Official result of a Test of English as a Foreign Language (TOEFL) examination. A minimum TOEFL score of 550 is required (213 if the TOEFL is computer based). International students, who have received a bachelor's degree, or higher from an accredited United States college or university do not have to take the TOEFL.

All credentials submitted on behalf of an applicant become part of that applicant's record with the University and cannot be returned.

FINANCIAL INFORMATION

The cost of a professional education varies, depending on many factors. In addition to tuition and fees, there are living and travel expenses, books, equipment and incidental expenses to be considered. For travel to clinical sites and other program requirements, a reliable automobile is required for the length of the program.

A variety of financial assistance is available to students, such as student loans, scholarships, grants and work opportunities. Students interested in acquiring additional information or making application for financial assistance are urged to contact the University Office of Financial Aid at 215.780.1330 or 800.824.6262. Additional information relating to student financial assistance as well as a complete copy of the student financial handbook are available on the University's website (www.salus.edu).

Tuition 2010 – 2011

Tuition and fees are due and payable two weeks prior to the start of each session.

Physician Assistant Program: \$28,980

All incoming 2011 Physician Assistant (PA) students qualify for a \$1,000 President's Scholarship in their first and second program years.

Additionally, Physician Assistant students can expect to pay \$705 in University fees, plus \$2,050 in computer fees, which includes a required laptop and iPad.

All Physician Assistant students must provide proof of health insurance.

Books and Instruments

Required and recommended books may be purchased through the University Bookstore on the Elkins Park campus. In addition, it is necessary for physician assistant students to possess a number of instruments that are

available at the Bookstore. First-year Physician Assistant students can expect to pay approximately \$3,000 for their books and instruments.

Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. Health care insurance is a requirement of all students while involved in the PA program. The University provides a comprehensive health care program option. Students need to consider the costs relative to required externships, during which time they may be outside of the Philadelphia area. Students must provide their own transportation and housing during these assignments.

Financial Assistance

The University utilizes a variety of financial aid programs to assist eligible students in meeting their demonstrated financial need. Financial assistance is generally available in the form of scholarships, grants, state and Commonwealth support, loans, campus employment and budget plans. Due to governmental policy regarding the financing of health professional education, most available monies are in the form of loans.

Campus Employment

The University Employment Program and the Federal College Work Study Program allow students to earn money through part-time jobs to help meet their expenses. The current pay rate is \$10.00 per hour and eligible students may work in a large variety of job situations located throughout the University, with the exception of the PA program itself.

SEQUENCE OF COURSES

FIRST YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Fall Semester						
PA510FAB	Gross Anatomy	30	32.5			3.00
PA520FAA	Physiology and Pathophysiology 1	36.5				2.00
PA530FAA	Clinical Medicine 1	46.5				2.50
PA540FAB	Pharmacology and Clinical Therapeutics 1	22.5				1.50
PA550FAA	Medical Microbiology	8				0.50
PA560FAA	Clinical Assessment 1	29.5	28			2.50
PA580FAA	Evidence-Based Medicine	20				1.00
PA590FAA	Management & Administration of Healthcare Systems	11				1.00
PA591SAB	The PA in the Health Care System	24.5				1.50
Sub-totals		228.5	60.5	0	0	15.50
Spring Semester						
PA521SAB	Physiology and Pathophysiology 2	36.5				2.00
PA531SAC	Clinical Medicine 2	68				4.00
PA541SAA	Pharmacology and Clinical Therapeutics 2	33.5				2.00
PA561SAB	Clinical Assessment 2	11	10			1.00
PA565SAA	Advanced Clinical Skills 1	29	19.5			2.50
PA570SAA	Behavioral Science	28				1.50
PA573SAA	Integrative Medicine	15				1.00
PA582SAB	Clinical Problem Solving 1		34		112	3.50
Sub-totals		221.0	63.5	0	112	17.50
FIRST YEAR TOTALS		449.50	124	0	112	33.00

SECOND YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Term						
PA522RAA	Physiology and Pathophysiology 3	25.5				1.50
PA532RAA	Clinical Medicine 3	43				2.50
PA535RAA	Emergency Medicine	15				1.00
PA536RAA	Surgery	15				1.00
PA537RAB	Pediatrics	29.5				1.50
PA542RAB	Pharmacology and Clinical Therapeutics 3	34				2.00
PA566RAA	Advanced Clinical Skills 2	5.5	17			1.00
PA583RAB	Clinical Problem Solving 2		9		64	1.50
Sub-totals		167.5	26	0	64	12.00
Fall Quarter						
PA600VAA	Rotation 1				200	4.50
PA600VAA	Rotation 2				200	4.50
PA690FAA	Legal and Ethical Aspects of Medicine	10				.50
Sub-totals		10	0	0	400	9.50
Winter Quarter						
PA600VAA	Rotation 3				200	4.50
PA600VAA	Rotation 4				200	4.50
PA600VAA	Rotation 5				200	4.50
Sub-totals					600	13.50
Spring Quarter						
PA600VAA	Rotation 6				200	4.50
PA600VAA	Rotation 7				200	4.50
PA692SAA	Capstone Project 1	10				.50
Sub-totals		10	0	0	400	9.50
SECOND YEAR TOTALS		187.50	26	0	1464	44.50

THIRD YEAR

Number	Course Title	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
Summer Quarter						
PA600VAA	Rotation 8				200	4.50
PA600VAA	Rotation 9				200	4.50
PA600VAA	Rotation 10				200	4.50
PA691RAA	Transition to Practice	10				.50
PA693RAA	Senior Seminar	20				1.00
PA694RAA	Capstone Project 2	10				.50
Sub-totals		40	0	0	600	15.50

THIRD YEAR TOTALS	40	0	0	600	15.50
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	Hours	Lecture Hours	Lab Hours	CPS Hours	Clinic Hours	Semester Credits
CORE PROGRAM TOTALS		677.0	150	0	2176	93.00

The credit unit is equal to one semester hour.

Rotation Descriptions

PA600VAA	Emergency Medicine
PA600VAA	General Surgery
PA600VAA	Internal Medicine
PA600VAA	Prenatal Care/Women's Health
PA600VAA	Pediatrics
PA600VAA	Geriatrics
PA610VAA	Elective Rotation 1
PA611VAA	Elective Rotation 2
PA612VAA	Family Medicine/Primary Care 1
PA613VAA	Family Medicine/Primary Care 2

COURSE DESCRIPTIONS

PA510FAB – Gross Anatomy – Lecture and Lab

(first year, fall semester)

Provides Physician Assistant students with an extensive background in gross human anatomy through lecture, laboratory and independent learning exercises. Presentations include discussions of the embryologic basis for common clinical findings. Course has a clinical emphasis. Lectures and labs emphasize anatomy and anatomic relationships significant to common clinical medicine topics and surgical procedures.

PA520FAA – Physiology and Pathophysiology 1

(first year, fall semester)

This course provides a foundation for the study of diseases in the Clinical Medicine courses and begins with basic science modules in cellular physiology, biochemistry, pathology, and immunology. Students will learn about organ systems with presentations emphasizing normal physiology of each system, followed by the pathophysiology of diseases important to that system. For each system, lecturers will discuss normal function, cellular changes and pathological changes, including inflammatory aspects, infectious conditions and any neoplastic presentations where appropriate. In addition, an understanding of the mechanisms that underlie disease processes and diagnostic tests will also be included.

PA521SAB – Physiology and Pathophysiology 2

(first year, spring semester)

Lectures will proceed through organ systems with presentations emphasizing normal physiology of that system followed by the pathophysiology of diseases important to that organ system. For each system, lecturers will discuss normal function, cellular changes and pathological changes, including inflammatory aspects, infectious conditions, and any neoplastic presentations where appropriate. Genetic mechanisms in health and disease will be integrated into each system where applicable. In addition, an understanding of the mechanisms that underlie disease processes and diagnostic tests will also be included. This provides a foundation for the study of diseases in the Clinical Medicine courses. Clinical cases will be utilized and areas of study include: cardiovascular system; respiratory system; renal and urinary systems; gastrointestinal system; dermatology and endocrinology.

PA522RAA – Physiology and Pathophysiology 3

(second year, summer term)

Lectures will proceed through organ systems with presentations emphasizing normal physiology of that system followed by the pathophysiology of

diseases important to that organ system. For each system lecturers will discuss normal function, cellular changes, and pathological changes, including inflammatory aspects, infectious conditions and any neoplastic presentations where appropriate. Genetic mechanisms in health and disease will be integrated into each system where applicable. In addition, an understanding of the mechanisms that underlie disease processes and diagnostic tests will also be included. This provides a foundation for the study of diseases in the Clinical Medicine courses. Clinical cases will be utilized and areas of study include: neurology; rheumatology; orthopedics; women's health; geriatric medicine.

PA530FAA – Clinical Medicine 1

(first year, fall semester)

This is the first of three Clinical Medicine courses. Using an organ systems approach, Clinical Medicine I presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology I and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics I. Areas of study include: anemias; coagulopathies; hematology; infectious diseases by causative organism; infectious diseases of the head, eyes, ears, nose, and throat (HEENT); immune mediated diseases; hematologic oncology.

PA531SAC– Clinical Medicine 2

(first year, spring semester)

This second of three Clinical Medicine courses uses an organ systems approach and presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology II, and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics II. Areas of study include: dermatology; endocrinology; cardiovascular system; respiratory system; renal and urinary systems; gastrointestinal system.

PA532RAA – Clinical Medicine 3

(second year, summer term)

The final of three courses, Clinical Medicine III presents the diagnosis and management of the most common clinical conditions seen by primary care providers for specific organ systems and our geriatric patients. The course builds on lectures in normal physiology and pathophysiology in Physiology and Pathophysiology III and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics III. The Advanced Clinical Skills II course this semester gives students a hands-on opportunity

to learn and practice diagnostic and treatment skills/ modalities specific to these organ systems and patients. Areas of study include: neurology; rheumatology; orthopedics; women's health; geriatric medicine.

PA535RAB – Emergency Medicine

(second year, summer term)

Approach to the diagnosis and management of common emergency conditions for primary care physician assistants. Topics include multiple trauma, chest trauma, abdominal trauma, shock, and cardiac emergencies.

PA536RAB – Surgery

(Second Year, Summer Term)

Designed to prepare the student for the General Surgery rotation. General surgical concepts needed for the Physician Assistant to function in major surgical areas as well as primary care settings are presented. The course emphasizes surgical techniques and procedures, as well as asepsis, minor procedures, and anesthesia.

PA537RAB– Pediatrics

(second year, summer term)

Introduction to the most common health problems affecting the pediatric patient, from the newborn period through adolescence. Lectures focus on health promotion, disease prevention and screening, pathology identification and management, and patient education and counseling for the pediatric patient and his/her family.

PA540FAB – Pharmacology and Clinical Therapeutics 1

(first year, fall semester)

This is the first of three courses in Pharmacology and Clinical Therapeutics. This course introduces students to the general principles of pharmacology and the application of these principles to patient care situations. Students will learn the principles of pharmacokinetics and pharmacodynamics, pharmacogenetics, dosage forms and dose-response relationships. Classes of pharmaceuticals will be studied, with a focus on the mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 1.

PA541SAA – Pharmacology and Clinical Therapeutics 2

(first year, spring semester)

This, the second of a three-course series, teaches the principles of pharmacology and how to apply these principles to patient care situations.

The focus is on mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 2.

PA542RAB – Pharmacology and Clinical Therapeutics 3

(second year, summer term)

This final course in a three-course series continues to teach the principles of pharmacology and how to apply these principles to patient care situations. The focus is on mechanisms of drug action in different therapeutic classes, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs. The classes of pharmaceuticals will parallel the body system being studied in Clinical Medicine 3.

PA550FAA – Medical Microbiology

(first year, fall semester)

This course provides an overview of microbiology as it pertains to the practice of clinical medicine. This semester includes instruction focused on pathogenic categories including: bacteria; rickettsia; mycobacteria; viruses; fungi; and parasites.

PA560FAA – Clinical Assessment 1

(first year, fall semester)

A two-course series designed to prepare the student for obtaining a complete history and performing a complete physical examination on any adult patient, with special sensitivity to gender, age and cultural background. Students will progress body system by body system during this semester. Lectures, videotape and live demonstrations will be used. Normal, variations and common abnormal physical exam findings will be introduced. An emphasis will be placed on the understanding of the relationship of major signs and symptoms to their physiologic or pathophysiologic origins.

The laboratory portion of the course will allow students to work in pairs, alternating roles as patient or Physician Assistant provider, to develop the history taking and examination skills discussed in lecture. Students also will work in small groups with faculty members to further develop these skills. Documentation of findings will be emphasized.

PA561SAB – Clinical Assessment 2

(first year, spring semester)

This course utilizes the competencies acquired in learning the complete adult interview and physical examination in PA560 as a base upon which to build

competencies in performing the focused history and physical examination. Also designed to develop the student's interview and physical examination skills pertinent to special populations, including: newborn; pediatric; pregnant; geriatric; disabled; adolescent; LGBT; sports participation. Course format will include lecture, small group, seminar, and lab.

PA565SAA – Advanced Clinical Skills 1

(first year, spring semester)

This is the first of a two-course series and is the laboratory component of the Clinical Medicine 1, 2 and 3 courses. Through lectures, case discussion, demonstrations and practice sessions, students will learn to use a variety of the diagnostic and treatment modalities used in primary care offices or performed via referral. This semester, these clinical skills include the instruction in, use of, or practice in procedures in the areas of cardiology; pulmonology; nephrology/urology and gastroenterology. Students this semester will also become certified in Advanced Cardiac Life Support (ACLS).

PA566RAA – Advanced Clinical Skills 2

(second year, summer term)

The second of a two-course series teaching advanced clinical skills as the laboratory component of the Clinical Medicine 1, 2 and 3 courses. Through lectures, case discussion, demonstrations and practice sessions, students will learn to use a variety of the diagnostic and treatment modalities used in primary care offices or performed via referral. This semester, these clinical skills include the instruction in, use of, or practice in procedures in the areas of: men's and women's health, orthopedics/rheumatology, geriatrics and neurology. Students will become skilled in the surgery-related techniques of suturing, preparing a sterile surgical field, gloving and gowning and other surgery suite procedures. Splinting and casting procedures will be taught this semester.

PA570FAB – Behavioral Science

(first year, spring semester)

This course will cover the normal and abnormal psychological development of pediatric, adult and geriatric patients. The course will use lecture and small group format to develop the knowledge, skills, and attitudes necessary for the understanding of, communication with, and counseling of patients and their families in the following areas: health promotion and disease prevention; eating disorders; substance abuse; human sexuality; response to illness, injury, and stress; principles of violence identification and prevention (child, spouse, elder); genetic inheritance of disease; geriatrics; end of life issues. Case studies will be presented to enhance student learning.

PA580FAA – Evidence-Based Medicine

(first year, fall semester)

A review of basic statistics precedes statistical application to evidence-based theory, as it pertains to epidemiology, public health, and the practice of clinical medicine. Provides an introduction in accessing computer based medically oriented information and evidence-based medicine databases. The course will emphasize the use of up-to-date evidence-based literature to validate and improve the practice of clinical medicine now and as a lifelong learner. Students will learn to identify, review and critique published literature relevant to their clinical setting. Specifically, students will learn to use medical literature as a tool for clinical decision-making. This course prepares students for the emphasis placed on EBM in Clinical Medicine, Clinical Problem Solving and other courses in the curriculum.

PA582SAB – Clinical Problem Solving 1

(first year, spring semester)

The focus of this course will be to synthesize and practice the theoretical and practical aspects of critical thinking involved in the process of clinical problem solving. Through the application of self-discovery through integration of clinical reasoning utilizing all knowledge and skills already obtained, students will continue to solve problems that are frequently encountered in the day-to-day practice of medicine. In large and small group settings, a problem-based learning (PBL) format will be used to accomplish this goal. This class will apply the knowledge, skills, and attitudes learned across the curriculum to individual patient cases. Throughout the year, the cases presented will relate to the organ system being studied in the Physiology and Pathophysiology, Clinical Medicine, and Pharmacology and Clinical Therapeutics courses. Beginning in CPS 1, students will be involved in weekly “pre-clinical” experiences. The experiences will have a primary care focus, but will also expose the students to specialty practice and other ancillary services of medicine. Students will initially observe and slowly, according to their skills and with preceptor supervision, sequentially increase their independence, applying the knowledge, skills, and professional attributes they are learning in the classroom. This will be their introduction to practice-based medicine and a precursor to their clinical year and clinical practice.

PA583RAB – Clinical Problem Solving 2

(second year, summer term)

Utilizing the same problem-based learning format as CPS 2, students will develop patient case scenarios based on assigned clinical medicine topics. In a small group format, the students will perform a history and physical on one another, utilizing concepts learned in Clinical Medicine, Clinical Assessment 1, Clinical Assessment 2, and Behavioral Science 1 to formulate a differential diagnosis and final diagnosis. The second part of the course will

be a research paper on a specific clinical question regarding the disease state encountered in the first part of the course. Students will use an evidence based medicine approach to determining the most appropriate clinical intervention based on the most recent and valid scientific data. Students will continue to have weekly pre-clinical experiences throughout CPS 2. The experiences will continue to have a primary care focus but will also expose the students to specialty practice and other ancillary services in medicine.

PA590FAA – Management and Administration of Health Care Systems

(first year, fall semester)

Students will be introduced to the day-to-day operation of a family practice / primary care office and what role the provider in this setting plays in patient care. To further prepare them for their “pre-clinical” experience, students will be given an overview of documentation, billing, coding, reimbursement, quality assurance, risk management and other practice-based essentials. Topics covered will include safety precautions, HIPPA and OSHA guidelines and blood borne pathogens. Students will be introduced to PAST™ – Physician Assistant Student Tracking System, patient-encounter tracking software that is loaded onto their palm pilots so that they can begin to collect patient information (gender, age, ICD-9 and CPT codes, etc.).

PA591SAB – The Physician Assistant in the Health Care System

(first year, fall semester)

The goal aim of this course is to give students a foundation of practical knowledge about the health system and the PA profession. It begins by orienting students to the basic components of the US health care system. Issues and questions are presented and will be discussed in relation to their impact on citizens as well as the practicing physician assistant. Topics will include the historical underpinnings of health care policy, the health care system, hospitals, ambulatory care, quality assurance and risk management in clinical practice, education, personnel, financing, insurance, managed care, mental health, long term care, and other contemporary health care issues. Learners will be expected to evaluate, present and debate pertinent issues presented in the course lectures and readings. The influence of cultural issues on health care policy will be discussed. The relationship between socioeconomic issues and health care will also be explored. The role of the PA physician assistant (PA) in the context of the modern U.S. health care system will be discussed. The history and evolution of the PA profession in U.S. medicine will be presented. Examined are the status, trends, and characteristics of PA health care providers, their education, regulation, practice patterns, external relations, and professional organizations. Issues related to PA health workforce policy are presented, along with aspects of PA salary and reimbursement and the legal and

economic aspects of PA practice.

PA600VAA-Clinical Rotations

In association with the Clinical Coordinator, each student will choose three rotations from a list of elective rotations (i.e., primary care, nephrology, interventional radiology, etc.) and be placed according to availability. No student will be required to acquire his/her own clinical rotation site. If a student has a particular clinical rotation site he/she wishes to develop, this may be done in association with and at the discretion of the Clinical Coordinator.

PA600VAA – Emergency Medicine

PA600VAA – General Surgery

PA600VAA – Internal Medicine

PA600VAA – Prenatal Care/Women’s Health

PA600VAA – Pediatrics

PA600VAA – Geriatrics

PA610VAA – Elective Rotation 1

PA611VAA – Elective Rotation 2

PA612VAA – Family Medicine/Primary Care 1

PA613VAA – Family Medicine/Primary Care 2

PA690FAA – Legal and Ethical Aspects of Medicine

(second year, fall quarter)

This course is designed to give students an appreciation of medical ethics and their legal implications where applicable. Lectures will provide students with a basic understanding of the ethical responsibilities of physician assistants as health care practitioners and as individuals. The course will cover an appreciation of the origins of medical ethics, as well as applications to the contemporary practice of medicine, including modern ethical dilemmas facing practitioners today. The course will also discuss the specific ethical and legal issues specific to the physician assistant.

PA691RAA – Transition to Practice

(third year, summer quarter)

Transition to Practice is designed to prepare the student to graduate and become their own independent practitioner. Topics discussed will include NCCPA certification, including PANCE and PANRE, CME, professional liability and malpractice insurance. Licensure in both Pennsylvania and its surrounding states will be reviewed. In addition, to help facilitate in career planning, the student will be educated on how to find a job, prepare a CV, negotiate a contract and navigate the general credentialing process at healthcare institutions.

PA692SAA – Capstone Project 1

(second year, spring quarter)

Capstone Project 1 prepares the student for a Grand Rounds presentation and submission of a review article and case write-up which is presented in Capstone Project 2. Grand Rounds presentations are common in the medical environment and used in a variety of ways. The Grand Rounds Presentation is the in-depth presentation of a medical topic based on a patient the student has seen clinically on rotations during the second year of the program. Students will present their patient encounter, disease state, medical topic review and literature analysis to the faculty, current PA students and campus community.

A693RAA – Senior Seminar

(third year, summer quarter)

The main objective of Senior Seminar will be to prepare the student towards the end of the program to take the Physician Assistant National Certification Exam (PANCE). Students will be required to attend a comprehensive board review session designed for certification and recertification of physician assistants. In addition, the student will be required to pass a summative evaluation. The evaluation will be designed to evaluate the student's overall performance and preparation for clinical practice.

PA694RAA – Capstone Project 2

(third year, summer quarter)

Capstone Project 2 is when the student presents their Grand Rounds presentations and submission of a review article and case write-up. The Grand Rounds Presentation is the in-depth presentation of a medical topic based on a patient the student has seen clinically on rotations during the second year of the program. The students will present their patient encounter, disease state, medical topic review and literature analysis to the faculty, current PA students and campus community.

FACULTY

Dean

Anthony F. Di Stefano

Director

Richard C. Vause, Jr.

Medical Director

John J. Fitzgerald III

Associate Medical Director

Kem Yenai

Academic Coordinator

Gretchen Paruch

Clinical Coordinator

Linda Haffelfinger

Professor

Pierrette Dayhaw-Barker

Associate Professor

Joan Wing, Charles Wormington

Assistant Professor

Linda Haffelfinger, Gretchen Paruch, Daniel P. Scott

Adjunct Faculty

Tracy Offerdahl-McGowan, Joseph Spanier, Michael Speirs

COLLEGE OF HEALTH SCIENCES

PUBLIC HEALTH PROGRAMS

DEGREE PROGRAM OVERVIEW

The Master of Public Health (MPH) degree is awarded to all students who have successfully completed the professional curriculum. The maximum number of years permitted to complete this course is five.

MASTER OF PUBLIC HEALTH DEGREE PROGRAM (MPH)

The MPH program is 42 semester credit units in length and is offered via distance education on a part-time basis. Students will have up to five (5) years to complete the program.

Taught entirely online, and designed for professionals and students from a variety of backgrounds and experience, the University's MPH program also is designed to bridge the public health training gap in the areas of optometry, audiology, blindness and visual impairment, and physician assistant studies, professions currently underrepresented in the public health workforce.

ADMISSIONS

Admissions Criteria

As an institution dedicated to the education and training of health care professionals for more than 90 years, Salus University is sensitive to the high cost of health disparities and inequities as well as the impact of this imbalance on the health status of individuals, communities and nations.

All Salus students are educated in an interdisciplinary environment that prepares our graduates to become contributing members of today's health care teams and the MPH program is no exception. With a dedicated and diverse faculty each bringing a set of unique experiences and perspectives to their students, our MPH curriculum is firmly rooted in real world situations.

Admissions Checklist

- Educational Resume/Curriculum Vita

Applicants must submit an educational resume or curriculum vita. The

data should list education and work experiences, publications, and honors/achievements to date in chronological order.

- Life Experience Essay and Personal Statement (250-500 words each)

Applicants will provide an essay response to a statement about their life experience on the application. Additionally, they will make a personal statement about several factors, including why this program is expected to meet their personal and professional objectives.

- Personal References

Applicants must provide the names and email address of two people who are not related to the applicant and who will provide the University with a personal reference. The references should be from persons familiar with the applicant's academic work, employment record, and personal characteristics. Applicants should notify these persons in advance of providing their names and email addresses. The Office of Admissions will notify these individuals by email and provide instructions for the completion of the electronic personal reference form.

- Transcripts

All applicants must arrange for official copies of transcripts from each college, university or other educational institution attended (regardless of whether a degree has been received from that institution). These should be sent directly by the schools to Salus University, Office of Admissions, Public Health Programs, 8360 Old York Road, Elkins Park, PA 19027.

All official college transcripts from foreign countries must be submitted in English to the World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745 (www.wes.org) for course-by-course, document-by-document evaluation before submitting them to the Salus University Office of Admissions at the above address.

The certified copies of official academic records (transcripts) for all undergraduate and graduate work should be mailed directly to the Salus University, College of Health Sciences - Public Health Programs from each institution, not issued to the student. A transcript marked "Issue to Student" is not acceptable, even when delivered in a sealed envelope.

Have copies of your transcripts available to assist you when completing your on-line application and resume.

- National Test Scores

National testing is not a requirement for acceptance into these programs. If you have taken a test such as MAT (Miller Analogies Test), GRE (Graduate Record Examination), or OAT (Optometry Admission Test), your test results may be sent directly to Salus University, College of

Health Sciences - Public Health Programs. Test scores more than seven years old will not be accepted.

- **Optional Information Form**

This request for information is for the purpose of assuring equal opportunity for all persons and effectuating the purpose of the Fair Educational Opportunities Act. Applicants are not obligated to complete this form for admission.

- **Application Fee**

An online, non-refundable fee of \$100.00 is payable electronically. Please do not pay an amount in excess of the \$100.00 application fee.

For assistance at any time during this process, contact an Admissions counselor anytime at admissions@salus.edu or 800.824.6262 (US and Canada), or 215.780.1301 during business hours.

Program Requirements

The MPH degree course of study includes:

- 23 semester hours of core courses
- 13 semester hours of elective courses
- 6 semester hours for capstone project

Pre-requisites

The MPH program seeks individuals who have the educational prerequisites, interest and motivation for undertaking and advancing in public health careers, consistent with the program's stated mission, goals and objectives.

Admission procedures and policies will appropriately weigh the individual's public health experience and/or the candidate's ability to apply educational preparation from such diverse fields as economic development, urban planning, sociology, informatics, etc.

In addition, it is expected that the successful candidate for the degree (MPH) or certificate programs will possess:

- a relevant undergraduate degree or its equivalent
- a documented record of academic achievement
- demonstrated academic competency in mathematics/quantitative methods
- English language skills essential to the successful completion of the coursework.

FINANCIAL INFORMATION

Financial Aid

Students must be enrolled at least half time (6 credit hours) or greater in order to be considered for any form of private or Federal financial assistance at Salus University. For more information, please contact the Office of Financial Aid at 215.780.1330 or financialaid@salus.edu.

The University is approved by the Department of Education of the Commonwealth of Pennsylvania and is approved for veteran's education under U.S. Code, Section 1775.

Applicants are encouraged to seek employer support for public health courses in degree and non-degree tracks. In particular, government employees should seek advice from their agency about that agency's policy on tuition remission.

A professional education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are books and incidental expenses to be considered.

Tuition

Public Health degree and certificate programs (per semester hour credit): \$631.00

University Technology Fee (per term registered): \$55.00

Activity Fee/Student Government (per term registered): \$25.00

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change. To pay tuition online go to www.salus.edu/publicHealthph_tuition_payonline.html.

Drop/Add Policy

Drop/Add must be completed within ten business days after the first day of the term. Some courses start at a time other than the first day of the term but must be added or dropped within the first 10 business days of the term regardless of a course start date. Drop/Add must be filed directly with the Registrar's office.

Refund Policy and Schedule

The institutional charge is based on the number of days a student is enrolled at the University prior to the date of withdrawal or dismissal date.

The formula is calculated as follows:

$$\frac{\text{Number of days attended}}{\text{Total days in the enrollment period}} \\ \text{(including weekends and holidays, less any scheduled breaks greater than five days)}$$

The resulting fraction is converted to a percentage; therefore, if there are 90 days in the academic period, the following would apply:

- Withdrawal on the 10th day – Institutional charge = 11.1%
- Withdrawal on the 25th day – Institutional charge = 27.8%

Any percentage of attended days above 60% results in a 100% charge.

Enrolled students who withdraw or are dismissed from the University will be responsible for the payment of tuition in accordance with the Institutional Refund Schedule.

MASTER OF PUBLIC HEALTH CURRICULUM

Course	Course Title <i>(Prerequisites If applicable)</i>	Lecture Hours	Credits
PH 500 CAA	Introduction to Health Policy	45	3.0
PH 501 CAA	Fundamentals of Epidemiology I	45	3.0
PH 502 CAA	Fundamentals of Epidemiology II <i>(Completion of PH 501 CAA with no less than B grade)</i>	45	3.0
PH 503 CAA	Introduction to Biostatistics I	45	3.0
PH 504 CAA	Introduction to Biostatistics II <i>(Completion of PH 501 CAA with no less than B grade)</i>	45	3.0
PH 505 CAA	Environmental Health	45	3.0
PH 506 CAA	Social and Behavioral Approach to Public Health	30	2.0
PH 507 CAA	Program Implementation and Evaluation	45	3.0
PH 551 EAA	Cost-Effectiveness Analysis in Health Care	30	2.0
PH 552 EAA	Epidemiology of Infectious Diseases	45	3.0
PH 553 EAA	Introduction to Bioterrorism	15	1.0
PH 554 EAA	Introduction to Bioethics in Health Care	15	1.0
PH 555 EAA	Humanitarian and Refugee Health	45	3.0
PH 556 EAA	Health Literacy and Effective Communication Program Design	30	2.0
PH 557 EAA	Epidemiologic Study Design and Grant Writing	15	1.0
PH 558 EAA	Public Health Issues of Aging Populations	30	2.0
PH 559 EAA	Public Health Informatics	30	2.0
PH 560 EAA	Introduction to Public Health Genomics	15	1.0
PH 561 EAA	International Development and Health	30	2.0
PH 562 EAA	Survey of Public Health Issues	15	1.0
PH 563 EAA	Perspectives in Development	30	2.0
PH 601 PAA	Practicum and Capstone Project 1	15	1.0
PH 602 PAA	Practicum and Capstone Project 2	15	1.0
PH 603 PAA	Practicum and Capstone Project 3	15	1.0
PH 604 PAA	Practicum and Capstone Project 4	15	1.0
PH 605 PAA	Practicum and Capstone Project 5	15	1.0
PH 606 PAA	Practicum and Capstone Project 6	15	1.0

Total Semester Credits for MPH (Master of Public Health degree) 42.0
(MPH requires 23 core credits; 13 elective credits; 6 capstone credits)

Total Semester Credits for Humanitarian and Refugee Health Care Certificate (HRC) 15.0
(HRC requires 9 core credits; 6 elective credits)

Total Semester Credits for Health Policy Certificate (HPC) 14.0
(HPC requires 9 core credits; 5 elective credits)

COURSE DESCRIPTIONS

PH 500 CAA Introduction to Health Policy

3 credits (*core requirement*)

Students learn to understand and effectively apply health policy based on their understanding of analytical strategies presented in this course. Focus is on four substantive areas: economics and financing; need and demand; politics/ethics /law, and quality/effectiveness. Examples of these areas will utilize three specific policy issues: injury, medical care, public health preparedness.

PH 501 CAA Fundamentals of Epidemiology I

3 credits (*core requirement*)

First in a two series course taught over two semesters. Introduces the basic concepts of epidemiology and biostatistics as applied to public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and the use of classical statistical approaches to describing population health. Demonstrates the application of the epidemiologic sub-disciplines in the areas of health services/systems, screenings, genetics, and environment policy, as well as the intricacies of epidemiology and biostatistics with the legal and ethical issues in public health.

PH 502 CAA Fundamentals of Epidemiology II

3 credits (*core requirement*)

Second in a two series course taught over two semesters, with focus on various epidemiologic study designs for investigating associations between risk factors and disease outcomes, culminating with criteria for causal inferences. Demonstrates the application of the epidemiologic sub-disciplines in the areas of health services/systems, screenings, genetics, and environment policy, as well as the intricacies of epidemiology and biostatistics with the legal and ethical issues in public health.

PH 503 CAA Introduction to Biostatistics I

3 credits (*core requirement*)

First of a two course series introduces the fundamental concepts in applied probability, exploratory data analysis, and statistical inference, while focusing on probability and analysis of one and two samples. Emphasis is placed on understanding and interpreting the concepts, with a reliance on the use of formulae and computational elements in the learning process.

PH 504 CAA Introduction to Biostatistics II

3 credits (*core requirement*)

Second of a two course series explores the discrete and continuous probability models, expectation and variance, central limit theorem, and inference, focusing further on hypothesis testing and application of confidence for means, proportions, counts, maximum likelihood estimation, sample size determinations, elementary non-parametric methods, graphical displays, and data transformations. Emphasis is placed on understanding and interpreting the concepts, with a reliance on the use of formulae and computational elements in the learning process.

PH 505 CAA Environmental Health

3 credits (*core requirement*)

Comprehensive course examining health issues, underlying causes, and public health approaches for controlling major environmental health problems in both industrialized and developing countries. Students gain an understanding of how the body reacts to environmental pollutants (physical, chemical, and biological agents of environmental contamination) and vectors for dissemination (air, water, and soil) are examined. Solid and hazardous waste, susceptible populations, and biomarkers and risk analysis concepts are addressed. Scientific basis for policy decisions are explained, with focus on emerging global environmental health problems.

PH 506 CAA Social and Behavioral Approach to Public Health

2 credits (*core requirement*)

Designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. Allows students to develop insight into populations with whom they have worked in the past or will work in the future. Presents the essential tools for understanding and effectively analyzing psychosocial issues in public health.

PH 507 CAA Program Implementation and Evaluation

3 credits (*core requirement*)

Interactive course introduces the basic concepts of public health practice and includes a series of simulated public health practice exercises that clearly demonstrate the applicability of the basic concepts. Students gain a thorough understanding of types of program evaluation essential for an effective and successful public health practice. Further practical experience given through a series of exercises where students design a conceptual framework, develop a network of indicators, analyze statistical evidence, and propose an evaluation plan to measure the impact of an intervention.

PH 551 EAA Cost-Effectiveness Analysis in Health Care

2 credits (*elective*)

Focus is on comprehending basic economic concepts needed to understand the recommendations from the US Panel on Cost Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made from analyses of cost-effectiveness research reports. Course includes critical discussion of current articles demonstrating cost-effectiveness analyses, enabling the student to read, comprehend, and perform a basic critique of cost-effectiveness papers, and take part in discussions of planned cost-effectiveness research.

PH 552 EAA Epidemiology of Infectious Diseases

3 credits (*elective*)

A case-study approach introduces the basic methods for infectious disease epidemiology and to understand disease syndromes and entities relevant to the health of populations (respiratory infections, diarrheal diseases, hepatitis, HIV, tuberculosis, sexually transmitted diseases, malaria, and other vector-borne diseases). The course covers definitions and nomenclature, outbreak investigations, disease surveillance. The tools for outbreak investigation and disease are thoroughly discussed and their application is identified in the case studies.

PH 553 EAA Introduction to Bioterrorism

1 credit (*elective*)

Introduces and reinforces the understanding of basic concepts and principles of terrorism preparedness and response, as well as identification of specific practical considerations. The course is presented via case studies to illustrate plausible scenarios, first response activities, critical elements, and planning strategies.

PH 554 EAA Introduction to Bioethics in Health Care

1 credit (*elective*)

With a focus on ethical theory and its principles, as well as current ethical issues in public health and health policy, this course introduces concepts of resource allocation, summary measures of health, the right to health care, and conflicts between autonomy and health promotion efforts. Concepts relevant to research ethics also introduced.

PH 555 EAA Humanitarian and Refugee Health

3 credits (*elective*)

Provides an introduction to the theoretical concepts and applied practices of health care provision in humanitarian emergencies. Students gain a comprehensive understanding of the public health needs of conflict, crisis and disaster-affected populations, and the systems and practices used in the

humanitarian relief field to address these needs.

PH 556 EAA Health Literacy and Effective Communication

Program Design

2 credits (*elective*)

Presents concepts, strategies and processes needed to effectively modify health behavior and health outcomes through public awareness campaigns and training programs in various situational contexts. Students learn how to identify and assess the political, ecological, social, technological, legal and economic factors that influence the strategic development and delivery of promotional campaigns and training programs; develop the skills necessary for establishing programmatic goals, budgets and delivery models conducive to identified needs; learn different methods of evaluating education and its impact on health.

PH 557 EAA Epidemiologic Study Design and Grant Writing

1 credit (*elective*)

Interactive course to equip students with a thorough understanding of experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. The course also outlines the methodological and logistic problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in a human population.

PH 558 EAA Public Health Issue of Aging Populations

2 credits (*elective*)

A gerontology course designed to introduce the student to the study of aging, its impact on individuals, families and society, and what factors have driven the creation of health policy related to older persons. A wide variety of aging topics will be explored, including the prevention and management of chronic conditions; demography; biology; epidemiology of diseases; physical and mental disorders; functional capacity and disability; health services; health policies; social aspects of aging, and ethical issues in the care of older individuals, as well as hospice and palliative care.

PH 559 EAA Public Health Informatics

2 credits (*elective*)

Technology and information sciences are changing the practice of public health radically. An understanding of the information tools that make this possible in this age of evidence-based decision making is important for a public health professional. This course covers public health information needs, methods of data capture, data security and sharing, data storage and retrieval. Also examines public health informatics tools such as syndromic surveillance and GIS (geographic information system), and how they are

used to predict and prevent infectious disease outbreaks. The student learns reasonable expectations of today's technologies, and the direction in which the field is heading.

PH 560 EAA Introduction to Public Health Genomics

1 credit (*elective*)

This course combines new findings in genomics, the study of the entire human genome, with public health principles and concepts. The student learns genomics' significant potential impact for improving the health, safety and longevity of the public. Benefits of genomics studies and their potential contributions and benefits to large populations are explored. The student develops an understanding of information and other factors necessary to strategically develop health strategies for the public health benefit of large populations.

PH 561 EAA International Development and Health

2 credits (*elective*)

Most health care professions have practitioners involved in philanthropic activity. With the expansion of the philanthropic activities of today's health care professions, and the increased debates as to how limited resources can be applied in our world, debate has created a demand for further training in health and development so that health professionals are empowered to implement programs within the appropriate paradigm. This course presents evidence-based guidelines for public health interventions to build global capacity that serve populations in need.

PH 562 EAA Survey of Public Health Issues

1 credit (*elective*)

Provides students with an introduction to public concepts and practice. Includes an overview of the social processes that influence health status and public health interventions; the strategic importance of health policy development and implementation; environment health considerations in populations; health organization and administration; and the role and impact that the concepts and tools of epidemiology and biostatistics play in public health program design, implementation and evaluation.

PH 563 EAA Perspectives in Development (2 credits)

The primary objective of this course is to expose the participants to concepts and different facets of health in development. It aims to prepare participants to critically analyze and develop policies towards poverty reduction through exploring the strong links between health and development that is in the global and local context. Students receive an overview of understanding and implementing health related interventions to reduce poverty and hence to

improve quality of life and development. This course uses the UN Millennium Development Goals as a framework to understand the role of health in development. It also includes an analysis of worldviews such as welfare economics (Ex: Marxism) and market economics (Ex: globalism) in health and development and its impact. The course concludes with a summary of progress of the agenda of health in development, health in development challenges, strategies and practice.

PH 601 PAA Practicum and Capstone Project 1

PH 602 PAA Practicum and Capstone Project 2

PH 603 PAA Practicum and Capstone Project 3

PH 604 PAA Practicum and Capstone Project 4

PH 605 PAA Practicum and Capstone Project 5

PH 606 PAA Practicum and Capstone Project 6

1 credit each (Required)

The MPH Capstone provides an opportunity for students to work on public health practice projects that are of particular interest to them, with the goal of synthesizing, integrating and applying their acquired skills and competencies to a public health problem that approximates a professional practice experience. Written and oral components are required for completion and graduation, and students will accomplish their projects under the direction of an MPH capstone supervisor (faculty member).

PUBLIC HEALTH CERTIFICATE PROGRAMS

The Public Health certificate programs of Health Policy, Humanitarian Health Care, and International Development and Health each have their own objectives.

HEALTH POLICY CERTIFICATE PROGRAM

The Health Policy certificate program provides a framework for developing and analyzing a range of health policy issues. Our program provides broad strategies for rationally analyzing any public health policy issue.

The core Health Policy course presents four analytic skills commonly used by policy makers to:

- analyze historical, political, ethical, and legal ramifications
- assess need and demand
- examine economic and financial considerations

- assess existing programs and policies

This program is designed to help the student apply these skills in the delivery of health care, injury prevention and trauma care, and emergency preparedness.

The certificate program is 14 semester credits and is divided among six selected courses from the Master of Public Health (MPH) program:

- *Three core courses in the areas of:*
 - health policy
 - epidemiology
 - program implementation and evaluation
- *Three elective courses in the areas of:*
 - cost-effectiveness analysis
 - health literacy and communication
 - study design and grant writing

COURSE DESCRIPTIONS

PH500 CAA Introduction to Health Policy

(3 credit hours)*

Surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include global health systems and legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, and management and decision-making within public and private sector health care institutions. Emphasis is domestic and global.

PH501 CAA Fundamentals of Epidemiology 1

(3 credit hours)*

Introduces students to principles and concepts in epidemiology through lectures, discussion groups, assigned readings, and exercises. Students are given the opportunity to acquire an understanding of these principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research.

PH507 CAA Program Implementation and Evaluation

(3 credit hours)*

Introduces the basic concepts of public health practice and evolves to include a series of simulated public health practice exercises that clearly demonstrate the applicability of the basic concepts. As the students gain a thorough understanding of the types of program evaluation (needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis) essential for an effective and successful public health practice.

PH551 EAA Cost-Effectiveness Analysis in Health Care

(2 credit hours)

The primary objective of this course is to prepare students to read and interpret cost-effectiveness studies. Initial focus of the course is on understanding basic economic concepts that are needed in order to understand the recommendations from the United States Panel on Cost Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made, as the recommendations from cost-effectiveness research reports are analyzed. As the course progresses, the relationship between cost-effectiveness results and other elements of the health care policy decision-making process are discussed to gain a better understanding of how to conduct cost-effectiveness analyses.

PH556 EAA Health Literacy and Effective Communication Program Design

(2 credit hours)

This course presents the concepts, strategies and processes needed to effectively modify health behavior and health outcomes through public awareness campaigns and training programs in various situational contexts. Students will learn how to identify and assess the political, ecological, social, technological, legal and economic factors that influence the strategic development and delivery of promotional campaigns and training programs. They will develop the skills necessary to establish programmatic goals, budgets, and delivery models conducive to identified needs. They will learn different methods of evaluating education and its impact on health.

PH557 EAA Epidemiologic Study Design and Grant Writing

(1 credit hour)

Students will derive a thorough understanding of experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. The course also outlines the methodological and logistic problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in human populations.

(*Denotes MPH core requirements, as designated by Council of Education in Public Health).

HUMANITARIAN HEALTH CARE CERTIFICATE PROGRAM

The global response to conflict and humanitarian crisis commonly involves charitable giving accompanied by a generous, but relatively unguided sharing of time and expertise by health practitioners.

Within the professional literature, a small but steady stream of scientific papers, guidelines and recommendations have evolved, aimed at ensuring a more consistent, more organized, and more technically sound response to those in need. As a result, high priority interventions have been identified, and a relatively clear public health approach to emergency relief has emerged.

The distance Humanitarian Health Care Certificate program offers insight into these evidence-based guidelines and public health interventions with the global capacity to serve those whose lives have been disrupted by emergencies and disasters.

The certificate program is 15 semester hours, divided among six selected courses from the Master of Public Health program: three elective courses in the areas of refugee health, cost-effectiveness analysis, and study design and grant writing.

There are three core courses in the areas of health policy, epidemiology, and program implementation and evaluation. Each course will provide students with an opportunity to apply new knowledge and skills to humanitarian problems.

COURSE DESCRIPTIONS

PH555 EAA Humanitarian and Refugee Health

(3 credit hours)

Addresses the provision of basic health requirements for refugees and the coordination of care among the agencies concerned with them. Course focuses on the true needs of populations displaced by natural or man-made disasters, and students learn to apply epidemiological information toward designing and monitoring relief activities and health services. Course emphasis on the importance of other issues surrounding displaced persons, as well as the value of collaborating with the affected community, local, and

international organizations, host governments, the United Nations, military forces, and the media.

PH500 CAA Introduction to Health Policy

(3 credit hours)*

Surveys theory and practice in the management and policy sciences applied to the field of public health. Topics include global health systems and legal bases of public health; public policy institutions and decision-making processes; methods of policy analysis, and management and decision-making within public and private sector health care institutions. Emphasis is domestic and global.

PH501 CAA Fundamentals of Epidemiology

(3 credit hours)*

Introduces students to principles and concepts in epidemiology through lectures, discussion groups, assigned readings, and exercises. Students are given the opportunity to acquire an understanding of these principles and concepts, the vocabulary of epidemiology, methods of epidemiologic investigation, and the design, interpretation, and evaluation of epidemiologic research.

PH551 EAA Cost Effectiveness Analysis in Health Care

(2 credit hours)

The objective of this course is to prepare students to read and interpret cost-effectiveness studies. Initial focus of the course is on understanding basic economic concepts that are needed in order to understand the recommendations from the United States Panel on Cost Effectiveness in Health and Medicine. Distinction between opportunity costs and budgetary costs are made, as the recommendations from cost-effectiveness research reports are analyzed. As the course progresses, the relationship between cost-effectiveness results and other elements of the health care policy decision-making process are discussed to gain a better understanding of how to conduct cost-effectiveness analyses and apply these concepts in humanitarian projects.

PH507 CAA Program Implementation and Evaluation

(3 credit hours)

This interactive course introduces the basic concepts of public health practice and evolves to include a series of simulated public health practice exercises that clearly demonstrate the applicability of the basic concepts. Students gain a thorough understanding of types of program evaluation (needs assessment, formative research, process evaluation, monitoring of outputs and outcomes, impact assessment, and cost analysis) essential for an effective and successful public health practice. Applications to

humanitarian health care are included.

PH557 CAA Epidemiologic Study Design and Grant Writing

(1 credit hour)

Students will derive a thorough understanding of experimental, quasi-experimental, and non-experimental study designs, including the strengths and limitations of each. The course also outlines the methodological and logistic problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in human populations, including humanitarian cohorts.

*(*Denotes MPH core requirements, as designated by Council on Education in Public Health).*

FACULTY

Program Director

Anthony F. Di Stefano

Associate Professor

Joseph P. Ruskiewicz

Charles M. Wormington

Assistant Professor

Derek Mladenovich

Glenn R. Roedel

Satya Verma

Adjunct

James F. Cawley

Lynne C. Corboy

Stanley W. Hatch

William A. Monaco

Kovin S. Naidoo

Bryce S. Sutton

Jerry Vincent



College of Education and Rehabilitation

The College of Education and Rehabilitation began in 1983 as the Graduate Studies in Vision Impairment program at the Pennsylvania College of Optometry. For more than twenty-five years, PCO was the only college or university in the country to offer all four of these degree and certificate programs.


MISSION

The mission of the College of Education and Rehabilitation is to enhance the quality of life of individuals with sensory impairments through excellence in interdisciplinary education, service delivery and research, and to increase the numbers, diversity and leadership roles of education and rehabilitation professionals worldwide.

DEGREE AND CERTIFICATE PROGRAMS

The degree and certificate programs of the College of Education and Rehabilitation prepare a variety of professionals to work with people who are visually impaired.

These programs include:

- Master of Science and Certificate, Low Vision Rehabilitation
- Master of Science and Certificate, Orientation and Mobility
- Master of Science and Certificate, Vision Rehabilitation Therapy (formerly  Rehabilitation Teaching)
- Master of Education and Certificate, Professional Preparation Programs for Teachers of Children with Visual and Multiple Disabilities (formerly Teachers of the Visually Impaired)

Students may earn a master's degree in one area and additional certificate(s) in one or more other disciplines.

All programs are now available through distance education and require a summer on-campus residency program to facilitate hands on experience and practice.

Education programs are offered in hybrid formats with distance education coursework and face-to-face classes on weekends during the academic year and summers on-site in many states.

States with which the Salus University College of Education and Rehabilitation has contracts vary. Presently online and face-to-face hybrid programs exist in Georgia, Maryland, Minnesota and Tennessee.

The maximum number of years permitted to complete these master's degrees is five.

ADMISSIONS

Admissions Criteria

All applicants must have completed their undergraduate studies and must hold an undergraduate or graduate degree from an accredited college or university in order to be admitted to a program of studies in the College of Education and Rehabilitation.

Professional preparation or experience in rehabilitation, eye care, psychology, social work, education or a related field is preferable for

applicants. For applicants to the Education of Children with Visual and Multiple Impairments program, professional preparation in special education is preferred.

Applicants who do not have a graduate degree must have achieved acceptable levels of performance on a national test, such as MAT (Miller Analogies Test), GRE (Graduate Record Examination), or OAT (Optometry Admission Test). The applicant may choose the test based upon his/her professional preparation and program interest.

Applicants must request three letters of reference to be sent directly to the College of Education and Rehabilitation. The letters should be from persons familiar with the applicant's academic work, employment record, and personal characteristics.

Applicants must submit a completed and signed application form, a response to one essay question, an application fee, and a resume or curriculum vita (summarizing work and educational experiences and accomplishments).

Applicants who successfully satisfy the first four admissions requirements will be scheduled for interviews with the relevant program director and a faculty member.

Applicants must submit copies of current Pennsylvania and federal child abuse and criminal background clearances at the time of application to any program.

Prerequisite Skills

Due to the nature of the coursework for all of the degree and certificate programs in the college, the following prerequisite skills apply:

- **Mathematics Skills**

Master's degree candidates participate in research courses that require skills in setting formulae for calculations in spreadsheets of databases and creating graphic representations of data. Students should assess their competence in algebra and refresh their knowledge base as needed. The research instructor will assume that students in research classes know how to utilize a computer for word processing and have a basic understanding of algebra.

- **Writing Skills**

Students engage in various writing activities such as online discussion board postings, examinations, research papers, et cetera, throughout their respective programs. Applicants are expected to demonstrate scholarly writing in their application essays, develop coherent and complete thoughts, and use correct grammar, spelling, capitalization and punctuation.

- **Computer Skills**

Salus University College of Education and Rehabilitation requires its graduate students to be computer literate upon entry into their respective programs of study. All students are expected to know how to use a computer for word processing, PowerPoint presentations and spreadsheets.

Prior to entering the program, students who lack basic skills in using the computer for word processing should take a basic beginners computer course from a local computer education program at a community college, college/university or a computer education service.

After admittance to the program, students needing additional computer assistance may find help in the University's Department of Academic Technology and Learning Resources.

Access to Transportation (Orientation and Mobility Programs)

Due to responsibilities required of Orientation and Mobility (O&M) specialists specifically the need to transport students and clients to appropriate learning environments – and to travel efficiently to, from and among students and clients, students in the O&M programs must have access to efficient transportation and auxiliary means of transportation.

Compliance

Salus University, by choice, declares and reaffirms its policy of complying with federal and state legislation and does not in any way discriminate in educational programs, employment, or in-services to the public on the basis of race, color, creed or religion, sex, national origin, age, physical or mental disabilities, or veteran status. In addition, the University also complies with federal regulations issued under Title IX of the Educational Amendments of 1972 Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act.

Admissions Procedures

Admission to a program of studies in the College of Education and Rehabilitation is based on the “candidate profile” of individual applicants. The “candidate profile” is comprised of three indices: (1) Academic Achievement, (2) Personal Index and (3) Interview Index.

1. Academic achievement: The criteria for evaluating academic achievement consist of grade point averages, major, college or university attended, number of college credits completed, degree status and national test scores. One essay is submitted with the application. The objective criteria are weighed according to recommendations of the College of Education

and Rehabilitation Admissions Committee. The weighing of each criterion is privileged information, which is restricted to Admissions Committee members. If an applicant's academic achievement falls within an acceptable range, the applicant is invited to an interview.

2. **Personal Index:** These criteria are non-cognitive factors and a subjective measure of an applicant's acceptability. The index is comprised of letters of reference and extracurricular activities, and the applicant's essay.
3. **Interview Index:** An evaluation of the applicant's knowledge, interest and motivation about the field of vision impairment. The College of Education and Rehabilitation Admissions Committee recommends that each applicant be interviewed by at least one faculty member and the director of the program. Each interviewer provides written information to the Admissions Committee. In-person interviews are preferred; however, telephone interviews can be arranged.

After the interview, the College of Education and Rehabilitation Admissions Committee evaluates the findings of the candidate profile (academic achievement + personal index + interview index), and makes a recommendation regarding the applicant's acceptability status. A student's file must be complete before review by the Admissions Committee, which meets monthly to review applications. Every effort is made to provide decisions to applicants within two to four weeks of the scheduled interview. The University's director of Admissions will send final notification to the applicant.

Students may take up to nine credits before being admitted as a matriculated student. Matriculation status includes admission and completion of a matriculation statement (student data sheet).

For further information regarding individual programs:

- **Low Vision Rehabilitation Program**
Kerry S. Lueders, Director
klueders@salus.edu or 215.780.1366
- **Orientation & Mobility Programs**
Dr. Fabiana Perla, Director
fperla@salus.edu or 215.780.1367
- **Vision Rehabilitation Therapy (formerly Rehabilitation Teaching)**
Lachelle Smith, Coordinator
lasmith@salus.edu or 215. 780.1448
- **Professional Preparation Programs for Teachers of Children with Visual and Multiple Impairments**
Dr. Brooke Smith, Director
bsmith@salus.edu or 215.780.1502

Application Checklist

The following important information is for all applicants to the College of Education and Rehabilitation. Please read this carefully before completing the application form.

- Please send the application form before submitting credentials
- When corresponding or having correspondence or transcripts sent to Salus University, please be sure to include College of Education and Rehabilitation in the address.

Application Items Required for Submission

Transcripts

All applicants are responsible for having official copies of transcripts for every college or university attended sent directly to the Salus University College of Education and Rehabilitation, regardless of whether a degree has been received from that particular institution or not. These certified copies of official academic records (transcripts) for all undergraduate and graduate work should be mailed directly to Salus University, College of Education and Rehabilitation, not issued to the student. *A transcript stamped "Issued to Student" is not acceptable, even when delivered in a sealed envelope.*

Applicants for whom English is a second language must take the Test of English as a Foreign Language (TOEFL), Test of Spoken English and Test of Written English. All official college transcripts from foreign countries must be submitted in English to the World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745 for document- by-document evaluation before submitting them to the Salus University College of Education and Rehabilitation Admissions Committee.

National Test Scores

Applicants who do not have a graduate degree, must have official scores of the appropriate national test sent directly to the Salus University College of Education and Rehabilitation. Test scores must be no more than seven years old.

MAT: The Miller Analogies Test is a mental abilities test consisting of a series of intellectual problems stated in the form of analogies, mostly verbal, which the student must solve. The examination is based on general knowledge, takes 50 minutes, and is administered throughout the country, on a regular basis by local test centers. There is a fee to take this test and it is taken only by appointment.

GRE: The Graduate Record Examination is administered through the National Program for Graduate School Selection and the Education Testing Service. The Aptitude Test is a three-and-one-half hour examination measuring general scholastic ability at the graduate level and yielding separate scores for verbal, quantitative and analytic abilities. The GRE is given five times a year and there is a fee to take this test. Score reports take approximately six to eight weeks to reach their destinations; therefore, applicants should allow enough time for test scores to reach the University in time for consideration.

OAT: The Optometry Admission Test is designed to measure general academic ability and scientific knowledge. All the questions are multiple choice; the sections of the test include verbal ability, quantitative ability, biology, chemistry, physics and reading comprehension. There is a fee to take this test and it is administered twice each year at established testing centers across the U.S.A. and Canada.

Letters of Reference

Applicants should complete the top and bottom portions of each reference report (available at www.salus.edu/ce/grad_application_process.html) and forward the report to the individual providing the reference.

Applicants should direct the individual to complete the form and send it to: Salus University, College of Education and Rehabilitation, 8360 Old York Road, Elkins Park, PA 19027. The department fax number is 215.780.1357.

Job Resumé/Curriculum Vita

All applicants must submit an educational and job resume (or curriculum vita). The data should list (in chronological order) the applicant's education and work experiences, publications, and honors or achievements to date.

Essays

Applicants must submit an essay for one of the options provided in the application.

Application Fee

Mail application fee form and a nonrefundable fee of \$50.00 in the form of a check or money order made payable to Salus University, College of Education and Rehabilitation and send them to: Salus University, College of Education and Rehabilitation, 8360 Old York Road, Elkins Park, PA 19027. Please do not send cash. Do not send a check or money order in excess of the required amount.

Background Clearances

Applicants to the Professional Programs for Education of Children with Visual and Multiple Disabilities must submit copies of current Pennsylvania and federal background clearances at the time of application to the Program.

Submitting an Application

Applicants for the College of Education and Rehabilitation may submit applications to any program in any of the following formats:

- Submit an online application to the College of Education and Rehabilitation
- Complete and submit a written application packet by downloading the following items at www.salus.edu/cer/grad_application_process.html:
 - Application form
 - Application fee payment form
 - Reference reports
- Email admissions@salus.edu and request application materials be mailed

FINANCIAL INFORMATION

A graduate education carries variable costs that are dependent on a number of factors. In addition to tuition and fees, there are living expenses, books, equipment and incidental expenses to be considered. A variety of financial assistance is available to students in the form of scholarships, grants, student loans, and work-study opportunities.

Tuition 2011-2012

Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

Resident students: \$638.00 per semester credit

Non-resident students: \$716.00 per semester credit

Students are either resident or non-resident students based on program enrollment.

“Resident students” are defined as those students enrolled in a program being offered by faculty teaching from the Elkins Park, PA campus. This includes students taking online courses and coming to the University for the

Summer Residency, and the full-time Elkins Park O&M program students.

“Non-resident students” are defined as those students enrolled in a program with face-to-face classes taught somewhere other than the Elkins Park, PA campus. This includes students taking courses online and not coming to the Salus University campus for the Summer Residency program.

Non-matriculating students are considered non-resident.

Drop/Adds must be completed within two weeks after the first day of the semester. Some courses start at a time other than the first day of the semester but must be added or dropped within two weeks of the semester, regardless of a course start date. Drop/Adds must be filed directly with the Registrar’s office.

PROGRAMS IN LOW VISION REHABILITATION (LVR)

The University offers a Certificate Program and a Master of Science degree program in Low Vision Rehabilitation.

These programs prepare professionals in rehabilitation, eye care, education and other related fields to work more effectively with people who have low vision in clinical rehabilitation and educational settings. Emphasis is placed on an interdisciplinary team approach to service delivery. Program participants represent disciplines such as rehabilitation counseling, vision rehabilitation therapy, special education, orientation and mobility, occupational therapy, social work, optometry and ophthalmology. This program is available online with a four (4) week summer residency program and an internship.

Both the Master of Science degree and the certificate program require didactic course work. Methods, research and foundation courses related to the eye and low vision must be taken in a prescribed manner. The program may be taken part-time or full-time. All didactic coursework must be completed prior to entry into the off-campus internship. Students, working with a faculty advisor, develop an Individualized Program of Studies (IPS) to ensure appropriate course sequencing and integration.

This program provides the coursework and supervised fieldwork experiences required for certification by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP). While fieldwork placements are generally local, internships may be in other states in clinical rehabilitation and educational facilities.

MASTER OF SCIENCE DEGREE AND CERTIFICATE SEQUENCE OF COURSES

Please note: Courses marked as “blended” combine in person and online learning.

Course	Name	Credits	Location	Certificate	Masters
SUMMER					
500	Foundations of Vision Rehabilitation and Education	1.5	Online	Yes	Yes
505	Low Vision Assessment and Intervention 3 Lab	2.0	College	Yes	Yes
506	Low Vision Assessment and Intervention 4 Lab	2.0	College	Yes	Yes
513	Independent Living Skills for Low Vision Professionals	1.0	Blended	Yes	Yes
515	Orientation & Mobility for Low Vision Professionals	1.0	Blended	Yes	Yes
520	Low Vision Technology and Practice	2.0	Blended	Yes	Yes
FALL					
Course	Name	Credits	Location	Certificate	Masters
501	Visual Impairment and Functional Implications	3.0	Online	Yes	Yes
502	Assessment	1.0	Online	Yes	Yes
503	Low Vision Assessment and Intervention 1	2.0	Online	Yes	Yes
510	Critical Analysis of Research	2.0	Online	No	Yes
SPRING					
Course	Name	Credits	Location	Certificate	Masters
504	Low Vision Assessment and and Intervention 2	3.0	Online	Yes	Yes
507	Psychological and Social Dynamics of Visual Impairment	1.5	Online	Yes	Yes
508	Teamwork and Collaboration	.5	Online	Yes	Yes
509	Visual Impairment and Additional Disabilities	2.0	Online	Yes	Yes
511	Functional Applications of Research	2.0	Online	No	Yes
512	Human Development Across the Lifespan	2.0	Online	Yes	Yes

Course		Credits	Location	Certificate	Masters
Upon Completion of Required Courses					
620	LVR Fieldwork	2.0	TBD	Yes	Yes
621	LVR Internship	6.0	TBD	Yes	Yes
622	LVR Independent Study	2.0	TBD	Yes	Yes
623	LVR Comprehensive Examination	1.0	TBD	No	Yes

Total Credits for LVR Master's Degree Program: 43.5

Total Credits for LVR Certificate Program: 34.5

Completion of all certificate programs prepares participants for application for professional certification by the Academy for Certification of Vision Rehabilitation and Educational Professional (ACVREP).

PROGRAMS IN ORIENTATION AND MOBILITY (O&M)

MASTER OF SCIENCE PROGRAMS IN ORIENTATION AND MOBILITY

A full-time, fourteen month program, the Master of Science degree in Orientation and Mobility (O&M) typically begins in June, terminating at the end of the following August. With prior approval from the program's director, it is possible for a student to begin in the spring or fall.

The majority of this course is taught online, with additional in-person weekends and a summer residency at the University. The coursework is research based, sequentially designed and integrated to ensure that a student's necessary skills are developed prior to entry into fieldwork off campus.

Coursework prepares students to work effectively with individuals who have low vision, as well as those who are totally blind, and to work across generations. Students in the O&M program learn the importance of a team approach to problem solving and for the provision of comprehensive services. This program provides the coursework and supervised fieldwork experiences required for certification by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP). While fieldwork placements are generally local, internships may be in other states in rehabilitation and educational facilities.

CERTIFICATE PROGRAMS IN ORIENTATION AND MOBILITY

Successful completion of all certificate programs prepares participants to apply for professional certification by ACVREP and state O&M certification where applicable.

Salus University College of Education and Rehabilitation offers several certificate programs:

COM

For individuals who have completed an academic undergraduate or graduate degree specific to educating individuals with visual impairments, the College of Education and Rehabilitation offers a Certificate program in Orientation and Mobility (COM).

This certificate program includes courses taught online, in-person, on weekends and during the summers. It is offered in part-time format in consideration of the demands of working professionals. In collaboration, the program director and students design individual programs of studies to better meet the students’ needs.

COM Category 3

For individuals who do not have a background in visual impairment but do have an academic undergraduate or graduate degree, the Certificate Program in O&M (Category 3) offers the above COM program with additional online courses to meet the required certification competencies. Upon completion of the Certificate Program in O&M (Category 3), students are eligible to sit for the ACVREP certifying exam under Category 3. This program can be completed on a full time or part time basis.

COM State Contracts

In addition, Salus University, through the College of Education and Rehabilitation, offers COM programs through contracts with various states. To date, students enrolled in state programs have received full scholarships made possible through collaborative efforts and state and federal funding. Participating states have included Georgia, Indiana, Maryland, Minnesota, Ohio, Oklahoma, Oregon, Tennessee, West Virginia, and rural Pennsylvania. Plans are underway to expand to other states.

Completion of all certificate programs prepares participants to apply for professional certification by the Academy for Certification of Vision Rehabilitation and Educational Professionals (ACVREP) and state O&M certification where applicable.

SEQUENCE OF O & M COURSES: MASTER OF SCIENCE AND CERTIFICATE PROGRAMS

Please note: Courses marked as “blended” combine in person and online learning.

Course	Name	Credits	Location	COM	Cat. 3	M.S.
SUMMER						
500	Foundations of Vision Rehabilitation & Education	1.5	Online	Yes	No	Yes
514	Independent Living Skills for Vision Professionals	1.0	Blended	Yes	No	Yes
541	O&M Foundations 1	2.0	Blended	Yes	Yes	Yes
543	O&M Techniques 1	2.0	College	Yes	Yes	Yes
544	O&M Techniques 2	2.0	College	Yes	Yes	Yes
545	O&M for Individuals with Low Vision 1	4.0	Blended	Yes	Yes	Yes

547	O&M Basic Braille	0.50	College	Yes	No	Yes
640	Fieldwork 1	0.50	TBD	Yes	Yes	Yes

FALL

Course	Name	Credits	Location	COM	Cat. 3	M.S.
501	Visual Impairment and Functional Implications	3.0	Online	Yes	No	Yes
502	Assessment	1.0	Online	Yes	Yes	Yes
503	Low Vision Assessment and Intervention 1	2.0	Online			
510	Critical Analysis of Research	2.0	Online	No	No	Yes
542	O&M Foundations 2	4.0	Blended	Yes	Yes	Yes
546	O&M for Individuals with Low Vision 2	4.0	Blended	Yes	Yes	Yes
548	Beyond the Basics of O&M 1	1.5	Online	Yes	Yes	Yes
641	O&M Co-Teaching 1	1.0	TBD	Yes	Yes	Yes

SPRING

Course	Name	Credits	Location	COM	Cat. 3	M.S.
507	Psychological and Social Dynamics of Visual Impairment	1.5	Online	Yes	No	Yes
508	Teamwork and Collaboration	0.5	Online	No	No	Yes
509	Visual Impairment and Additional Disabilities	2.0	Online	No	No	Yes
511	Functional Applications of Research	2.0	Online	No	No	Yes
512	Human Development Across the Lifespan	2.0	Online	Yes	No	Yes
549	O&M Seminar: Beyond the Basics of O&M	1.0	Online	Yes	No	Yes
642	O&M Co-Teaching 2	1.0	TBD	Yes	Yes	Yes

Upon Completion of Required Courses

Course	Name	Credits	Location	COM	Cat. 3	M.S.
643	O&M Internship	5.5	TBD	Yes	Yes	Yes
644	O&M Independent Study	1.0	TBD			
645	O&M Comprehensive Exam	1.0	TBD	No	No	Yes

Total credits for Master's program: 44.75

Total credits for Category 3 Certificate Program: 35.25

Total credits for Certificate Program: 27.00

PROGRAMS FOR TEACHERS OF CHILDREN WITH VISUAL AND MULTIPLE DISABILITIES

MASTER OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

The College of Education and Rehabilitation offers a Master of Education degree program and a certificate program for Teachers of Children with Visual and Multiple Disabilities. These competency-based programs offer coursework and practical experiences that develop the necessary knowledge and skills required for the instruction of infants, children and youth who are totally blind or visually impaired and those with multiple disabilities.

Students successfully completing the curriculum are prepared for certification by the state credentialing body in Pennsylvania. The master's degree program offers students the possibility of reciprocity of certification in other states.

Both programs are offered for part and full-time study, with coursework primarily online during the fall and spring terms and a ten-week summer residency at Salus University for two summers.

REQUIREMENTS FOR CERTIFICATION

Individuals entering the program must meet the minimum requirements of the College of Education and Rehabilitation (see the Admissions Requirements) and the Pennsylvania Department of Education requirements, which must be met for certification. These requirements depend upon whether the individual already holds a teaching certificate in another area, or wishes to earn his or her initial certificate. Those applicants who enter the program without any teaching certificate are considered Initial Certificate Applicants. Those applicants who enter with an additional certificate already in hand are considered Advanced Certificate applicants.

The following are the additional requirements for Initial and Advanced Certificate applicants.

Teacher of the Visually Impaired

In order to obtain a Pennsylvania certificate as a teacher of the visually impaired (TVI), the Commonwealth of Pennsylvania has established requirements (listed below) for teacher certification in visual impairment.

A candidate who does not hold a teaching certificate in the Commonwealth is considered an applicant for Initial Certification.

A candidate who already holds a teaching certificate is considered an applicant for Advanced Certification.

Initial Certification (for candidates who do not hold a certificate in Pennsylvania):

- Passing score on the PRAXIS I test series (reading, writing, mathematics)
- Six (6) credits of college level English (or the equivalent)
- Six (6) credits of college level Mathematics (or the equivalent)
- Undergraduate degree with a minimum GPA of 3.0
- Coursework in the area of Teaching of Reading
- Salus University coursework in Human Development (or the equivalent)
- Salus University coursework in Visual Impairment and Additional Disabilities (Introduction to Special Education or the equivalent)

Advanced Certification (for candidates with teacher certification who are adding the TVI certification):

- Undergraduate degree with a minimum GPA of 3.0
- Coursework in the area of Teaching of Reading
- Salus University coursework in Human Development (or the equivalent)
- Salus University coursework in Visual Impairment and Additional Disabilities (Introduction to Special Education or the equivalent)

Upon completion of the program, Pennsylvania requires that the applicant take the appropriate PRAXIS examinations. These change from time to time, and should be verified with the Educational Testing Service as to requirements in Pennsylvania at the time of completion of the program.

Applicants to the Teacher of the Visually Impaired program must submit copies of current Pennsylvania and federal background clearances at the time of application to the program.

SEQUENCE OF TVI COURSES: MASTER OF SCIENCE AND CERTIFICATE PROGRAMS

Those individuals who wish to receive the Teacher of the Visually Impaired Certificate are assessed by transcript evaluation to ensure that they have the requirements for certification listed above for either the Initial or Advanced Certificate. The program director and the student then jointly plan an individualized program of studies that will accommodate either full or part time status and which will ensure appropriate course sequencing and integration. Some courses have prerequisites which must be taken into account in planning the program of studies. Students may enroll during any semester. The internship (student teaching) is the last course which students complete. (see course descriptions).

Those individuals, who wish to receive the Master of Education degree in addition to Certification as a Teacher of the Visually Impaired, will complete an additional three courses. These are: Critical Analysis of Research; Functional Applications of Research; and Children with Visual Impairment and Additional Disabilities. In addition, candidates must pass the TVI comprehensive examination. In general, students who are seeking to complete the Master's Degree on a part time status may do so in approximately two years and two semesters, depending upon the semester in which they begin classes. A student seeking to complete the Master's Degree on a full time status may be able to complete it within a year and two semesters, again depending upon when the student enrolls.

Please note: Courses marked as "blended" combine in person and online learning.

Summer Course	Name	Credits	Location	Certificate	Masters
500	Foundations of Vision Rehabilitation and Education	1.5	Online	Yes	Yes
514	Independent Living Skills for Vision Professionals	1.0	Blended	Yes	Yes
516	Orientation & Mobility for Low Vision Professionals	1.0	Blended	Yes	Yes
563	Literacy Lab	1.0	College	Yes	Yes
565	Numeracy and Science: Assessment and Instruction	2.0	College	Yes	Yes
567	Children with Visual Impairments and Additional Disabilities	3.0	Online	No	Yes
569	Expanding the Core Curriculum & Educating Emergent Bilinguals	2.0	Online	Yes	Yes
660	TVI Fieldwork*	2.0	TBD	Yes	Yes

Course	Name	Credits	Location	Certificate	Masters
501	Visual Impairment and Functional Implications	3.0	Online	Yes	Yes
502	Assessment	1.0	Online	Yes	Yes
503	Low Vision Assessment and Intervention 1	2.0	Online	Yes	Yes
510	Critical Analysis of Research	2.0	Online	No	Yes
560	Literary Braille Code	2.0	Online	Yes	Yes
564	Assessment and Instruction of Children with Visual Impairment	3.0	Online	Yes	Yes
660	TVI Fieldwork*	2.0	TBD	Yes	Yes

Spring Course	Name	Credits	Location	Certificate	Masters
504	Low Vision Assessment and Intervention 2	3.0	Online	Yes	Yes
507	Psychological and Social Dynamics of Visual Impairment	1.5	Online	Yes	Yes
508	Teamwork and Collaboration	0.5	Online	Yes	Yes
509	Visual Impairment and Additional Disabilities	2.0	Online	Yes	Yes
511	Functional Applications of Research	2.0	Online	No	Yes
512	Human Development Across The Life Span	2.0	Online	Yes	Yes
561	Braille Literacy: Assessment and Instruction	2.0	Online	Yes	Yes
562	Introduction to Assistive Technology	2.0	Online	Yes	Yes
660	TVI Fieldwork*	2.0	TBD	Yes	Yes

Upon Completion of Required Courses

Course	Name	Credits	Location	Certificate	Masters
661	TVI Internship	6.0	TBD	Yes	Yes
662	TVI Independent Study	1.0	TBD		
663	TVI Comprehensive Examination	1.0	TBD	No	Yes

Total Credits for Master's Program: 52.5

Total Credits for Certificate Programs: 42.5

(*Note: Course 660, TVI Fieldwork, is offered during spring, summer and fall semesters but is required to be taken only once.)

PROGRAMS IN VISION REHABILITATION THERAPY

The College of Education and Rehabilitation offers a Certificate program and a Master of Science degree program in Vision Rehabilitation Therapy (VRT). Both programs prepare professionals with expertise in related fields (for example, occupational therapy, social work, gerontology, rehabilitation, special education in visual impairment, O&M, et cetera) to provide comprehensive vision rehabilitation therapy services to blind or visually impaired adults/older adults by providing the course work and supervised field experiences required for Vision Rehabilitation Therapist certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Both the Master of Science degree and certificate programs in Vision Rehabilitation Therapy require didactic coursework in addition to supervisory field practice and a full-time off-campus internship.

The College of Education and Rehabilitation offers part-time VRT master's degree and certificate programs online, with on-campus attendance required during a single intensive ten-week Summer Institute for all methodology and hands-on coursework.

All didactic course work must be completed prior to entry into the off-campus internship. Each student designs an Individualized Program of Studies (IPS) to ensure appropriate course sequencing and integration.

Scholarships are available to qualified applicants through a five-year, \$500,000 grant from the US Department of Education, Rehabilitation Services Administration (RSA).

SEQUENCE OF COURSES: VISION REHABILITATION MASTER OF SCIENCE AND CERTIFICATE PROGRAMS

Please note: Courses marked as “blended” combine in person and online learning.

Fall					
Course	Name	Credits	Location	Certificate	Masters
501	Visual Impairment and Functional Implications	3.0	Online	Yes	Yes
502	Assessment	1.0	Online	Yes	Yes
503	Low Vision Assessment and Intervention 1	2.0	Online	Yes	Yes
510	Critical Analysis of Research	2.0	Online	No	Yes

580	Principles of Rehabilitation Teaching	1.0	Online	Yes	Yes
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Spring

Course	Name	Credits	Location	Certificate	Masters
507	Psychological and Social Dynamics of Visual Impairment	1.5	Online	Yes	Yes
508	Teamwork and Collaboration	.5	Online	Yes	Yes
509	Visual Impairment and Additional Disabilities	2.0	Online	Yes	Yes
511	Functional Applications of Research	2.0	Online	No	Yes
512	Human Development Across the Life Span	2.0	Online	Yes	Yes
560	Literary Braille Code	2.0	Online	Yes	Yes

Summer

Course	Name	Credits	Location	Certificate	Masters
500	Foundations of Vision Rehabilitation and Education	1.5	Online	Yes	Yes
516	Orientation and Mobility for Vision Professionals	1.0	Blended	Yes	Yes
563	Literacy Lab	1.0	College	Yes	Yes
581	Independent Living Skills for Vision Rehabilitation Therapists	4.0	College	Yes	Yes
582	Communication Skills for Vision Rehabilitation Therapists	1.0	College	Yes	Yes

Course	Name	Credits	Location	Certificate	Masters
Upon completion of required courses					
680	VRT Fieldwork	2.0	TBD	Yes	Yes
682	VRT Independent Study	1.0	TBD		
681	VRT Internship	6.0	TBD	Yes	Yes
683	VRT Comprehensive Exam	1.0	TBD	No	Yes

Total Credits for VRT Master's Degree Program: 47.5
Total Credits for VRT Certificate Program: 42.5

COURSE DESCRIPTIONS

Please note: Courses marked as “blended” combine in person and online learning.

500 Foundations of Vision Rehabilitation and Education

(Summer) (1.5 credits) (Online)

A survey course representing disciplines dedicated to the education and rehabilitation of individuals who are blind or visually impaired. The course introduces learners to history, definitions, legislation, referral processes, education and rehabilitation planning, procedures and resources (human, physical, and financial), cultural diversity and learning theories related to the needs of individuals who are blind or visually impaired. Learners will explore professionalism and ethics as well as issues related to accessibility, privacy, confidentiality and advocacy.

501 Visual Impairment and Functional Implications

(Fall) (3 credits) (Online)

Addresses the anatomy and physiology of the eye including ocular development and development of the visual system. Topical areas include learning to see, age related changes in the eye, innervations of the eye, basic optics and medications with their side effects. The course explores the functional visual implications of diseases of the eye, syndromes and brain injury. Learners observe primary and low vision eye exams, learn about prescriptions of low vision devices and demonstrate the ability to interpret eye reports and discuss their functional implications. The learner applies these topics to an individual's functional visual performance.

502 Assessment

(Fall) (1 credit) (Online)

An introduction to various types of assessments (e.g. psychological, educational, vocational, and physical) used to evaluate people with visual impairments and additional disabilities. The course covers a variety of informal and formal screening, assessment, and evaluation methods, including alternative and statewide tests, observation, history taking and interviews. Additional assessments include outcomes-based, curriculum-based and portfolio approaches. Learners discuss testing and assessment within an historical context including the development of standardized tests and their applicability for individuals with vision impairment. Learners study general testing procedures such as reliability, validity and test bias. Learners examine their role and that of other professionals in the testing process, the interpretation of test results and the importance of accurate and confidential record keeping.

503 Low Vision Assessment and Intervention 1

(Fall) (2 credits) (Online)

Learners explore methods of assessing functional vision and strategies for enhancing visual performance without optical devices. This course emphasizes theory and practice in the following assessment areas: functional visual acuity and fields and visual performance in everyday tasks for individuals with visual impairments, including infants, children, adults and those with additional disabilities.

504 Low Vision Assessment and Intervention 2

(Fall) (3 credits) (Online)

Learners explore methods of assessing functional vision and strategies for enhancing visual performance with optical devices. This course emphasizes theory and practice in the following assessment and intervention areas: visual efficiency, use of optical and non-optical devices, environmental features and visual field enhancement techniques. Learners explore specialized topics such as visual intervention strategies for individuals with head injury, driving with low vision, implications of reading and writing with low vision and state of the art low vision technology.

505 Low Vision Assessment and Intervention 3

(Summer) (2 credits) (College)

Provides learners with an opportunity to apply principles of low vision assessment and intervention through the use of case studies, role play situations and practice with resources and devices. (Prerequisite: successful completion of 504 (old 703))

506 Low Vision Assessment and Intervention 4

(Summer) (2 credits) (College)

Provides an opportunity to apply principles of low vision assessment and intervention through the use of case studies, role-play situations and practice with resources and devices. (Prerequisite: successful completion of 505 (old 704))

507 Psychological and Social Dynamics of Visual Impairment

(Spring) (1.5 credits) (Online)

Explores the psychosocial factors affecting the process of adjustment to visual impairment across the life span. Through case analysis and consumer and family participation, learners explore a variety of issues related to adjustment including demographics, life stage, type of visual impairment, personality, self-concept, social support network and the grieving process. The course also explores the impact of societal attitudes and stereotypes toward blindness and visual impairment. Learners are exposed to relationship building and effective communication skills strategies. An

overview of the range of psychosocial interventions is provided including resources for referrals.

508 Teamwork and Collaboration

(Spring) (.5 credit) (Online)

Explores the ways in which professionals collaborate individually or collectively to address the needs of individuals with visual impairments and gives an overview of the types of teams, their composition and team building strategies. Learners will discuss members' roles, relationships, and responsibilities. Strategies to maintain effective team functioning, as well as resolving team conflict, are also covered.

509 Visual Impairment and Additional Disabilities

(Spring) (2 credits) (Online)

Provides an introduction to a number of concomitant medical, social and psychological conditions that may have an impact upon the provision of educational and rehabilitation services to children and adults who are blind or visually impaired. The course explores functional implications of additional disabilities with emphasis on cognition, perception, communication, behavior, balance, and movement as well as medical conditions and health issues. Learners will become familiar with a range of adaptive assessment and intervention strategies for individuals with visual impairment and additional disabilities.

510 Critical Analysis of Research (*Master's only*)

(Fall) (2 credits) (Online)

Learners acquire the tools necessary for becoming critical readers of research. Learners become familiar with the basic attributes of quantitative methods of research, including experimental and non-experimental designs and qualitative methods of research. Research designs covered include true experimental, quasi-experimental, descriptive, co-relational, single-subject, survey, ethnographic and case study approaches. The course also presents a basic survey of statistical methods used in these approaches.

511 Functional Applications of Research (*Master's only*)

(Spring) (2 credits) (Online)

Teaches learners how to conceptualize and conduct research in their professional environments. Learners investigate ethical research practices, the process for obtaining research approval at various institutions and methods of data collection. Learners use varied methods and tools, including computer software, to organize, analyze, interpret and apply research data.

512 Human Development Across the Lifespan

(Spring) (2 credits) (Online)

The study of the course of human development, from conception through late adulthood. Topics include normative changes in motor development, sensory motor integration, cognition, sensation and perception, physiology and social development. Special emphasis is placed upon the critical role of vision and the accompanying process of visual change across the life span. In addition, demographic trends and an in-depth study of the network of services for older adults are provided.

513 / 514 Independent Living Skills for Vision Professionals

(Summer) (1 credit) (Blended)

Provides learners with hands-on instruction and laboratory practice (using low vision simulators and blindfolds) in the methods and adaptive techniques used by vision professionals in the following independent living skill areas: (a) cleaning skills and household safety, (b) labeling, (c) money identification, (d) grooming and self-care skills, (e) time identification, (f) basic food preparation, (g) telephone skills and (h) signature and handwriting guides. Classes emphasize the utilization of adaptive techniques and resource gathering, and address skills that are appropriate for children, adolescents, adults and older adults.

515 / 516 Orientation and Mobility for Vision Professionals

(Summer) (1 credit) (Blended)

Addresses basic indoor orientation and mobility (O&M) techniques and teaching strategies for individuals who are visually impaired, including those with additional disabilities, across the life span. This course provides the skills and knowledge to support the work of the O&M specialist. Emphasis is on development of functional skills and concepts required for successful O&M, including efficient utilization of low vision and remaining sensory modalities for travel. Vision simulators and blindfolds are an integral part of the learning experience.

520 Low Vision Technology and Practice

(Summer) (2 credits) (Blended)

Transitional course between didactic courses and clinical fieldwork in low vision rehabilitation. Students are given an opportunity to develop skills in instructing individuals in the use of low vision devices and techniques. Learning activities include comparative analysis of low vision devices, developing instructional resource plans, videotape analysis of instruction, peer instruction, case conferencing, and review of latest low vision products. Students also learn how to guide individuals with low vision and additional disabilities in the selection and effective use of appropriate assistive technology. (Prerequisite: successful completion of 503,504 (old 703,704))

541 O&M Foundations 1

(Summer) (2 credits) (Blended)

The initial O&M survey course. Learners are introduced to the philosophies and definitions of O&M, concept development, spatial and environmental concepts, spatial mapping and strategies for designing and making tactile graphics. Learners study the human senses, how they function, teaching strategies to increase sensory awareness and utilization and sensory integration. Observation strategies and assessment tools specific to O&M are presented and studied. Critical characteristics of various environments used to instruct individuals with visual impairment are identified in relationship to specific O&M skills and techniques. Strategies for previewing all types of environments are presented and modeled.

542 O&M Foundations 2

(Fall) (4 credits) (Blended)

Addresses learning approaches, styles, and strategies used with specific groups within the population of individuals who are blind or visually impaired such as infants and toddlers, those with deaf-blindness, brain injury and those with multiple disabilities. Learners study methods and approaches to teaching and applying advocacy skills. Individual planning for O&M students of all ages including those with additional disabilities is emphasized. Learners research national and international organizations and agencies directly and indirectly related to services for individuals who are blind or visually impaired, their families and service providers. Learners design and construct adaptive canes. Learners become familiar with national O&M certification organizations and their requirements for application and re-certification. (Pre-requisite: O&M Foundations 1)

543 O&M Techniques 1

(Summer) (2 credits) (College)

Provides learners with instruction in basic skills and techniques used in independent travel by individuals with visual impairments including the use of human guide, independent travel techniques, orientation strategies and long cane skills. Learners experience traveling and teaching in a variety of indoor and outdoor settings, under blindfold and simulated visual loss, and gain knowledge of instructional strategies, such as planning, sequencing and pacing of lessons.

544 O&M Techniques 2

(Summer) (2 credits) (College)

Provides learners with instruction in advanced skills and techniques used in independent travel by individuals with visual impairments, including crossing various types of intersections, locating destinations, route planning and using optical devices. Learners experience traveling and teaching O&M skills in a

variety of indoor and outdoor environments including business and downtown areas. Emphasis is also placed on strategies, methods and materials for teaching individuals orientation and mobility skills in special environments such as shopping malls, department stores and public transportation. (Prerequisite: O&M Techniques 1)

545 O&M for Individuals with Low Vision 1

(Summer) (4 credits) (Blended)

This course provides background, assessment and intervention strategies in O&M for persons with low vision. Topics include: history and development of low vision O&M, functional mobility implications of various eye conditions, O&M low vision evaluation, remediation strategies for mobility problems common to persons with low vision, and techniques for enhancing distance visual efficiency in various environments, as well as environmental assessment. This course emphasizes creative intervention strategies for the unique needs of individuals with varying functional vision levels. Emphasis is also placed on the assessment of developmental levels of vision, including those of individuals with multiple disabilities. Learners are provided with opportunities to apply principles of low vision assessment through the use of case studies, role play situations and practice with resources and devices.

546 O&M for Individuals with Low Vision 2

(Fall) (4 credits) (Blended)

This course provides background, assessment and intervention strategies in O&M for persons with low vision. Topics include: history and development of low vision O&M, functional mobility implications of various eye conditions, O&M low vision instructional strategies for mobility problems common to persons with low vision, and techniques for enhancing distance visual efficiency in various environments. This course emphasizes creative intervention strategies for the unique needs of individuals with varying functional vision levels. Emphasis is also placed on strategies for working with individuals with head injury, and driving with low vision. Basic optics of the eye and optical devices and instructional techniques with near distance and visual field enhancement devices are provided to enhance visual efficiency for person with low vision. Learners are provided with opportunities to apply principles of low vision intervention through the use of case studies, role-play situations, and practice with resources and devices.

547 O&M Basic Braille

(Summer) (.50 credits) (College)

Provides learners with hands-on instruction in Braille for the purposes of identifying uncontracted Braille; using a variety of tools to produce the Braille alphabet, numbers and punctuation, and producing Braille labels for maps and diagrams. Classes highlight information about ADA signage regulations

and resources for interpreting contractions used in Braille signage.

548 O&M Seminar: Beyond the Basics of O&M 1

(Any semester) (1.5 credits) (Online)

Provides a forum to explore specific areas related to teaching O&M. Topics include: intersection design and analysis, modern signalization, challenges for blind and visually impaired pedestrians, accessible pedestrian signals, detectable warnings, legislation related to the public rights-of-way, transit system accessibility, advocacy, electronic travel aids, dog and horse guides, and travel in adverse weather conditions. Online discussions and assignments are designed to encourage each learner to become an active participant in a collaborative learning process.

549 O&M Seminar: Beyond the Basics of O&M 2

(5 week course) (1 credit) (Online)

Provides a forum to explore contemporary issues/challenges pertinent to the field of orientation and mobility, such as teaching O&M to students with multiple disabilities, writing appropriate records and reports, engaging students in their learning experience, and collaborating effectively with students, families, professionals and paraeducators.

560 Literary Braille Code

(Fall) (2 credits) (Online)

Learners write contracted Braille using the computer keyboard, Perkins braille and the slate and stylus, and become proficient at reading and proofreading Braille. The course also includes an overview of Nemeth Code and of the Braille Formats Code.

561 Braille Literacy: Assessment & Instruction

(Spring) (2 credits) (Online)

Learners learn how to teach reading and writing with Braille as the literacy medium to children and adults, including those with additional disabilities. The course covers how to assess reading and writing, programs designed specifically for teaching Braille reading and writing, and how to determine what approach to use with specific students. (Prerequisite: Successful completion of 560 (old 779))

562 Introduction to Assistive Technology

(Spring) (2 credits) (Online)

Learners are introduced to a wide variety of technology that assists people with visual impairments to access information. Emphasis is given to computer technology. The course provides hands-on experience with a screen reader and with a screen magnification program. Issues related to legislation, financing, use or abandonment of technology by the consumer,

assessment and instructional strategies for teaching technology are discussed.

563 Literacy Lab

(Summer) (1 credit) (College)

A hands-on course that provides learners with experience in designing a Braille literacy program for individuals who are blind or visually impaired. Learners select from a variety of activities related to their program of studies (TVI or VRT) such as analysis of curriculum materials for teaching reading to children or adults, performance of a learning media assessment, teaching the use of a Braille note taker, teaching the use of a labeling code such as Fishburne or Moon. This course also requires students to pass a performance assessment in the use of the Perkins Braille, slate and stylus and Braille transcription software in producing materials. (Prerequisite: Successful completion of 561(old 715))

564 Assessment and Instruction of Children with Visual Impairments

(Fall) (3 credits) (Online)

Provides the methods by which teachers of the visually impaired assess and instruct the wide variety of children with visual impairments. Issues related to assessment and instruction of children with visual impairment which are covered by the course include, but are not limited to, special education policies related to referral and placement, assessment instruments, instructional and environmental modifications, strategies for teaching concept development, and ethics related to decision making and the role of the teacher of the visually impaired in relation to the other professionals who will be working with children with visual impairment.

565 Numeracy and Science: Assessment & Instruction

(Summer) (2 credits) (College)

A hands-on course that provides learners with ability to transcribe Nemeth Code using the Perkins Braille and Braille production software. Learners become proficient in teaching the abacus. Other materials and aids for instruction in mathematics and science are introduced. (Prerequisite: Successful completion of 561 (old 715))

567 Children with Visual Impairment and Additional Disabilities

(Summer; *odd years only*) (Master's level required) (3 credits) (Online)

Special attention is paid to assessment and instruction of children with visual impairments who also have developmental delay (including PDD or Autism Spectrum disorders), behavior disorders, medical conditions (including seizures, feeding difficulties, or severe health issues), hearing impairment, speech or communication disorders and those with common syndromes or eye disorders related to multiple disabilities (such as CVI, TBI, ROP, septo-

optic dysplasia).

569 Expanding the Core Curriculum and Education Emergent Bilinguals

(Summer) (2 credits) (Online)

A course in which all the areas of the expanded core curriculum not covered fully in other coursework are explored, with special emphasis on assessment and instruction of social skills, recreation and leisure, career education, and self-determination skills needed by children and adults who are visually impaired.

580 Principles of Vision Rehabilitation Teaching

(Fall) (1 credit) (Online)

Provides an introduction to the general aspects of the Vision Rehabilitation Therapy process, including interviewing skills, assessment techniques, and lesson planning. The course emphasizes comprehensive vision rehabilitation therapy assessment and instructional strategies that include the principles of adult learning theory. Learners are provided with opportunities to observe adults and older adults with vision impairment who are receiving rehabilitation instruction in adaptive living skills in center- and community-based settings.

581 Independent Living Skills for Vision Rehabilitation Therapists

(Summer; *odd years only*) (4 credits) (College)

Provides learners with hands-on instruction and laboratory practice (with vision simulators and blindfolds) in the methods and adaptive techniques utilized by the professional Vision Rehabilitation Therapist in the following independent living skill areas: home management; personal management; recreation and leisure, and diabetic management and adaptive diabetes care. Classes emphasize the utilization of instructional objectives as a foundation for lesson planning and the role of adult learning theory in the rehabilitation process.

582 Communication Skills for Vision Rehabilitation Therapists

(Summer; *odd years only*) (1 credit) (College)

Provides learners with hands-on instruction and laboratory practice (with vision simulators and blindfolds) in the methodologies and adaptive techniques utilized by the professional Vision Rehabilitation Therapist in the following communication skill areas: handwriting and note taking; typing and keyboarding; calculation skills, including the abacus; listening and recording skills in a variety of formats and adaptive and generic labeling. Classes emphasize the utilization of instructional objectives as a foundation for lesson planning and the role of adult learning theory in the rehabilitation process.

620 LVR Fieldwork

(Upon completion of all LVR didactic courses) (2 credits) (TBD)

Course includes two weeks, 10 days, or 70 hours of skill building practice in pre-approved clinical low vision service settings and related rehabilitation or educational service settings. Interns observe and/or team teach along with site supervisors for the purpose of functional vision assessments and instruction in vision enhancing techniques and devices under site and College supervision. Interns integrate and use case history, observations, functional assessments, low vision and primary eye exam reports, and referral information in working with individuals of diverse backgrounds and ages. Interns maintain daily patient performance logs and time logs. All internship sites and supervisors meet the certification criteria of the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

621 LVR Internship

(Upon completion of all LVR didactic courses) (6 credits) (TBD)

Assists learners in developing and refining skills needed to provide quality professional services in their specific disciplines. Emphasis placed on (a) working with cases from the beginning (where possible); (b) using an interdisciplinary and multidisciplinary approach; (c) alternative strategies for planning and delivering services; and (d) applying learned techniques, strategies, and methods specific to individuals who are blind or visually impaired. Interns assess student/client needs, formulate plans in keeping with their respective service settings, and instruct under joint agency/University supervision. Interns contract with the on-site supervisor and the Salus University supervisor to perform the specialty skills they have developed, keep daily performance logs and complete a project in conjunction with their internship experiences. Interns complete 10 weeks, 75 days or up to 350 hours of practice in low vision assessment and intervention. All internship sites and supervisors meet the certification criteria of the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

622 LVR Independent Study)

(Upon completion of LVR didactic courses) (2 credits) (Online)

Provides students with the opportunity to select and research an area of low vision rehabilitation interest, after which they will prepare a professional document (e.g., article for publication, compendium, booklet or other professional product). A faculty advisor is assigned and students also collaborate with Salus University staff and other professionals, consumers, etc., to select a topic of choice, develop a timeline, and develop and enhance their work. Outcomes must have professional caliber.

623 LVR Comprehensive Examination (*Master's only*)

(Upon completion of program) (1 credit)

Examination is administered by the Program Director to evaluate learner's knowledge and application of competencies addressed throughout their graduate studies at the College of Education and Rehabilitation. It may include written and/or oral responses to exam questions as well as demonstrations of knowledge and skills.

640 O&M Fieldwork

(Summer) (0.5 credits) (TBD)

Learners observe a variety of O&M instructors working in various instructional settings, such as school, home, community and rehabilitation agencies. Learners become familiar with assessment and teaching strategies as they apply to individuals with visual impairments of all age groups and levels of ability.

641 O&M Co-Teaching 1

(Fall) (1 credit) (TBD)

Learners apply newly acquired knowledge and skills in serving individuals with visual impairments through a partnership with certified orientation and mobility specialists who act as mentors, while they share responsibilities in the delivery of O&M services. Emphasis is on techniques and strategies for providing assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. Co-teaching sites are selected from available local service settings (either community or center based) and take into consideration the learners' needs.

642 O&M Co-Teaching 2

(Spring) (1 credit) (TBD)

Learners continue the partnership with their assigned O&M mentors to further develop their knowledge and skill level in the various aspects of service delivery. As the course progresses, learners are expected to assume increasing levels of involvement and independence.

643 O&M Internship

(Upon completion of required courses) (5.5 credits) (TBD)

This off-campus internship assists students in developing and refining skills needed to provide quality professional services in O&M. During the Internship, learners benefit from joint agency and University supervision and mentorship while experiencing the various aspects of an O&M instructor's job including: assessment, planning and instruction, caseload management, report writing and in-service training. The University selects on-site supervisors who are certified and ensures that they have adequate experience.

644 O&M Independent Study

(Upon completion of program) (1 credit) TBD

645 O&M Comprehensive Examination

(Upon completion of program) (1 credit) (TBD) (Master's only)

The Comprehensive Exam is administered by the Program Director to evaluate learner's knowledge and application of competencies addressed throughout their graduate studies at the University. It may include written and/or oral responses to exam questions as well as demonstrations of knowledge and skills.

660 TVI Fieldwork*

(Any semester with program director's permission) (2 credits) (TBD)

TVI Fieldwork consists of 100 hours of observation and visitation that permits learners to experience a broad range of settings in which education occurs for children who are blind or visually impaired. Learners may include visits to agencies and organizations who serve people who are blind or visually impaired or who provide other types of services related to blindness and visual impairment.

**Note: Students required to take only once in one of the semesters offered.*

661 TVI Internship

(Upon completion of required courses) (Any semester) (6 credits)

TVI Internships are arranged on an individual basis and run for twelve weeks or a total of 360 documented teaching hours with children who are visually impaired ages 0-21.

662 TVI Independent Study

(Upon completion of program) (1 credit)

663 TVI Comprehensive Examination (Master's only)

(Upon completion of program) (Any semester) (1 credit)

The Comprehensive Exam is the final examination for learners who wish to obtain a Master of Education degree in the area of Education of Children with Visual and Multiple Disabilities. This examination is given in a written format, and may include an oral follow-up examination.

680 VRT Fieldwork

(Upon completion of required courses) (2 credits) (TBD)

Provides students with an initial exposure to agencies, professionals, and practice methods in the field of Vision Rehabilitation Therapy. Learners begin to apply the competencies they have acquired in didactic and laboratory experiences to individuals in a variety of service delivery systems.

Learners work at fieldwork sites under joint on-site and University supervision. On-site supervisors are expected to provide direct, consistent observation and feedback, as well as meet regularly with learners to discuss their activities, responsibilities, and the supervisor's ongoing assessment of learner performance.

681 VRT Internship

(Upon completion of Fieldwork) (6 credits) (TBD)

Provides learners with the opportunity to engage directly with clients and consumers who are blind or visually impaired during 400 contact hours and 14 weeks of learning experience. Learners apply the competencies they have acquired in didactic and laboratory experiences to individuals in a variety of service delivery systems. Learners participate in observation, direct client/consumer contact, meetings with staff and other special projects during the assigned internship days. Learners will also have opportunities to identify and work cooperatively with selected community resources to ensure the application of a full range of holistic Vision Rehabilitation Therapy interventions. All internship sites and supervisors meet the certification criteria of the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

683 VRT Comprehensive Examination (*Master's only*)

(Upon completion of program) (1 credit)

The Comprehensive Exam is administered by the Program Director to evaluate learner's knowledge and application of competencies addressed throughout their graduate studies at Salus University. It may include written and/or oral responses to exam questions as well as demonstrations of knowledge and skills.

SCHOLARSHIPS AND GRANTS

Salus University College of Education and Rehabilitation often has scholarships and student stipends available to support the study of matriculating U.S. citizens. Matriculating students are those who apply for specific programs and intend to earn their degree or certificate.

These scholarships are most often funded through the U.S. Department of Education, Office of Special Education and Rehabilitative Services, and either the Rehabilitation Services Administration or Office of Special Education programs. Students enrolled in one of our off-campus programs may have additional tuition support made available through contributions from the Department of Education of their state of residence.

Scholarships average between 50% to 100% tuition coverage in one of the

four areas of study available through the University's College of Education and Rehabilitation

Students studying in one of the University's off-campus programs may have additional tuition support made available through contributions from the student's own state department of education.

U.S. citizens who plan to be either full or part-time students are encouraged to inquire as to availability of scholarships at the time of their application for study. At this time, there are no scholarship funds available for students who wish to register for just one or a few courses, although individuals are encouraged to take courses for continuing professional development or to refresh or update knowledge and skills. Scholarships are not available to non-matriculating students.

Low Vision Rehabilitation Scholarships

The Rehabilitation Services Administration often provides grants for Low Vision Rehabilitation Specialist scholarships.

Rehabilitation Services Administration Scholarships*

The Rehabilitation Services Administration, historically, has provided scholarships for matriculated students in:

- Master of Science Program in Orientation & Mobility Therapy
- Master of Science or Certificate Programs in Vision Rehabilitation Therapy (formerly Rehabilitation Teaching)
- Master of Science or Certificate Programs in Low Vision Rehabilitation

Scholarships are currently available in all Master of Science Programs.

Office of Special Education Programs Scholarships*

Scholarships from the Office of Special Education Programs are available for matriculating students in:

- Master of Education/Certificate Programs in Education of Children and Youth with Visual or Multiple Impairments
- Certificate Program in Orientation and Mobility Therapy

*(*Scholarships from the Rehabilitation Services Administration and Office of Special Education Programs have a work payback requirement. If you are enrolled in a one year full-time program, your work payback requirement would be two years of service "in a non-profit rehabilitation agency or related agency, including a professional corporation or professional practice group through which the agency has a service arrangement with the designated State agency," or two years of services in special education teaching children*

with visual impairments.)

COMMENCEMENT AWARDS

Salus University students of high academic standing are acknowledged during commencement activities for their outstanding academic and clinical achievements.

Graduate Studies Excellence Award

Awarded to the graduate who has achieved academic distinction (highest G.P.A.) in the Master of Science and Master of Education programs.

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Helene Kaiser, OD, Director, Quality Assurance

Kelly Malloy, OD, Chief, Neuro-Ophthalmic Disease Service

Jeffrey Nyman, OD, Director, Emergency Services

Neal Nyman, OD, Chief, Module Four

Jean M. Pagani, OD, Chief, Module Three

Christopher Rinehart, OD, Chief, Module One

Mitchell Scheiman, OD, Chief, Lynch Pediatric and Binocular Vision Service

Joel Silbert, OD, Director, Cornea and Specialty Contact Lens Service

Patricia Smith, Director, Patient Accounts

Celeste Tucker, Assistant Director of Primary Care Services

Barbara Twiggs, Manager, Satellite Offices

PENNSYLVANIA EAR INSTITUTE

Tricia Dabrowski, AuD, Director

Susan Calantoni, AuD, Clinical Educator

Zorina Mikhelson, AuD, Clinical Educator

FACULTY AT SALUS UNIVERSITY

Bente-Monica Aakre, Adjunct, MPhil, PhD, Glasgow Caledonian University

Debra Abel, Adjunct Instructor, BA, MA, Kent State University; AuD, Arizona School of Health Sciences

Harvey Abrams, Adjunct Instructor, BA, George Washington University; MA, PhD, University of Florida

Francis Alexander, Adjunct Instructor, BS, Florida State University; MA, George Peabody College of Vanderbilt University

Jody Alwood, Adjunct Instructor, BS, Kutztown University; MA, Western Michigan University

Sheila Amato, Adjunct, BA, Queens College; MA, MEd, EdD, Teachers College Columbia University

Gwenn Amos, Assistant Professor, BS, OD, Pennsylvania College of Optometry

Sheila Anderson, Adjunct Instructor, OD, Southern California College of Optometry

Sarah Appel, Associate Professor, BS, OD, Pennsylvania College of Optometry

Radhika Aravamudhan, Associate Professor, BSc, MSc, All India Institute of Speech and Hearing; PhD, Kent State University

Molly Artman, Adjunct Instructor, BS, University of Tampa; OD, University of Houston College of Optometry

Sheree J. Aston, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry; MA, PhD, University of Pennsylvania

Mira Aumiller, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Kelly Austin, Adjunct, BS, Radford University; AuD, Arizona School of Health Sciences

Jo Ann Bailey, Instructor, BS, Bucknell University; OD, New England College of Optometry

John Baker, Associate Professor, BS, State University of New York – Binghamton; MEd, Northern Illinois University; OD, Pennsylvania College of Optometry

Rex Ballinger, Adjunct Instructor, BSEH, East Tennessee State University; BS, OD, Pennsylvania College of Optometry

Alison Ballonoff, Adjunct, AA, Cayahoga Community College; BS, Cleveland State University; MEd, PCO (now Salus University College of Education and Rehabilitation)

G. Richard Bennett, Professor, BS, Allegheny College; MS, Clarion State College; BS, OD, Pennsylvania College of Optometry

Irving Bennett, Professor, OD, Pennsylvania College of Optometry

Marc M. Berson, Adjunct Instructor, BS, Muhlenberg College; BS, OD, Pennsylvania College of Optometry

Yoram Biger, Adjunct, MD, Hebrew University School of Medicine

Bernard Blaustein, Associate Professor, BS, University of Maryland; OD, Pennsylvania College of Optometry

David E. Blum, Adjunct Instructor, BS, Marietta College; BS, OD, Pennsylvania College of Optometry

Samuel Boles, Adjunct Instructor, BA, Southern Adventist College, MD, Medical College of Georgia

Mike Boulton, Adjunct, PhD, University of Florida–Gainesville

Kent Bowers, Adjunct Instructor, BS, West Texas State University; MD, University of Central Oklahoma; MA, University of Arkansas

Victor H. Bray, Associate Professor, BS, University of Georgia; MSC, Auburn University; PhD, University of Texas at Austin

Gail Brenner, Adjunct, BA, University of Maryland; MA, Hofstra University; AuD, University of Florida

Kathy Brewster, Adjunct Instructor, BS, MS, Northern Illinois University

Richard L. Brilliant, Associate Professor, BS, New Paltz State College; BS, OD, Pennsylvania College of Optometry

Marlane Brown, Adjunct Instructor, BS, OD, Indiana University School of Optometry

Tomi E. Browne, Adjunct Instructor, BS, MEd, University of Virginia; AuD, Salus University George S. Osborne College of Audiology*

Mindy Brudereck, Adjunct, BA, Indiana University of Pennsylvania; MS, Towson State University; AuD, Salus University George S. Osborne College of Audiology

Jan Richard Bruenech, Adjunct, BSc, PhD, City University, London

Wolfgang Cagnolati, MSc, Pennsylvania College of Optometry

Susan Calantoni, Assistant Professor, BS, MS, Bloomsburg University; AuD, Salus University George S. Osborne College of Audiology*

Gregory Caldwell, Adjunct Instructor, BS, Gannon University; BS, OD, Pennsylvania College of Optometry

James M. Caldwell, Assistant Professor, BS, Gannon University; BS, OD, Pennsylvania College of Optometry; EdM, Temple University

Teresa Caraway, Adjunct, BA, MS, PhD, University of Oklahoma

Jeannette Carbone-Varanelli, Adjunct Instructor, OD, Illinois College of Optometry

Brandy M. Carroll, Adjunct Instructor, BS University of Georgia; MPH, University of Alabama at Birmingham School of Public Health; OD, University of Alabama at Birmingham School of Optometry

Linda Casser, Professor, BS, Indiana University; OD, Indiana University School of Optometry

James F. Cawley, Adjunct, BA, St. Francis College; BS, Touro College; MPH, The Johns Hopkins University, Epidemiology and Infectious Disease

Joseph Cercone, Adjunct Instructor, BS, William Paterson College of New Jersey; BS, OD, Pennsylvania College of Optometry

Rita R. Chaiken, Adjunct Instructor, BS, Syracuse University; MS, Emory University; AuD, Salus University George S. Osborne College of Audiology*

James Check, Adjunct Instructor, BS, University of Scranton; OD, Pennsylvania College of Optometry

Raymond Chew, Adjunct Instructor, OD, New England College of Optometry

DeGaulle I. Chigbu, Associate Professor, OD, Abia State University; MS, City University London

Connie Chronister, Associate Professor, BS, Elizabethtown College; BS, OD, Pennsylvania College of Optometry

Elise Ciner, Associate Professor, BS, Cornell University; OD, New England College of Optometry

Robert Cole, Assistant Professor, OD, Pennsylvania College of Optometry

Jan L. Cooper, Adjunct, BS, University of California at Irvine; BS, OD, Southern California College of Optometry

Glenn S. Corbin, Adjunct Instructor, BS, Hofstra University; BS, OD, Pennsylvania College of Optometry

Lynne C. Corboy, Adjunct, BA, Wellesley College; MS, Columbia University; MPH, Columbia University, School of Public Health

Richard Corea, Adjunct Instructor, OD, The Ohio State University College of Optometry

Silva Maria Correa-Torres, Adjunct Instructor, BA, University of Puerto Rico; MEd, Northern Illinois University; EdD, University of Northern Colorado

Anne Crowley, Adjunct Instructor, BA, Michigan State University; MA, Boston College

Catherine Ann Culbertson, Adjunct Instructor, BS, Indiana State University; MS, Florida State University

Roger W. Cummings, Adjunct Instructor, BA, Middlebury College; OD, Pennsylvania College of Optometry

Michael Cymbor, Adjunct Instructor, BS Gannon University; OD, Pennsylvania College of Optometry

Patricia Dabrowski, Assistant Professor, BS, East Stroudsburg University; MA, Hahnemann University; AuD, Salus University George S. Osborne College of Audiology*

Kenneth Daniels, Adjunct, BS, Temple University; OD, New England College of Optometry

Pierrette Dayhaw-Barker, Professor, BA, University of Ottawa; PhD, University of Houston

Lynne Davis Dellinger, Assistant Professor, BSE, The Ohio State University

William Denton, Adjunct Instructor, OD, Michigan College of Optometry at Ferris State University

Kelliann Dignam, Adjunct Instructor, OD, SUNY State College of Optometry

Anthony F. Di Stefano, Professor, BA, LaSalle University; BS, OD, Pennsylvania College of Optometry; MEd, Temple University; MPH, Johns Hopkins University

Alexander Dizhoor, Professor, Hafter Chair in Pharmacology; BS, MS, PhD, Moscow University

Bonnie Dodson-Burk, Adjunct Instructor, BS, Kutztown University; MA, Western Michigan University

Andrew Doyle, Adjunct Instructor, OD, Pennsylvania College of Optometry

Erin Draper, Instructor, BS, University of Delaware; OD, Pennsylvania College of Optometry

Judith Driscoll, Adjunct Instructor, BS, OD, New England College of Optometry

Teresa Duda, Professor, MSci, PhD, A. Mickiewicz University

Maureen A. Duffy, Adjunct Instructor, BA, Dominican College; MS, Pennsylvania College of Optometry

Robert Duszak, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

John J. Dziadul, Jr., Adjunct Instructor, OD Pennsylvania College of Optometry

Scott Edmonds, Adjunct Instructor, BS, Indiana University of Pennsylvania; BS, OD, Pennsylvania College of Optometry

Noah Eger, Adjunct Instructor, BS, Pennsylvania State University; BS, OD, Pennsylvania College of Optometry

Jeffrey Empfield, Adjunct Instructor, BS, Pennsylvania State University; BS, OD, Pennsylvania College of Optometry

Jordana Engebretsen, Adjunct, BS, Crown Bible College; MS, Bemidji State University

Raphael Eschmann, Adjunct, MSc, Pennsylvania College of Optometry

Robin Exsted, Adjunct, BS, St. Cloud State University; MEd, University of Minnesota; MS, St. Cloud State University

Feigenbutz-Orapell, Erica, Instructor, BS, Arcadia University; OD, Pennsylvania College of Optometry

Murray Fingeret, Adjunct Instructor, OD, New England College of Optometry

John J. Fitzgerald III, Associate Professor, BA, LaSalle University; DO, Philadelphia College of Osteopathic Medicine

Sister Margaret Fleming, I.H.M., Adjunct Instructor, BA, Immaculata College; MEd, Temple University

John S. Ford, Adjunct Instructor, MA, Western Michigan University

Richard Frick, Adjunct, BS, OD, Pennsylvania College of Optometry

Joseph Gallagher, Adjunct, BS, Pennsylvania State University; OD, The Ohio State University College of Optometry

Michael F. Gallaway, Associate Professor, BS, Carnegie-Mellon University; OD, New England College of Optometry

Mary Elizabeth Garber, Adjunct Instructor, MA, PhD, State University of New York at Buffalo

Ivan Garcia, Adjunct Instructor, BS, MD, University of Puerto Rico

Richard Gardner, Adjunct Instructor, OD, Pennsylvania College of Optometry

D. Jay Gense, Adjunct Instructor, BS, University of North Dakota; EdD, University of Northern Colorado

Marilyn Gense, Adjunct Instructor, BS, Central Michigan University; MA, University of Northern Colorado

Duane R. Geruschat, Associate Professor, BS, Duquesne University; MA, Western Michigan University; PhD, Temple University

Abraham Gonen, Associate Professor, BS, Philadelphia College of Pharmacy and Science; OD, Pennsylvania College of Optometry

Karen Gordon, Adjunct, BS, University of Toronto; MA, Northwestern University; PhD, University of Toronto

Thomas Goynes, Adjunct Instructor, BS, James Madison University; MEd, James Madison University; AuD, University of Florida

Marcy J. Graboyes, Associate Professor, BA, University of Pennsylvania; MSW, Temple University

Lynn Greenspan, Assistant Professor, BA, OD, SUNY State College of Optometry

Juliana Grove, Adjunct, BS, Butler University; OD, Illinois College of Optometry

George Grudziak, Adjunct Instructor, BA, LaSalle University; MD, Wroclaw Medical University

Alyson Gullette, Adjunct, BA, Mac Murry College; MS, Pennsylvania College of Optometry

Helene Guerrette, Adjunct Instructor, BS, University Laval; MS, Florida State University

Cheryl Gunter, Adjunct, BA, University of Tennessee; MA, The University of Memphis; PhD, University of Texas

Andrew S. Gurwood, Professor, BS, Indiana University of Pennsylvania; OD, Pennsylvania College of Optometry

Irving Gurwood, Associate Professor, BS, OD, Pennsylvania College of Optometry

Walter Gutstein, Adjunct, BSc, MSc, Pennsylvania College of Optometry

Kara Hackney, Adjunct, BA, University of North Carolina; MA, University of Arkansas

Linda Haffelfinger, Assistant Professor, BSPA, Hahnemann University; MPAS, University of Nebraska Medical Center

Jay M. Hammel, Adjunct, BS, City College of New York; MS, PhD, Pennsylvania State University

Barbara Harris-Strapko, Adjunct Instructor, BSF, University of Arkansas at Fayetteville; MEd, University of Arkansas, Little Rock

Robert V. Harrison, Adjunct, BSc, PhD, DSc, University of Birmingham, United Kingdom

Stanley W. Hatch, Adjunct, BS, St. Lawrence University; OD, Michigan College of Optometry; MPH, Harvard University, School of Public Health

David R. Haveman, Adjunct Instructor, BA, MA, Western Michigan University

Stephanie Heaton, Assistant Professor, BS, Pennsylvania State University; MS, Pennsylvania College of Optometry

Magne Helland, Adjunct, BSc, City University, London; MSc, Pennsylvania College of Optometry

Kent E. Higgins, Adjunct Instructor, BA, University of California; MA, San Francisco State University; PhD, University of Virginia

Gunnar Horgen, Instructor, MSc, Pennsylvania College of Optometry; PhD, University of Oslo

Kathleen M. Huebner, Professor, B.Mus., Seton Hill College; MEd, PhD, University of Pittsburgh

Jiovanne Hughart, Adjunct Instructor, BS, California University; MA Ohio University; MBA, Brenau University; AuD, University of Florida

Charles P. Huss, Adjunct Instructor, BS, Marietta College; MA, Western

University

Nina Ingham, Adjunct, BS, MEd, Vanderbilt University

Danielle Inverso, Adjunct, BS, Towson University; AuD, PhD, Gallaudet University; AuD, Salus University George S. Osborne College of Audiology*

Margaret M. Jastreboff, Adjunct Instructor, BS, MS, Medical University of Warsaw; PhD, Polish Academy of Sciences

Helene Kaiser, Associate Professor, BS, Indiana University of Pennsylvania; BS, OD, Pennsylvania College of Optometry

Harry Kaplan, Assistant Professor, OD, Pennsylvania College of Optometry

Imran A. Khan, Assistant Professor, BS, College of William & Mary; MS, OD, Pennsylvania College of Optometry

Lori Klein, Adjunct, BSE, Northern State University; MEd, University of Minnesota; MS, Pennsylvania College of Optometry

Julie Kochevor, Adjunct, AA, Hibbing Community College; BA, University of Minnesota; MS, Pennsylvania College of Optometry

Anne-Marie Lahr, Assistant Professor, BS, University of Akron; OD, The Ohio State University, College of Optometry

Peter A. Lalle, Adjunct Instructor, BA, University of Virginia; OD, Pennsylvania College of Optometry

Keith Lammers, Assistant Professor, BA, The Ohio State University; MS, Drexel University

Irene Langeeggen, Adjunct, BSc, University of Cardiff; MSc, Pennsylvania College of Optometry

Zoe Lazarou, Adjunct Instructor, BS, OD, SUNY State College of Optometry

Laurel Leigh, Adjunct, BA, Stockton State College; MS, Florida State University; PhD, University of Pittsburgh

Jay Leventhal, Adjunct, BA, Syracuse University

Thomas L. Lewis, Professor, BS, OD, Pennsylvania College of Optometry; PhD, Thomas Jefferson University

Barbara Lhotka, Adjunct Instructor, BS, University of North Dakota; MS, San Francisco State University

Dennis Light, Adjunct, BS, The Ohio State University; OD, The Ohio State University College of Optometry

George Lindley, Adjunct, BS, Pennsylvania State University; MS, PhD, University of Pittsburgh; AuD, Salus University George S. Osborne College of Audiology*

Anthony Litwak, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Lorraine Lombardi, Associate Professor, BS, Geneva College; MS, Drexel

University; MS, PhD, Hahnemann University

Sherman Lord, Adjunct Instructor, BS, MS, Bloomsburg State University; AuD, Salus University George S. Osborne College of Audiology

Kerry S. Lueders, Assistant Professor, BA, Wittenberg University; MS, Pennsylvania College of Optometry

Per Lundmark, BSc, Adjunct, City University, London; PhD, University of Toronto

David N. Lynne, Adjunct Instructor, BS, University of Illinois at Urbana-Champaign; OD, Illinois College of Optometry

Brian P. Mahoney, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Kelly Malloy, Associate Professor, BS, Villanova University; OD, Pennsylvania College of Optometry

Jamie Maffit, Instructor, BA, University of Montana-Missoula; MS, Pennsylvania College of Optometry

Shital Mani, Assistant Professor, BA, Rutgers University; OD, Pennsylvania College of Optometry

William Marcolini, Adjunct Instructor, BS, Pennsylvania State University; OD, Pennsylvania College of Optometry

Jean Martin, Adjunct,

James Mattern, Adjunct Instructor, OD, Pennsylvania College of Optometry

Barbara Maurer, Adjunct Instructor, BS, Kutztown University

Lawrence H. McClure, Assistant Professor, BS, MA, Indiana University of Pennsylvania; PhD, University of Pennsylvania

Lisa McConachie, Adjunct Instructor, BS, Williamette University; MA, University of Northern Colorado

James McDonald, Adjunct Instructor, BA, Towson University; MA, University of Maryland; ScD, The Johns Hopkins University; AuD, Arizona School of Health and Sciences

W. Jeffrey McGill, Adjunct Instructor, BS, University of North Carolina; OD, Pennsylvania College of Optometry

John A. McGreal, Jr., Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Donna McNear, Adjunct, BS, Illinois State University; MA, University of Northern Colorado

N. Ron Melton, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Janice Mignogna, FAAO, Instructor

Zorina Mikhelson, Adjunct, AuD, Salus University George S. Osborne

College of Audiology

Derek Mladenovich, Adjunct, BS, OD, Pennsylvania College of Optometry; M.P.H., Johns Hopkins University; BA, University of Delaware

Margaret Molenda, Adjunct Instructor, BA, Rosary College; MEd, Temple University

William A. Monaco, Adjunct Instructor, MS, University of Southern California; OD, Los Angeles College of Optometry; PhD, University of Houston College of Optometry

Kurt J. Moody, Adjunct Instructor, BS, Wilkes College; OD, Pennsylvania College of Optometry

Trisha M. Moore, Adjunct Instructor, BS, Shippensburg University; OD, Pennsylvania College of Optometry

Shanda Morlet, Adjunct, BMT, Loyola University; MCD, Louisiana State University School of Medicine; AuD, Central Michigan University

Daniel Mottola, Adjunct Instructor, BS, State University of New York; OD, Pennsylvania College of Optometry

Margaret A. Mulligan, Associate Professor, BS, St. Joseph's University; MD, Medical College of Philadelphia (Drexel University)

Bre Myers, Adjunct Instructor, BS, MS, Bloomsburg University, AuD, Salus University George S. Osborne College of Audiology*

Holly Myers, Associate Professor, BS, OD, Pennsylvania College of Optometry

Jenny Myung-Shin, OD, State University of New York (SUNY) College of Optometry

Kovin Naidoo, Adjunct, BSc, BOptom, University of Durban-Westville; MPH, Temple University; OD, Pennsylvania College of Optometry; PhD, University of New South Wales

Srihari Narayanan, Assistant Professor, BOptom, Elite School of Optometry, Chennai, India; MS, OD, PhD, University of Houston College of Optometry

Jamie E. Neiman, Assistant Professor, BS, OD, Pennsylvania College of Optometry

Nurit Neustadt-Noy, Adjunct Instructor, BA, Hebrew University, Israel; MEd, Boston College; PhD, Pacific Western University

Mary Nicklawske, Adjunct Instructor, BA, College of St. Benedict; MA, University of Western Michigan University

Judith Normandin, Adjunct, BS, MA, University of Minnesota;

Philip Northrop, Adjunct Instructor, BS, MA, Western Michigan University

James M. Novak, Adjunct Instructor, BA, Colgate University; OD, New England College of Optometry

Jeffrey S. Nyman, Associate Professor, BS, McGill University; BS, OD, New

England College of Optometry

Neal Nyman, Associate Professor, BS, McGill University; BS, OD, New England College of Optometry

Tracy Offerdahl-McGowan, Adjunct Instructor, BS, PharmD, Temple University School of Pharmacy

Susan Oleszewski, Associate Professor, BS, OD, Pennsylvania College of Optometry; MA, Temple University

Gary Oliver, Adjunct Instructor, BS, Virginia Polytechnic Institute and State University; BS, OD, Pennsylvania College of Optometry

Elena V. Olshevskaya, Instructor, BS, Moscow University; PhD, All-Union Cancer Research Center

Teng Leng Ooi, Professor, BOptomety, University of New South Wales; PhD, University of Alabama at Birmingham

Arjeta Orana, Adjunct, OD, Pennsylvania College of Optometry

Gale Orlansky, Assistant Professor, BA, Queens College; OD, SUNY State College of Optometry

Amy Ormerod, Adjunct Instructor, BA, Western Maryland College; MA, University of Pittsburgh

Alberta L. Orr, Adjunct Instructor, BA Temple University; MSW, Columbia University School of Social Work

Jonette Owen, Assistant Professor, BA, Loyola College; MS, Towson State University; AuD, Salus University George S. Osborne College of Audiology

Jean Marie Pagani, Associate Professor, BS, Villanova University; BS, OD, Pennsylvania College of Optometry

Blake Papsin, Adjunct, BSc, MSc, MD, University of Toronto

Maria Parisi, Associate Professor, BS, OD, Pennsylvania College of Optometry

Gretchen Paruch, Assistant Professor, AA, Centenary College for Women; BA, Marietta College; BSPA, Long Island University/The Brooklyn Hospital Center; MSPAS, Pacific University

Nancy Paskin, Adjunct Instructor, BA, MS, Western Michigan University

Susan Patterson, Adjunct Instructor, BS, Concord College; MS, Pennsylvania College of Optometry

Charles J. Paullisky, Adjunct Instructor, BS, University of Pittsburgh; BS, OD, Pennsylvania College of Optometry

Francine Pearlman-Storch, Assistant Professor, AB, Lafayette College; BS, OD, Pennsylvania College of Optometry

Carlo Pelino, Assistant Professor, BS, Gannon University; BS, OD, Pennsylvania College of Optometry

Fabiana Perla, Assistant Professor, MS, Pennsylvania College of Optometry; EdD, Arcadia University

Igor V. Peshenko, Assistant Professor, Moscow Institute of Fine Chemical Technology

Lydia Peterson, Adjunct Instructor, BS, MS University of Wisconsin - Madison

Daniel R. Petley, Adjunct Instructor, BS, State University of New York - Cortland; MS, OD, Pennsylvania College of Optometry

Julia Pitcher, Adjunct Instructor, BS, Northern Michigan University; MA, University of Northern Colorado

Jessica Potter, Adjunct, BA, University of Vermont; BS, OD, Pennsylvania College of Optometry

Eugene Protzko, Adjunct Instructor, BS, MD, George Washington University

Christopher J. Quinn, Adjunct Instructor, BA, University of Indiana; OD, Pennsylvania College of Optometry

Eileen Rall, Adjunct Instructor, BS, Marywood College; MS, Vanderbilt University; AuD, Central Michigan University

Haby Ramirez, Adjunct Instructor, BS, OD, Inter-American University of Puerto Rico School of Optometry

Michael Rebar, Instructor, BA, Pennsylvania State University; OD, Pennsylvania College of Optometry

Joseph Reck, Adjunct, BS, Juniata College; BS, OD, Pennsylvania College of Optometry

David Reed, Adjunct Instructor, BS, Juniata College; BS, OD, Pennsylvania College of Optometry

Rebecca Renshaw, Assistant Professor, BA, Pennsylvania State University; MEd, MSL, PhD, University of Pittsburgh

Christopher A. Rinehart, Associate Professor, BS, MA, Drexel University; OD, Pennsylvania College of Optometry

Jason C. Rinehart, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Angel Rivera, Adjunct Instructor, MS, Medical Science Campus; OD, Inter American University of Puerto Rico

Paul H. Robinson, Assistant Professor, BS, OD, Pennsylvania College of Optometry

Glenn R. Roedel, Assistant Professor, BS, Delaware Valley College; MS, University of Phoenix

Melissa Ruscetta, Adjunct Instructor, BA, University of Pittsburgh; MA, University of Pittsburgh; PhD, University of Pittsburgh

Joseph P. Ruskiewicz, Associate Professor, OD, MPH, University of Illinois

Daniel Russell, Adjunct, BS, Juniata College; OD, Pennsylvania College of Optometry

Mary Sabatino, Adjunct, BS, Villanova University; OD, Pennsylvania College of Optometry

Navjit Sanghera, Adjunct, BS, University of Illinois; OD, State University of New York College of Optometry

Wendy Sapp, Adjunct, BS, Duke University; MEd, Vanderbilt University; OD, Pennsylvania College of Optometry; PhD, Vanderbilt University

Thomas Scarino, Adjunct Instructor, BS, Pennsylvania State University; BS, OD, Pennsylvania College of Optometry

Erin C. Schafer, Adjunct, BS, Texas Women's University; MS, PhD, University of Texas

Eileen Schanel-Klitsch, Associate Professor, BA, Fairleigh Dickinson University; PhD, Temple University

Joan M. Sears, Adjunct Instructor, AA, Ellsworth College; BS, University of Iowa; OD, Illinois College of Optometry

Mitchell Scheiman, Professor, BS, OD, New England College of Optometry

Brandy Scombordi-Raghu, Instructor, BS, Temple University; BS, OD, Pennsylvania College of Optometry

Daniel P. Scott, Assistant Professor, BA, Cabrini College; MS, Philadelphia University; MPAS, University of Nebraska Medical Center

Michael F. Seidemann, Adjunct Instructor, BS, MS, Old Dominion University; PhD, Florida State University

James Shafer, Adjunct, BS, Pennsylvania State University; MA, Temple University; AuD, AT Still University of Health Sciences

Raheela Shah, Adjunct, BS, University of North Carolina; OD, Pennsylvania College of Optometry

Ramehswar K. Sharma, Distinguished Professor, BS, Birla Institute of Technology; PhD, University of Connecticut

Sara Shkalim, BS, Binghamton University; OD, Pennsylvania College of Optometry

Ruth Shoge, Instructor, BS, Randolph-Macon College; OD, Pennsylvania College of Optometry

Joseph P. Shovlin, Adjunct Instructor, BA, Gettysburg College; BS, OD, Pennsylvania College of Optometry

Mark A. Shust, Adjunct Instructor, BS, Syracuse University; OD, Pennsylvania College of Optometry

John B. Siegfried, Professor, BA, University of Rochester; MS, PhD, Brown University

Joel A. Silbert, Professor, BA, University of Pennsylvania; BS, OD,

Pennsylvania College of Optometry

Stephen Sinclair, Research Professor, BA, Brown University; MD, Harvard Medical School

Scott Slagle, Adjunct Instructor, OD, Southern College of Optometry

Audrey J. Smith, Associate Professor, BA, MEd, University of Pittsburgh; PhD, University of Pennsylvania

Brooke C. Smith, Assistant Professor, BA, Barnard College; MEd, North Carolina Central University; PhD, New York University, Steinhardt School of Culture

Lachelle Smith, Instructor, MS, Pennsylvania College of Optometry

Marvin B. Smith, Associate Professor, BS, Temple University School of Pharmacy; MS, PhD, Philadelphia College of Pharmacy and Science

Steven D. Smith, Adjunct Instructor, BS, MS, University of South Alabama; AuD, Salus University George S. Osborne College of Audiology*

John Mark Snyder, Assistant Professor, BS, Eastern Mennonite College; OD, Pennsylvania College of Optometry

Debra Sokol-McKay, Adjunct Instructor, BS, Temple University; MS, Pennsylvania College of Optometry

Joseph Spanier, Adjunct, BS, Ursinus College; MS, DeSales University

Michael Speirs, Adjunct, BA, PhD, University of Pennsylvania

Michael R. Spinell, Associate Professor, BA, University of Connecticut; BS, OD, Pennsylvania College of Optometry

Rebecca Sterner, Adjunct Instructor, BS, Michigan State University; OD, Illinois College of Optometry

Ray Stewardson, Adjunct Instructor, BA, Eastern Illinois University; MA, Western Michigan University

James Stottlemeyer, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Lisa Stottlemeyer, Adjunct Instructor, BA, University of Delaware; BS, OD, Pennsylvania College of Optometry

Girija Sundar, Adjunct, BA, Queen Mary's College, India; MS, William Patterson College; MPhil, PhD, City University of New York

Vibeke Sundling, Adjunct, BSc, University of Manchester (UK); MSc, Pennsylvania College of Optometry

Bryce S. Sutton, Adjunct, BA, Indiana University; MS, Eastern Illinois University; PhD, St. Louis University

Craig Swanson, Adjunct, BS, University of Michigan; OD, University of Houston College of Optometry

Janet Swiatocha-Delatte, Optometric Educator, BS, Villanova University;

OD, SUNY State College of Optometry

Aaron Tarbett, Adjunct Instructor, OD, Ohio State University School of Optometry

Connie Telschow, Adjunct, MS, Pennsylvania College of Optometry

Randall K. Thomas, Adjunct Instructor, BS, Appalachian State University; M.P.H., University of North Carolina; OD, Pennsylvania College of Optometry

Tom Thunder, Adjunct Instructor, BS, MS, Northern Illinois University; AuD, Salus University George S. Osborne College of Audiology*

Joseph C. Toland, Professor, OD, Pennsylvania College of Optometry; MD, Hahnemann Medical College and Hospital

Michael Tomlin, Adjunct Instructor, BS, California State University Long Beach; MA, California State University Long Beach; BS, OD, Southern California College of Optometry

Elizabeth Tonkery, Instructor, BS, Oakland University; OD, Michigan College of Optometry- Ferris State University

Melissa Trego, Assistant Professor, BS, Susquehanna University; OD, Pennsylvania College of Optometry; PhD, Cardiff University

Lynn Hong Trieu, Instructor, OD, State University of New York School of Optometry

John Trueblood, Adjunct Instructor, BA, Davidson College; MA Western Michigan University

Bonnie Ucheran, Adjunct, BSc, Buskerud University; MSc, Pennsylvania College of Optometry

Stephanie Van, Adjunct Instructor, BA, Edinboro State College; MA, Western Michigan University

Ronald Van Roekel, Adjunct, BS, Eastern Oregon State University; MBA, Northeastern State University; OD, Pacific University College of Optometry

Richard C. Vause, Jr., BS, St. Joseph's University; BSPA, Hahnemann University Medical School; MSPA, University of Nebraska Medical Center; DHSc, Nova Southeastern University

George Veliky, Adjunct Instructor, BS, Rutgers University; OD, New England College of Optometry

Marilyn Verghese, Adjunct, BS, University of California – Irvine; OD, University of California - Berkeley

Satya B. Verma, Associate Professor, DROpt, School of Optometry, Gandhi Eye Hospital; BA, Delhi University; OD, Pennsylvania College of Optometry

Jerry Vincent, Adjunct, BS, St. Mary's of the Plains; MPH, University of Texas health Science Center at Houston University; OD, University of Houston

Melissa Vitek, Assistant Professor, BS, Pennsylvania State University; OD,

Pennsylvania College of Optometry

Carol Wagner, Adjunct, BA, MA, Michigan State University

Bruce D. Walker, Adjunct Instructor, BS, OD, Pennsylvania College of Optometry

Erica J. Walker, Adjunct Instructor, BS, University of Florida; OD, Nova Southeastern University College of Optometry

Robert Walker, Associate Professor, BS, OD, Pennsylvania College of Optometry

Edward Wasloski, Adjunct Instructor, BS, Pennsylvania State University; OD, Pennsylvania College of Optometry

Gale Watson, Adjunct Instructor, MA, University of Alabama

Jenny Westman-Minnig, Adjunct Instructor, BS, University of Pittsburgh; MA, Western Michigan University

John C. Whitener, Adjunct Instructor, OD, Illinois College of Optometry; M.P.H., University of North Carolina, Chapel Hill

Walter Whitley, Adjunct, BS, University of Reno; MBA, University of Nevada; OD, Pacific University College of Optometry

Olga Whitman, Adjunct Instructor, AS, Kingsborough Community College; BS, Hunter College; BS, OD, Pennsylvania College of Optometry

Denise T. Wilcox, Adjunct Instructor, BS, Medical College of Virginia; PhD, West Virginia University Medical School; OD, New England College of Optometry

Karen Wilcox, Adjunct Instructor, AA Kellogg Community College; BS Eastern Michigan University; MA, Western Michigan University

Joan Wing, Associate Professor, BS, California State University of Sacramento; BS, OD, Pennsylvania College of Optometry

Jace A. Wolfe, Adjunct, PhD, MS, BS, University of Oklahoma Health Sciences Center

Doris Wong, Adjunct Instructor, BA, San Francisco State University; OD, Pennsylvania College of Optometry

Randall Wong, Adjunct Instructor, BA, Haverford College; MD, Jefferson Medical College

Jeanette Worden, Adjunct, BS, Black Hills State University; MA, Western Michigan University

Charles M. Wormington, Associate Professor, BA, University of California; MA, PhD, Johns Hopkins University; OD, New England College of Optometry

Diane P. Wormsley, Adjunct Instructor, BA, Elmira College; MEd, PhD, University of Pittsburgh

Kem Yenai, Adjunct, Physician Assistant Program; BS, University of Delaware; MD, Eastern Virginia School of Medicine

Benjamin C. Yanofsky, Adjunct Instructor, OD, Pennsylvania College of Optometry

Carole Zabihaylo, Adjunct Instructor, DESS, University of Montreal

Nadia S. Zalatimo, Adjunct Instructor, BS, University of Connecticut; OD, Indiana University School of Optometry

Kathy Zwald, Adjunct Instructor, MEd, University of Georgia

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Salus University

**8360 Old York Road
Elkins Park, Pa 19027**

www.salus.edu or admissions@salus.edu

800.824.6262 (US and Canada) or 215.780.1301