Pennsylvania College of Optometry
George S. Osborne College of Audiology
College of Education and Rehabilitation
College of Health Sciences
# TABLE OF CONTENTS

A Message from the President .................................................. 1
University Mission, Vision, Credo ............................................ 2
University Accreditations ....................................................... 3
Degree Programs .................................................................. 5

**University Policy and Procedures** ........................................ 6
  - Student Records .......................................................... 6
  - Academic Policy ......................................................... 7
  - Additional Policies ..................................................... 10
  - Refund Policy .......................................................... 12

**Office of Graduate Programs in Biomedicine** ......................... 13
  Program Goals and Degree Programs .................................. 13
  Program Overview ....................................................... 15
  Admissions .................................................................... 15
    - Criteria .................................................................. 15
    - Process .................................................................. 17
  Financial Information ..................................................... 20
  Curriculum .................................................................... 21

**Pennsylvania College of Optometry** ...................................... 24
  College Mission and Degree Programs .................................. 24
  Program Overviews ....................................................... 24
  Admissions .................................................................... 24
    - Criteria .................................................................. 25
    - Prerequisites ........................................................ 26
    - Procedures ........................................................... 26
    - Process .................................................................. 26
  Financial Information ..................................................... 29
  Curriculum .................................................................... 31
  Sequence of Courses ..................................................... 39
  Advanced Studies Program .............................................. 43
  3 + 4 OD Program ........................................................ 43
  International Optometry Programs ...................................... 44
  International Optometry Program Awards ......................... 45
  Residency Programs in Optometry ...................................... 46
  Scholarships and Grants .................................................. 46
  Commencement Awards ................................................... 53
George S. Osborne College of Audiology
College Mission and Degree Program 57
Admissions 58
    Criteria 58
    Prerequisites 59
    Procedures 59
    Notification of Acceptance 60
Financial Information 60
    Tuition and Fees 60
Curriculum 63
Sequence of Courses 67
Course Descriptions 70
Advanced Studies Certificate Programs 78
Program Overview 78
Admissions 78
Admissions Checklist 79
Financial Information 80
    Tuition and Fees 80
Technical Requirements 80
Curriculum 81
Course Descriptions 81
Scholarships and Grants 83
Commencement Awards 84

College of Health Sciences
College Mission and Degree Programs 86
Physician Assistant Program
Program Mission 86
Admissions 87
    Prerequisites 87
Technical Standards 88
Technology Requirements 90
Application Process 90
Application Procedures 91
Financial Information 91
    Tuition and Fees 91
Sequence of Courses 94
Course Descriptions 97
Public Health Programs
Master of Public Health Degree Program 106
Program Mission and Overview 106
Admissions 106
Criteria 106
Admissions Checklist 107
Program Requirements 108
Prerequisites 108
Financial Information 109
Financial Aid 109
Tuition 109
Drop/Add Policy 110
Curriculum 111
Course Descriptions 112

Public Health Certificate Programs 118
Health Policy Certificate Program 118
Course Descriptions 119
Humanitarian Health Care Certificate Program 120
Course Descriptions 121

College of Education and Rehabilitation
College Mission and Degree Programs 124
Low Vision and Blindness Programs 125
Admissions 125
Prerequisites 126
Compliance 127
Procedures 127
Application Checklist 128
Submitting an Application 131
Financial Information 131
Tuition and Fees 131
Programs in Low Vision Rehabilitation (LVR) 133
Sequence of Courses 134
Programs in Orientation and Mobility (O&M) 136
Sequence of Courses 137
Programs for Teachers of Children with Visual and Multiple Disabilities (TVI) 139
Sequence of Courses 141
Programs in Vision Rehabilitation Therapy (VRT) 143
Sequence of Courses 143
Course Descriptions 145
Scholarships and Grants 157
Commencement Awards 159
A MESSAGE FROM THE PRESIDENT

A tradition of leadership and excellence marks the 93-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.

Thomas L. Lewis, OD ’70, PhD
UNIVERSITY MISSION, VISION AND CREDO

MISSION

The mission of Salus University is to protect and enhance health and well-being through education, research, patient care and community services 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 ongoing 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.
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 (OD) degree program is accredited by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association (AOA).

The clinical Doctor of Audiology (AuD) degree program 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 Physician Assistant National Certifying Examination (PANCE) required for state licensure.

The Master of Public Health (MPH) degree program was approved by the Pennsylvania Department of Education (PDE) on May 4, 2010. The PDE has authorized the University to offer a distance 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 (MSCHE) granted approval to include the distance Master of Public Health degree within the scope of Salus University’s accreditation.

On May 10, 2012, the Accreditation Council for Education (ACOTE) of the American Occupational Therapy Association (AOTA) granted developing program status to the University’s Doctor of Occupational Therapy (OTD) and Master of Occupational Therapy (MSOT) degree programs. All new
programs seeking accreditation by ACOTE are required to apply for developing program status as the first step in the three-step accreditation process for new programs to ensure commitment to the development of quality programs, and to review the potential viability of an applicant occupational therapy educational program prior to the admission of the first class of students. AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. The telephone number for AOTA and ACOTE is 301.652.2682.
DEGREE PROGRAMS

The University awards thirteen earned degrees:

- Doctor of Philosophy (PhD), Biomedicine

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)
  - Residential four year program
  - Distance international bridge program for licensed practitioners

College of Education and Rehabilitation

- Doctor of Occupational Therapy (OTD)
- Master of Science, Occupational Therapy (MSOT)
- 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 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.

_The dean and the Academic Promotions Committee are in the process of establishing criteria for the Occupational Therapy (OTD and MSOT) awards._

**For all Salus University 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 Philosophy in Biomedicine degree, or Doctor of Optometry degree, or Doctor of Audiology degree, or Doctor of Occupational Therapy degree, or Bachelor or Master of Clinical Optometry degrees, or Master of Medical Science degree, or Master of Science or Education degrees, or Master of Public Health degree, or Master of Occupational Therapy 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 Philosophy, Doctor of Optometry, Doctor of Audiology, Doctor of Occupational Therapy, Master of Medical Science, Master of Science, Master of Education, Master of Public Health, Master of Occupational Therapy or Bachelor or Master of Clinical Optometry 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

*Please Note:* Some programs have additional and/or program specific immunization/health requirements. Applicants should contact the Office of Admissions or program directors with specific questions.

**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.
REFUND POLICY
Matriculants who withdraw from the University on or prior to April 1 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 April 1, 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:
\[
\text{Institutional charge} = \frac{\text{Number of days attended}}{\text{Total days in the enrollment period}}
\]

(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.
Office of Graduate Programs in Biomedicine

Pierrette Dayhaw-Barker, PhD, Program Director

PROGRAM GOALS

The main goal of the Office of Graduate Programs in Biomedicine is to provide students with the experiences and education needed for them to become independent scholars. This includes having a grant proposal in hand at the time of graduation. This non-traditional approach has been specifically designed with an eye to efficiency, productive research training, strengthened personal intellect, and multiple experiences that enrich the student’s confidence and facilitates a more seamless transition into the academic or clinical workplace.

To support this goal, the program emphasizes publications, presentations, and the ability to develop and execute lucid research plans. Student mentors are expected to take on a much more aggressive role in guiding the student through the process. The interaction between mentors and their students is a crucial component of the Salus program. The mentor is responsible to be an advisor, a teacher, a role model, and even, if need be, a disciplinarian.

Degree Programs in Biomedicine

Doctor of Philosophy (PhD)

Master of Science (MSc)
Program Overview

Both degree programs are designed for those individuals who:

hold various master’s degrees or terminal clinical degrees (such as OD, AuD) and wish to secure either a doctoral or master’s research credentials currently work (or intend to work) in the health sciences in medicine, optometry, audiology, physician assistant, rehabilitation, and related fields, such as public health or occupational therapy.

MSc applicants with a bachelor’s degree in biological sciences are encouraged to contact the Office of Admissions for eligibility requirements.

The Master of Science (MSc) degree program is designed to have research completed under normal circumstances in 18 full-time months and provide an additional six months for completion of the dissertation for the Master of Science (MSc) degree program. (Part-time programs also are permitted)

The Doctor of Philosophy (PhD) degree program is designed to have research completed under normal, full-time circumstances in three full-time years, and provide one additional year for completion of the dissertation and passing of the Oral Defense (viva) examination for the PhD program. (A part-time program is allowed and will generally consist of six years of research and one year for the writing of the dissertation and oral defense (viva) examination).

ADMISSIONS PROCESS

Items for Submission

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 Statement of Interest

Applicants will provide an essay response to a statement about their life experience on the Application. Additionally, they will make a statement of interest, reflecting upon various questions.
**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 Admissions office will notify them 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 Admissions Office, 8360 Old York Road, Elkins Park, PA 19027.

For international students, please send 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. (phone: 212-966-6311; www.wes.org).

The certified copies of official academic records (transcripts) for all undergraduate and graduate work should be mailed directly to the Salus University Admission Office 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.

**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 application fee.

Application Process
Applications are accepted on a continuous basis throughout the year. During the review process, the academic background of the applicant is assessed to determine academic eligibility and his/her entry point into the Master of Science degree in Biomedicine (MSc) or the Doctor of Philosophy degree in Biomedicine (PhD). Each candidate is evaluated by the Biomedicine Admissions Committee and the evaluation includes a formal interview. Since courses are offered once a year, the decision will be made in consultation with the primary mentor and the applicant as to when he/she should begin courses. Once a program of studies is determined, students can then begin the registration process.

Submitting Your Application
The University uses a secured online form to collect application information that assures the protected transfer of all information and cannot be viewed on the internet.

Applicants may want to 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 and cannot be saved.

All applications must include the three required items listed below. They should be sent as a Word document attachment(s) to admissions@salus.edu within five (5) days of submitting your application. Please include the number of the item, its title (e.g., Personal Data), your name, and your email address on each document. You may elect to submit a single Word document with all three answers or separate attachments.

Personal Data - Educational Resume/ Curriculum Vitae: This document should list, in chronological order, an applicant's education and work/research experiences, publications, honors and achievements to date.

Life Experiences Essay: Describe those life experiences that have contributed to your perspectives on biomedical issues, values and needs, both domestically and internationally, as appropriate.
Statement of Interest (5-page single-space limit): The application process serves as an entry point into the program. It is important that the applicant has previously thought through which of the general areas and disciplines he/she wishes to embrace. From the point of registration forward, the student begins the process of becoming a scholar in his specific chosen area(s) and will thereby devote the greater time of his professional academic life to the pursuit of stewardship of this discipline(s).

While it is true that the Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in Biomedicine teach how to investigate and apply as yet unknown facts and concepts, those experiences are taught within individual professional goals and areas of interest. It is equally important that the student utilizes the training experience to begin establishing a network of colleagues and facilities in the home country that embrace interests similar to his own. This will facilitate continuing further research activities immediately upon graduation.

It is very important therefore, in the selection of both students and their mentors, for each applicant to reflect upon and answer the following questions/statements:

What is your purpose in earning a Master of Science or a PhD degree?

Please provide examples of the research questions you are interested in pursuing. Include sufficient background information to explain why you view such questions as important to pursue. Lastly, you should identify what society will gain in your pursuit of this type of research.

Which of the biomedical disciplines would you apply to the above questions? (e.g., clinical sciences, laboratory sciences, rehabilitation sciences and population sciences)

How would you classify your area of research interest? You may indicate more than one choice. Please describe any sub-specialization within the areas below:
- clinical including clinical trials
- fundamental
- military application
- industrial (pharmaceutical, development of devices or equipment or other)
Please provide a brief synopsis of your professional experience so far, including any research.

If you have questions about the above requirements or the processing of applications, please contact an Admissions Counselor at admissions@salus.edu before completing the on-line application. Download the application in PDF format* for review.

Applicants who have earned credits at another institution have the right to petition for transfer of some or all of those credits at the time of application.

Any applicant holding a master’s degree or equivalent training (e.g., courses, grants or other) may be considered for direct entry into the PhD sequence. The applicant however, may be required to take specific courses that are part of the Salus University master’s degree curriculum and are missing from the applicant’s previous training. The decision as to the entry point will be administered by the associate dean for Graduate Programs in Biomedicine.

Any additional training or special credentials applicable to the PhD will be evaluated and determined according to Section 9.5.3 of the Academic Policy, which reads in part “Other transfer requests will be evaluated on an individual basis and must be approved by the vice president of Academic Affairs.”

Following the above process, a course of study will be developed for the each student.

**Application Fee Payment:** $100

**Online Payment**
If you are unable to pay on-line, please contact us toll free from the US and Canada at 800.824.6262 (or 215.780.1301) to discuss alternate payment options. The application fee is non-refundable.

**Application**
Please note: You must enter your name and date of birth on each form.

**Non-Degree Student Status** (students not enrolled in a degree or certificate program): please complete and submit the form found at: https://www.eomniform.com/servlet/FillForm/pco_app/non-DegreeStudentEnrollmentForm

**Matriculated Students Status**
*Please read this section prior to completing the form*, found at: https://www.eomniform.com/servlet/FillForm/pco_app/SalusBiomedicine_MatricApp_Part1of2_04_2012
This application has two parts (one part required; one part optional). Have the necessary information available to assist in completing the entire application.

After completing a section:
- Print a copy for your records
- Click on the "submit" button
- Move on to the next section
- Matriculated Application - Part 1
- Optional Information Form - Part 2

**IMPORTANT:** You must have the Adobe Reader installed on your computer to view and print the document. If you do not have the reader installed on your computer, [click to download a free copy of Acrobat Reader](#).

## Financial Information

**Tuition 2012-2013**

Tuition for students who will be admitted to the program for the 2012-2013 academic year:

- **Master of Science (MSc) degree:**
  - $850.00 per credit (36 credit program total)

- **Doctor of Philosophy (PhD) degree:**
  - $850.00 per credit (89 credit program total)

*The University’s refund policy can be found on page 12.*
CURRICULUM

MSc/PhD Programs in Biomedicine
Required Courses (86 credits for the PhD; 36 credits for the MSc)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>PhD Credit</th>
<th>MSc Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>GB500CAA</td>
<td>Orientation to Research: The Responsible Conduct of Research</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>GB510CAA</td>
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| REQUIRED COURSES SUBTOTALS | 86.0 | 35.0

**Elective Courses**

*Required credits for each program: 3.0 for PhD students; 1.0 for MSc students*

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PENNSYLVANIA COLLEGE OF OPTOMETRY

Linda Casser, OD, Dean

Founded in 1919, the Pennsylvania College of Optometry established Salus University in July 2008. As the University's founding college, PCO is the only one of the University's four colleges whose name is permitted to precede that of Salus 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. PCO's programs are offered in an interdisciplinary environment dedicated to teaching/learning effectiveness, enhancing career development, inspiring and developing leadership, and fostering new discoveries through research.

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 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 August 1. Interviews are scheduled and initiated starting as early as August. 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 in the class are available 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 of 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 preferred) - ½ year

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

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

Admissions Procedures

Application Process

The processing of applications begins July 1, 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 August, 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

On July 15, 2009, Pennsylvania College of Optometry at Salus University joined other colleges of optometry in 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 1. 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 OR
  – 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 (please refer to page 13)

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 April 15.

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 and Fees 2012-2013

Tuition: $33,960

(Tuition reduction available through Presidential Scholarships - up to $6,500)

Fees: $570

Books and instruments: $3,640

Activity fees are charged at the beginning of the first semester.

Laboratory fees are charged each semester from fall of the first year through fall of the third year.

Technology fees are charged every semester

The commencement fee is $166 and is billed in the first term of the year in which the student graduates.

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

The University’s refund policy can be found on page 12.

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).

![Curriculum Overview Graphic]

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**

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SALUS UNIVERSITY 2012-2013 CATALOG 40
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Elective Totals 20 1.00

CORE PROGRAM TOTALS 1127 443 138 3058 153.00

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 integrates 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 Cahners, 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.
GEORGE S. OSBORNE
COLLEGE OF AUDIOLOGY

Victor H. Bray, Jr., PhD, Dean

Originally established in 2000 as the PCO School of Audiology, the Osborne College of Audiology was re-named in memory of the school’s founding dean in 2008, when the Pennsylvania College of Optometry (PCO) earned university status and the University’s 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 OCA provide education, conduct research, deliver patient care, and promote community services utilizing local, national, and international platforms.

DEGREE PROGRAMS

Doctor of Audiology (AuD) Degree Residential Program

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

Doctor of Audiology (AuD) Degree International Bridge Program

The Doctor of Audiology (AuD) degree is awarded to international and U.S. practitioners who successfully complete the two-year professional curriculum. The maximum number of years permitted to complete this degree is four years.

CERTIFICATE PROGRAMS

Advanced Studies in Cochlear Implants
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, which allows qualified candidates to be admitted on an ongoing basis beginning August 1 until June 15 of the enrollment year. 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.

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

Successful completion of the following enrichment courses, which are not pre-requisites, will enhance the overall quality of a candidate’s file:
- Hearing Science and Introduction to Audiology
- Anatomy, Physiology and/or Neurobiology
- Physics, Chemistry, and Biology
- Pre-calculus (to include logarithms)
- Psychology and/or Counseling

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 the summer one year prior to the year of desired enrollment. Applications received on or before June 15 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 to the Office of Admissions.

- 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 September. 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 April 15: the remaining balance ($500).
- All monies received above will be applied toward the first session fees. Note: The refund policy is outlined on page 10. Matriculating students are required to show a record of immunizations as outlined on page 16.

**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 2012-2013**

Doctor of Audiology program: $28,970  
*(up to $5,000 tuition reduction available through Dean’s Scholarships)*

$570 University fees

$1,200 Books and instruments

Activity fees are charged at the beginning of the first semester. Laboratory fees are charged each semester from fall of the first year through fall of the third year. Technology fees are charged every semester.

The commencement fee is $160 and is billed in the first term of the year in which the student graduates.
Tuition and fees are due and payable two weeks prior to the start of each session and are subject to change.

_The University’s refund policy can be found on page 12._

**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

THE TEN LEARNING MODULES

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

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 Audlogic 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 audologic 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 audologic 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.

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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 pharmokinetics, 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 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 fourth year clinical externship and seminar, fall term.

AU848RAA – Clinical Externship
Full-time fourth year clinical externship and seminar, summer term.

AU848SAA – Clinical Externship
Full-time fourth year clinical externship and seminar, spring term.

AU848WAA – Clinical Externship
Full-time fourth year clinical externship and seminar, winter term.
ADVANCED STUDIES CERTIFICATE PROGRAMS

The Osborne College of Audiology provides distance education programs that offer professionals additional educational opportunities combined with online flexibility. 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. These courses also provide additional specialty experience for fourth year Doctor of Audiology degree students who may choose to participate.

Certificate program 2012-2013: Advanced Studies in Cochlear Implants

Additional Advanced Studies certificate programs are planned for 2013.

Please email admissions@salus.edu, or check the University’s website for further information.

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 Office of Admissions, 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

AuDonline 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 candidature (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.

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.
DEGREE PROGRAMS

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

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

Richard C. Vause, Jr., PA-C, DHSc, Program Director

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 3.0 on a 4.0 scale. Applicants with less than a 3.0 GPA should consult the Admissions office prior to applying.

Applicants accepted into the Brigham Young University Idaho 3-2 Affiliation Program must complete 90 semester hours of credit prior to enrollment.

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, it is recommended that 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 ten or more years prior to the anticipated entrance date to the physician assistant program will be reviewed for approval on an individual basis.

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 credit courses may be reviewed on an individual basis)
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 iPads that meet certain technical standards and service requirements. The University orders specific laptops and iPads 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 iPads loaded with software so that they may enter patient encounter data; this data is then “synched” to the 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.

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, including:

  World Education Services
  PO Box 745, Old Chelsea Station,
  New York, NY 10113-0745 USA
  212.966.6311
  Website: www.ece.org

- Official result of a Test of English as a Foreign Language (TOEFL) examination. International students, who have taken English coursework or 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 2012 – 2013

Physician Assistant Program: $29,994

Additionally, Physician Assistant students can expect to pay $705 in University fees, plus $2,200 in computer fees, which includes a required laptop and IPAD.
All Physician Assistant students must provide proof of health insurance or enroll in the University Health Plan.

Books and Instruments

First-year Physician Assistant students can expect to pay approximately $3,000 for their 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.

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

Fees

Activity (per academic year) $248
Lab (per academic year) $156
Technology (per academic year) $327
Computer $2,200

Activity fees are charged at the beginning of the first semester.
Laboratory fees are charged each semester of the first year.
Technology fees are charged every semester.

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

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

Additionally, all Physician Assistant students must provide proof of health insurance.

The University’s refund policy can be found on page 12.

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

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**THIRD YEAR TOTALS**

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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.

PA560FAB – Physical Diagnosis 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.

PA561SAC – Physical Diagnosis 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.

PA693RAA – 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.
COLLEGE OF HEALTH SCIENCES

PUBLIC HEALTH PROGRAMS

Anthony F. Di Stefano, OD, MPH, Interim Program Director

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
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 Health Sciences.
Admission procedures and policies include appropriate consideration of an individual applicant’s public health experience and/or the applicant’s ability to apply educational preparation from such diverse fields as economic development, urban planning, sociology, informatics, etc.
Applicants must request two letters of reference to be sent directly to the College of Health Sciences. 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 life experience essay, a personal statement, an application fee, and a resume or curriculum vita (summarizing work and educational experiences and accomplishments).
Applicants who successfully satisfy the admissions requirements will be scheduled for interviews with the relevant program director and a faculty member.

**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.

**International Applicants**

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.

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 document by document evaluation before submitting them to the Salus University Office of Admissions at the above address.
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 2012-2013**

Public Health degree and certificate programs (per semester hour credit): $650.00

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/Adds 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/Adds must be filed directly with the Registrar's office.

The University's refund policy can be found on page 12.
### MASTER OF PUBLIC HEALTH CURRICULUM

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH 500 CAA</td>
<td>Introduction to Health Policy</td>
<td>45</td>
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<tr>
<td>PH 501 CAA</td>
<td>Fundamentals of Epidemiology I</td>
<td>45</td>
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<td>PH 502 CAA</td>
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<td>PH 503 CAA</td>
<td>Introduction to Biostatistics I</td>
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<tr>
<td>PH 505 CAA</td>
<td>Environmental Health</td>
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<tr>
<td>PH 506 CAA</td>
<td>Social and Behavioral Approach to Public Health</td>
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<td>PH 507 CAA</td>
<td>Program Implementation and Evaluation</td>
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<tr>
<td>PH 551 EAA</td>
<td>Cost-Effectiveness Analysis in Health Care</td>
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<tr>
<td>PH 552 EAA</td>
<td>Epidemiology of Infectious Diseases</td>
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<td>PH 553 EAA</td>
<td>Introduction to Bioterrorism</td>
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<tr>
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<td>Health Literacy and Effective Communication</td>
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<td>Epidemiologic Study Design and Grant Writing</td>
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<td>PH 558 EAA</td>
<td>Public Health Issues of Aging Populations</td>
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<td>PH 559 EAA</td>
<td>Public Health Informatics</td>
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<td>Introduction to Public Health Genomics</td>
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<td>International Development and Health</td>
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<td>PH 562 EAA</td>
<td>Survey of Public Health Issues</td>
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<td>Perspectives in Development</td>
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<td>PH 564 EAA</td>
<td>Interdisciplinary Service Delivery Methods</td>
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</table>

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 Health Care Certificates 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)

SALUS UNIVERSITY 2012-2013 CATALOG 111
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 I
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  \textit{(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  \textit{(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  \textit{(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 564 EAA Interdisciplinary Service Delivery Methods
(two credits)
This course will discuss the history of interdisciplinary and inter-professional care, some of the basic theory of team science, and provide references for the basics of this theory. Examples of collaborative practice in health care will be presented and discussed. Core competencies for inter-professional practice will also be reviewed. Practical examples of health care teams, such as patient safety, quality improvement, disaster medicine, acute chronic and preventive care and sample exercises will be discussed.

PH 565 EAA Humanitarian and Refugee Health II
2 credits (Elective)
Public Health Practices in Humanitarian Emergencies is a continuation from Humanitarian and Refugee Health I. Successfully passing Humanitarian and Refugee Health I is a prerequisite for enrollment in this course.

PH 571 EAA Independent Study 1
PH 602 EAA Independent Study 2
PH 603 EAA Independent Study 3
PH 604 EAA Independent Study 4
PH 605 EAA Independent Study 5
PH 606 EAA Independent Study 6
1 credit each (electives)
Independent study is a specialized instructional program. An independent study is an opportunity for students to use research skills to explore an area of interest in great detail. The subject content, objectives to be achieved, credits to be awarded, and the effort to be expended by the student is all matters to be individually decided by the instructor and student.

PH601PAA Practicum and Capstone Project 1
PH602PAA Practicum and Capstone Project 2
PH603PAA Practicum and Capstone Project 3
PH604PAA Practicum and Capstone Project 4
PH605PAA Practicum and Capstone Project 5
PH606PAA 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 and Humanitarian Health Care 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).*)
COLLEGE OF EDUCATION AND REHABILITATION

Audrey J. Smith, PhD, Dean

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

Doctor of Occupational Therapy

Master of Science, Occupational Therapy

(The maximum number of years to complete these degrees is four.)

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)

(The maximum number of years to complete these degrees is five.)
LOW VISION AND BLINDNESS DEGREE
AND CERTIFICATE PROGRAMS

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 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 of the low vision and blindness degree and certificate programs.

**Prerequisite Skills**

Due to the nature of the coursework for all of the degree and certificate programs in the college, the following prerequisites 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/ser/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 2012-2013

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.

The University’s refund policy can be found on page 12.
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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Location</th>
<th>Certificate</th>
<th>Masters</th>
</tr>
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<tbody>
<tr>
<td><strong>SUMMER</strong></td>
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<tr>
<td>500</td>
<td>Foundations of Education and Rehabilitation</td>
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<td>505</td>
<td>Low Vision Assessment and Intervention 3 Lab</td>
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<td>College</td>
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<td>506</td>
<td>Low Vision Assessment and Intervention 4 Lab</td>
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<td>College</td>
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<tr>
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<td>Orientation &amp; Mobility for Low Vision Professionals</td>
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<td>Low Vision Technology and Practice</td>
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<td><strong>FALL</strong></td>
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<td>Visual Impairment and Functional Implications</td>
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<td>502</td>
<td>Assessment</td>
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<td>Teamwork and Collaboration</td>
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<td>509</td>
<td>Visual Impairment and Additional Disabilities</td>
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<td>Functional Applications of Research</td>
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<td>Human Development Across the Lifespan</td>
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<tr>
<td>620 LVR Fieldwork</td>
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<td>Yes</td>
<td>Yes</td>
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<tr>
<td>621 LVR Internship</td>
<td>6.0</td>
<td>TBD</td>
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<td>Yes</td>
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<tr>
<td>622 LVR Independent Study</td>
<td>2.0</td>
<td>TBD</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>623 LVR Comprehensive Examination</td>
<td>1.0</td>
<td>TBD</td>
<td>No</td>
<td>Yes</td>
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</table>

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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Location</th>
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<th>Cat. 3</th>
<th>M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>500</td>
<td>Foundations of Education and Rehabilitation for Vision Professionals</td>
<td>1.5</td>
<td>Online</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>514</td>
<td>Independent Living Skills for Vision Professionals</td>
<td>1.0</td>
<td>Blended</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>541</td>
<td>O&amp;M Foundations 1</td>
<td>2.0</td>
<td>Blended</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>543</td>
<td>O&amp;M Techniques 1</td>
<td>2.0</td>
<td>College</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>544</td>
<td>O&amp;M Techniques 2</td>
<td>2.0</td>
<td>College</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>545</td>
<td>O&amp;M for Individuals with Low Vision 1</td>
<td>4.0</td>
<td>Blended</td>
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<td>Yes</td>
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<tr>
<td>547</td>
<td>O&amp;M Basic Braille</td>
<td>0.50</td>
<td>College</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>640</td>
<td>Fieldwork 1</td>
<td>0.50</td>
<td>TBD</td>
<td>Yes</td>
<td>Yes</td>
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### FALL Courses

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<thead>
<tr>
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<th>Cat. 3</th>
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</tr>
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<tbody>
<tr>
<td>501</td>
<td>Visual Impairment and Functional Implications</td>
<td>3.0</td>
<td>Online</td>
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<td>No</td>
<td>Yes</td>
</tr>
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<td>502</td>
<td>Assessment</td>
<td>1.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>503</td>
<td>Low Vision Assessment and Intervention 1</td>
<td>2.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>510</td>
<td>Critical Analysis of Research</td>
<td>2.0</td>
<td>Online</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>542</td>
<td>O&amp;M Foundations 2</td>
<td>4.0</td>
<td>Blended</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>546</td>
<td>O&amp;M for Individuals with Low Vision 2</td>
<td>4.0</td>
<td>Blended</td>
<td>Yes</td>
<td>Yes</td>
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<td>548</td>
<td>Beyond the Basics of O&amp;M 1</td>
<td>1.5</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>641</td>
<td>O&amp;M Co-Teaching 1</td>
<td>1.0</td>
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<td>Yes</td>
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### SPRING Courses

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<tbody>
<tr>
<td>507</td>
<td>Psychological and Social Dynamics of Visual Impairment</td>
<td>1.5</td>
<td>Online</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>508</td>
<td>Teamwork and Collaboration</td>
<td>0.5</td>
<td>Online</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>509</td>
<td>Visual Impairment and Additional Disabilities</td>
<td>2.0</td>
<td>Online</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>511</td>
<td>Functional Applications of Research</td>
<td>2.0</td>
<td>Online</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>512</td>
<td>Human Development</td>
<td>2.0</td>
<td>Online</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>O&amp;M Seminar: Beyond the Basics of O&amp;M</td>
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**Upon Completion of Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Location</th>
<th>COM</th>
<th>Cat. 3</th>
<th>M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>643</td>
<td>O&amp;M Internship</td>
<td>5.5</td>
<td>TBD</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>644</td>
<td>O&amp;M Independent Study</td>
<td>1.0</td>
<td>TBD</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>645</td>
<td>O&amp;M Comprehensive Exam</td>
<td>1.0</td>
<td>TBD</td>
<td>No</td>
<td>No</td>
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</table>

**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.

<table>
<thead>
<tr>
<th>Summer Course</th>
<th>Name</th>
<th>Credits</th>
<th>Location</th>
<th>Certificate</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Foundations of Education and Rehabilitation</td>
<td>1.5</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>514</td>
<td>Independent Living Skills for Vision Professionals</td>
<td>1.0</td>
<td>Blended</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>516</td>
<td>Orientation &amp; Mobility for Low Vision Professionals</td>
<td>1.0</td>
<td>Blended</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>563</td>
<td>Literacy Lab</td>
<td>1.0</td>
<td>College</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>565</td>
<td>Numeracy and Science: Assessment and Instruction</td>
<td>2.0</td>
<td>College</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>567</td>
<td>Children with Visual Impairments and Additional Disabilities</td>
<td>3.0</td>
<td>Online</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>569</td>
<td>Expanding the Core Curriculum &amp; Educating Emergent Bilinguals</td>
<td>2.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>660</td>
<td>TVI Fieldwork*</td>
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<td>Yes</td>
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<td>Course</td>
<td>Name</td>
<td>Credits</td>
<td>Location</td>
<td>Certificate</td>
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<tr>
<td>501</td>
<td>Visual Impairment and Functional Implications</td>
<td>3.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>502</td>
<td>Assessment</td>
<td>1.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>503</td>
<td>Low Vision Assessment and Intervention 1</td>
<td>2.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>510</td>
<td>Critical Analysis of Research</td>
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<td>Online</td>
<td>No</td>
<td>Yes</td>
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<td>560</td>
<td>Literary Braille Code</td>
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<td>Yes</td>
<td>Yes</td>
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<td>564</td>
<td>Assessment and Instruction of Children with Visual Impairment</td>
<td>3.0</td>
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<th>Location</th>
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<tbody>
<tr>
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<tr>
<td>507</td>
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<td>1.5</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>508</td>
<td>Teamwork and Collaboration</td>
<td>0.5</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>509</td>
<td>Visual Impairment and Additional Disabilities</td>
<td>2.0</td>
<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>511</td>
<td>Functional Applications of Research</td>
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<td>Online</td>
<td>No</td>
<td>Yes</td>
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<tr>
<td>512</td>
<td>Human Development Across The Life Span</td>
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<td>Online</td>
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<td>561</td>
<td>Braille Literacy: Assessment and Instruction</td>
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<td>Yes</td>
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<td>Introduction to Assistive Technology</td>
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Upon Completion of Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
<th>Location</th>
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<th>Masters</th>
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<tbody>
<tr>
<td>661</td>
<td>TVI Internship</td>
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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 coursework 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.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credits</th>
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<th>Certificate</th>
<th>Masters</th>
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</thead>
<tbody>
<tr>
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<td>Yes</td>
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<td>502</td>
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<td>Online</td>
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<td>Yes</td>
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<tr>
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<td>Online</td>
<td>No</td>
<td>Yes</td>
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<td>580</td>
<td>Principles of Rehabilitation Teaching</td>
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<td>Online</td>
<td>Yes</td>
<td>Yes</td>
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<td>511</td>
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Upon completion of required courses

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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 Education and Rehabilitation
(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 Independent Living Skills for Low 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.

514 Independent Living Skills for O&M/TVI 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 Orientation and Mobility for Low 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.

516 Orientation and Mobility for TVI/VRT 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. (Prerequisite: O&M Foundations 1)

543 O&M Techniques I  
(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. (Pre-requisite: 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 brailler 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 Brailler, 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 Brailler 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).

682 VRT Independent Study
(upon completion of program) (1 credit)

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 agency.”*)
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.
OCCUPATIONAL THERAPY PROGRAMS

The University offers a Doctor of Occupational Therapy (OTD) degree program. The OTD program has an embedded Master of Science in Occupational Therapy degree. Applicants have the option of pursuing only a master's degree. The curriculum for both degrees is the same for the first two semesters, allowing students the option to change their degree program during that period.

ADMISSIONS

Admissions requirements are the same for the Doctor of Occupational Therapy degree and the Master of Science in Occupational Therapy degree.

Admissions Criteria

The College of Education and Rehabilitation actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become occupational therapists. The Admissions Committee has established policies that include the selection of applicants best qualified to serve the public and the profession in the years to come.

Many factors are considered in selecting students for our program, including: academic performance; motivation; extracurricular activities and interests; related and unrelated work experience; personal achievements; essays and letters of evaluation.

In weighing academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed, and degree status are taken into consideration.

It is recommended that students with less than a 3.0 (B) grade point average consult the Office of Admissions prior to applying.

Prerequisites

All required course work listed below must be completed at the college level with a grade of B- 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 enrollment.

Prerequisite Courses

A total of at least 21 semester credits are required in the following areas:

**Anatomy and Physiology 1 with lab (or Anatomy with lab)**

**Anatomy and Physiology 2 with lab (or Physiology with lab)**
Statistics (Psychology- or Sociology-based course recommended)

Abnormal Psychology

Development or Lifespan Psychology

Cultural or Ethnic Diversity

Sociology (or Cultural Anthropology)

**Prerequisite credits completed ten or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.**

(Anatomy and Physiology course work completed within an Exercise Science or Kinesiology department will also be accepted. Similar course work may be reviewed on a case by case basis for an approved substitution.)

**Application Process**

Applications to the OT program will be accepted through the Occupational Therapy Centralized Application Service (OTCAS) at www.otcas.org.

Student application reviews begin when application is received.

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.

**Admissions Checklist and Requirements**

Submit a properly completed application to the Occupational Therapy Centralized Application Service (OTCAS). (www.otcas.org)

Submit official transcripts from all colleges and universities attended (or currently attending) directly to OTCAS.

Complete a bachelor's degree from an accredited college or university, prior to enrollment. It is highly recommended that an applicant have a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale. Students with less than a 3.0 GPA should consult the Admissions Office prior to applying.

Complete admissions prerequisites at the college level with a grade of B - or better. Prerequisite courses must be completed prior to starting the program, not prior to application.

Three letters of evaluation are required; letters must be written from a person with authority (i.e. faculty, work supervisor, OT professional, etc.) regarding your work and/or assessing your qualifications for graduate education, ability...
to complete graduate work, and qualifications for a professional scholarly career. Arrange for required letters of evaluation to be sent to OTCAS.

Satisfactory score results of the Graduate Record Examination (GRE) or the Millers Analogies Test (MAT) should be forwarded to the Office of Admissions. The MAT institution code is 2556 and the GRE institution code is 2645.

**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, Phone 212-966-6311, www.wes.org

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

**Interview Process**

Individuals successfully meeting the above criteria receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s characteristics and motivation, and allows an applicant the opportunity to meet with an Admissions staff member to discuss his or her application, tour our campus and meet with personnel from the Financial Aid Office.

**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 April 15.
All monies received above will be applied toward first term fees.

University 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 Office of 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 handbooks for rite of 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 Office of 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. Transcripts can be ordered electronically.

Academic Policies

Graduation and the awarding of a degree from the University is 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.
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 Occupational Therapy and/or Master of Science in Occupational Therapy 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 Occupational Therapy and/or Master of Science in Occupational Therapy degree 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 Student Affairs Office, Admissions Office and library.

In the College of Education and Rehabilitation, 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)

The Committee on Academic Promotions and the dean of the College of Education and Rehabilitation are in the process of establishing parameters for the doctoral degree awards.

Under normal circumstances all didactic course/clinical and fieldwork placements are completed in no more than 32 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 within four years. Extensions will be reviewed by the dean of the College of Education and Rehabilitation (CER) on an individual basis, and must be approved by the vice president of Academic Affairs.

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.

**Record of Immunizations**

All entering students are required to provide an immunization record for Hepatitis B to the University Office of Admissions.

*An acceptable proof of immunization is one of the following:*

- 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*
  (*please note: many clinical sites require this vaccination prior to fieldwork placement)

**FINANCIAL INFORMATION**

The cost of a graduate 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 and work opportunities is available to students. Students interested in acquiring additional information or making application for financial assistance are urged to contact the University Financial Aid Office at 215.780.1330 or toll free at 800.824.6262.

Additional information relating to student financial assistance can be found in the Student Financial Handbook.

**Tuition and Fees  2012-2013**

Tuition and fees for the Doctor of Occupational Therapy degree and the Master of Science degree in Occupational Therapy are the same.

**Tuition**

$750 per credit hour

**Activity Fees**

$248 per year (year 1 and 2)
$124 (year 3, summer, first session)
Lab Fees
$52 per term (years 1 and 2)
$26 (year 3, summer, first session)

Technology Fees
$109 per term (years 1 and 2)
$55 (year 3, summer, first session)

Graduation Fee
$166 (a one-time fee, payable in year 2)

The University’s refund policy can be found on page 12.

Books and Instruments
Required and recommended books may be purchased through the University bookstore on the Elkins Park campus.

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. Students must provide their own transportation and housing during their time in the program.

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.

Scholarships and Awards
•The Scholarship Committee for the Salus University College of Education and Rehabilitation, is pleased to announce the Dean’s Scholarship award to the inaugural MSOT and OTD classes in the Occupational Therapy program. This renewable scholarship reduces tuition by $3,000 for the academic year 2012-2013.
MSOT students are eligible to renew the scholarship one (1) time for a scholarship total of $6,000; OTD students are eligible to renew the scholarship two (2) times for a scholarship total of $9,000. A cumulative grade point average (GPA) of 3.0 or higher must be maintained at the conclusion of each academic year to be eligible for renewal.

•AOTA Scholarship Opportunities (link to: http://aota.org/Students/Aid/Scholarships/OT-Students.aspx)

•POTA Scholarship Opportunities (link to: https://www.pota.org/pota-scholarship-fund)

DOCTOR OF OCCUPATIONAL THERAPY DEGREE PROGRAM

Program Overview

The degree program for the entry-level Doctor of Occupational Therapy (OTD) degree program requires 86 semester hours for completion over a period of 32 months.

Applicants should have a bachelor's degree with a minimum 3.0 undergraduate grade point average (GPA). Bachelor degrees in progress also will be considered.

Applicant must also show completion of - or a plan for completing - the prerequisites at the college level with a grade of B - or better. Prerequisite courses are completed prior to starting the program, not prior to application. Candidates may submit a plan for prerequisite completion with their application materials. Official transcripts showing prerequisite completion are required prior to program matriculation.

This program includes an embedded Master of Science in Occupational Therapy (MSOT) degree.

With an OTD degree, students are eligible to sit for the National Board for Certification of Occupational Therapists (NBCOT) examination required to meet state licensing requirements.

Under normal circumstances all didactic course/clinical and fieldwork placements are completed in no more than 32 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 within four years. Extensions will be reviewed by the dean of the College of Education and Rehabilitation (CER) on an individual basis, and must be approved by the vice president of Academic Affairs.

**OTD Degree Requirements**

- 32 months of graduate coursework
- Two full-time Level II fieldwork rotations (12 weeks each)
- Minimum 640 hours doctoral practicum
- Directed independent study (2)
- Capstone project
- Comprehensive final exam

**Length of Program/Activities**

**First Year**
- **August to December**: Fall semester coursework
- **January to May**: Spring semester coursework with Fieldwork Level 1
- **May to August**: Summer session coursework with Fieldwork Level 1

**Second Year**
- **August to December**: Fall semester coursework with Fieldwork Level 1, Capstone project and selection of specialty track
- **January to June**: Full-time fieldwork Level II, Rotation 1 (12 weeks), full-time fieldwork Level II, Rotation 2 (12 weeks) (includes on-line coursework)
- **May to August**: Summer session coursework using blended Platform

**Comprehensive Final Exam**
(Master of Science in Occupational Therapy degree is awarded at this time.)

**Third Year**
- **August to December**: Specialty Track coursework (minimum 13 credit hours); directed independent study
- **January to May**: Doctoral Practicum (minimum 640 hours); directed Independent study

**Level I fieldwork experiences:**
Fieldwork 1A: focuses on individuals with cognitive-behavioral disorders, mental health disorders, and works with at-risk populations of individuals from the community. Examples of traditional and role emerging Level I fieldwork sites include foster care agencies, juvenile justice facilities, senior
centers, rehabilitation environments for individuals with mental health conditions, mental health drop in centers, or homeless shelters.

Fieldwork IB: focuses on children and youth. Examples of traditional and role emerging Level I fieldwork sites for the children and youth semester include: daycare centers, rehabilitation environments for children and youth receiving OT treatment, school systems, and foster care centers.

Fieldwork IC: focuses on adults and older adults. Examples of traditional and role emerging Level I fieldwork sites for adults and older adults include: daycare centers, Alzheimer’s centers, senior centers, skilled nursing facilities, in and outpatient rehabilitation centers.

**Level II Fieldwork Experiences**

Level II A and B fieldwork experiences occur in the second spring semester. Students work in conjunction with the academic fieldwork coordinator to make Level II selections. Students complete one twelve-week and two six-week fieldwork experiences.

**The Doctoral Practicum**

The goal of the doctoral practicum is to provide an in-depth, focused experience in clinical practice. It is designed so that students identify and develop strategies to enable occupational therapy to respond to society’s changing needs, and develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards.

Practicum experiences may include participation in teaching, research, administration, leadership, and advocacy. At the completion of the doctoral practicum, students will have learned how to function as scholars, create new knowledge, develop interventions, advance the practice of occupational therapy, and shape social programs and policies.

The relationship with the specialist/mentor for the doctoral practicum will be facilitated by the OTD students. The student will identify a doctoral-credentialed mentor who has expertise in clinical practice, research, administration, leadership, program and policy development, advocacy, education, or theory development. Each student will identify his/her proposed mentor by the second Spring semester to ensure this mentor can be properly notified with memorandum of understanding created.
MASTER OF SCIENCE DEGREE PROGRAM

Program Overview

The Master of Science degree program in Occupational Therapy (MSOT) provides students with the basic skills needed as a direct care provider, consultant, educator, manager, researcher and advocate for both the profession and the consumer.

Applicants with a bachelor’s degree may apply for entry into either the master's (MSOT) or doctoral (OTD) degree programs. Once enrolled, students have the option to change their degree program selection. A student who enters the program as an MSOT candidate may request admission to the doctoral program (doctoral students also have the opportunity to request a change to the master’s program).

During the first two semesters of study, all students take the same classes. All qualified students (in both programs) are awarded a Master of Science (MSOT) degree after successful completion of the first five semesters of coursework (56 credit hours). These 56 hours include two Fieldwork Level II experiences and a Capstone project.

Program Details

The Master of Science degree in Occupational Therapy (MSOT) requires 56 semester hours for completion over a period of 21 months (five semesters), beginning in August of year one and extending to June of year two.

Prior to entering the program, applicants must provide evidence of a bachelor’s degree and completion of 21 credit hours of foundational prerequisite courses for partial completion of ACOTE standards.

To meet the required 56 semester credits, students must complete 22 courses, including fieldwork Level II and a capstone project. Students must complete the entire program in three years. The Salus University MSOT degree program requires the following:

Graduate coursework: 21 months
Two full-time Level II fieldwork rotations (12 weeks each)
Capstone Project

First Year
August to December  Fall semester coursework
January to May    Spring semester coursework with Fieldwork Level 1
May to August     Summer session coursework with Fieldwork Level 1
**Second Year**  
August to December: Fall semester coursework with Fieldwork Level 1  
January to June: Full-time Fieldwork Level II, Rotation 1 (12 weeks)  
(includes on-line coursework)

**Sample Curriculum**

### Year 1 (12 months)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Functional Anatomy and Kinesiology</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Physiology and Pathophysiology</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Behavioral Science 1</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Evidence Based Practice</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Foundations of Occupational Therapy</td>
<td>Fall 1</td>
</tr>
<tr>
<td>Occupational Therapy Practice in Mental Health</td>
<td>Spring 1</td>
</tr>
<tr>
<td>Basic Tenets of Occupational Therapy (FW 1 A)</td>
<td>Spring 1</td>
</tr>
<tr>
<td>Occupational Therapy Theoretical Perspectives</td>
<td>Spring 1</td>
</tr>
<tr>
<td>Behavioral Science 2</td>
<td>Spring 1</td>
</tr>
<tr>
<td>Qualitative Research</td>
<td>Spring 1</td>
</tr>
<tr>
<td>Occupational Therapy Practice for Children and Youth</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Leadership, Diversity and Globalization (FW 1 B)</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Educational Communities</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>Summer 1</td>
</tr>
<tr>
<td>Advanced Clinical Reasoning</td>
<td>Summer 1</td>
</tr>
</tbody>
</table>

### Year 2 (12 months)

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Rehabilitation, Disability and Participation</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Focus on the Impact of Care (FW 1 C)</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Philosophical and Ethical Considerations in OT</td>
<td>Fall 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive Aging and Emerging Areas of Practice</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>Fall 2</td>
</tr>
<tr>
<td>Fieldwork 2 A</td>
<td>Spring 2</td>
</tr>
<tr>
<td>Fieldwork 2 B</td>
<td>Spring 2</td>
</tr>
</tbody>
</table>
Sample Course Descriptions for MSOT and Entry Level OTD Programs

**Functional Anatomy and Kinesiology (3 credit hours)**  
*Master/Entry level Doctorate*  
Lecture and lab provide occupational therapy students with an extensive background in gross human anatomy and neuro-anatomy through lecture, laboratory and independent learning exercises. Presentations include an emphasis on body structures supporting neuro-musculoskeletal and movement-related structures as well as sensory structures including pain.

**Physiology and Pathophysiology (2 credit hours)**  
*Master/Entry level Doctorate*  
Provides occupational therapy students with an understanding of the body functions that underlie disease processes including inflammatory aspects, infectious conditions and genetic mechanisms in health and disease. Lectures proceed through organized systems with presentations emphasizing normal physiology of that system followed by the pathophysiology of diseases important to that system. Clinical cases are utilized and areas of study include: pain syndromes, neurology, rheumatology, and orthopedics as well as the cardiovascular and respiratory systems.

**Behavioral Science 1 (2 credit hours)**  
*Master/Entry level Doctorate*  
Provides students with an understanding of the normal and abnormal psychological development of pediatric, adult and geriatric patients. The course uses 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 are used to enhance student learning.

**Evidence-Based Practice (2 credit hours)**  
*Master/Entry level Doctorate/Post professional Doctorate*  
Provides students with the knowledge, skills and abilities necessary to make independent judgments about the validity, results, and application of clinical research. Basic and advanced topics in statistics are reviewed including interpreting data analysis methods and results commonly reported by authors in occupational therapy literature. This course focuses on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. Based on case scenarios, students formulate key question(s), search medical, educational and health-related databases, perform a critical appraisal of the evidence,
and describe application of the evidence in a clinical context. Emphasis is on quantitative methods.

**Foundations of Occupational Therapy (3 credit hours)**
*Master/Entry level Doctorate*
Provides students with foundational knowledge in occupation based practice through reflection on curricular themes and participation in health promotion and prevention experiences leading to preparation for Fieldwork Level I and development of a professional portfolio. This course emphasizes occupation-centered factors as students learn task analysis and occupational-based concepts that are central to doing.

**Occupational Therapy Practice in Mental Health (3 credit hours)**
*Master/Entry level Doctorate*
Lecture and lab provide students with an extensive background in The Occupational Therapy Practice Framework as a resource for addressing relevant practice concerns. Specifically students learn theories, principles and methods of evaluation, intervention and outcome processes for individuals accessing mental health systems. Students learn strategies to assist the consumer in gaining access to occupational therapy services in traditional and emerging areas of practice.

**Basic Tenets of Occupational Therapy (2 credit hours)**
*Fieldwork I A*
*Master/Entry level Doctorate*
Includes the first rotation of supervised Fieldwork Level I, where students demonstrate use of sound judgment in regard to safety of self and others. Lectures and discussion include application of knowledge to practice and review of appropriate literature to determine best evidence for assessment, intervention, and outcome considerations for a selected client encountered during the clinical rotation.

**Occupational Therapy Theoretical Perspectives (3 credit hours)**
*Master/Entry level Doctorate*
Provides students with professional knowledge in historical and current occupational theories, models of practice, and frames of reference. Development of a therapeutic self is emphasized as well as forms of therapeutic reasoning. Group theory and process are introduced and group leadership skills developed.

**Behavioral Science II (2 credit hours)**
*Master/Entry level Doctorate*
Provides students with an overview of the principles of psychiatry and an introductory approach to psychiatric and psychological evaluation and treatment of individuals with psychiatric diagnoses. Students gain an understanding of the health care team as it applies to institutional and community based mental health services.
Qualitative Research (2 credit hours)
*Master/Entry-level Doctorate/Post professional Doctorate*
Introduces the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in occupational therapy. Importance is placed on the appropriate use of qualitative methods and differences across qualitative approaches with particular emphasis on narrative inquiry. Exploration and application of topics such as selecting participants, interviewing techniques, data analysis, and reporting of qualitative research are addressed. Students evaluate two research reports in terms of their methods as well as their qualities of persuasion, purpose, position, and the extent to which they are political. Students learn to make informed judgments about the overall rigor and usability of selected designs. Students also demonstrate the skills necessary to design a research proposal that includes the research question, relevant literature, sample, design, measurement and date analysis methods.

Occupational Therapy Practice for Children and Youth (3 credit hours)
*Master/Entry level Doctorate*
Lecture and lab provide an overview of developmental theories concerning factors influencing the development of occupational performance in infancy, childhood, and early adolescence. This course includes a survey of instruments and clinical observation protocols used in pediatric occupational therapy to measure development, sensory and motor performance, functional tasks, neurological integrity and occupational behavior.

Leadership, Diversity and Globalization (2 credit hours)
*Fieldwork I B*
*Master/Entry level Doctorate*
Includes the second rotation of supervised Fieldwork Level I where students demonstrate beginning competency in leadership, education and health policy, specifically those related to issues of children and youth. Lectures assist the student in using national and international resources including a survey of international occupational therapy literature and factors that might bias assessment results, such as culture, disability status, and situational variables related to the individual and context. Students learn to appreciate the influence of international occupational therapy contributions to education, research, and practice.

Pediatrics (1 credit hour)
*Master/Entry level Doctorate*
Provides students with an 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.

Educational Communities (1 credit hour)
*Master/Entry level Doctorate*
Provides students with occupation-based assessment and intervention for
children and young adults in educational contexts and the communities they support. It includes an exploration of emerging occupation-based models of practice and service delivery considered within the broad context of federal/state legislation and administration. Students demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for research and practice within community settings.

**Leadership and Management**

*Master/Entry-level Doctorate/Post-professional Doctorate*

Prepares students for varied roles within the healthcare delivery system including manager/program director, supervisor, advocate, and entrepreneur. It includes an exploration of health care delivery systems and the regulatory and reimbursement mechanisms that affect delivery of OT services throughout the continuum of care. Through development of a professional portfolio, students demonstrate knowledge and personal awareness of resources that support leadership in practice, education, and health policy.

**Rehabilitation, Disability and Participation (3 credit hours)**

*Master/Entry level Doctorate*

Lecture and lab emphasize interdisciplinary knowledge and skill development for remediation and compensation of impairments in selected body structures and body functions across a variety of diagnoses. Students receive specialized instruction in three specialty practice areas: Vision Rehabilitation; Leadership, Education and Health Policy; and Health and Wellness.

**Focus on the Impact of Care (2 credit hours)**

*Fieldwork I C*

*Master/Entry level Doctorate*

Includes the third and final rotation of supervised Fieldwork Level I where students demonstrate beginning competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. Lectures prepare the entry-level master’s degree student for completion of the Capstone Project and entry-level doctoral degree students for entry into their Specialty Track.

**Philosophical and Ethical Considerations in Occupational Therapy**

(1 credit hour)

*Master/Entry level Doctorate*

Provides students with an understanding of the importance of the history and philosophical base of occupational therapy as well as the Code of Ethics, Core Values and Attitudes, Standards of Practice, and other relevant documents. Students consider the interrelation between public and private ethics as well how ethical issues present themselves in real life. Ethics involved in research involving human subjects receives special attention.
Productive Aging and Emerging Areas of Practice (3 credit hours)
*Master/Entry level Doctorate*
Lecture and lab requires students to demonstrate synthesis of key curricular elements applied to a traditional or emerging area of occupational therapy practice with older adults. Lectures proceed through the AOTA Practice Framework in an organized fashion with presentations emphasizing the dynamic intersection of the client, the context, and the client’s occupations. Special attention is paid to the issues and concerns of older adults, especially those at risk for health decline and loss of independence.

Capstone Project (2 credit hours)
*Master/Entry level Doctorate*
Requires students to apply the AOTA Occupational Therapy Practice Framework and critical analysis of selected literature to determine best practice for evaluation, intervention and outcome assessment for a client observed receiving services from an occupational therapist. Following this analysis, students explain why our philosophical base, theories, models of practice, and frames of reference are essential to the occupational therapy domain and process. They describe the socio-political environment of service provision to demonstrate their understanding of the context and management of service delivery and generalize their understandings to the broader context of organizations and populations. Students conclude the project with a reflective narrative about their personal beliefs in the positive relationship between occupation and health and their view of people as occupational beings.

Fieldwork Level II A (6 credits)
*Master/Entry level Doctorate*
The first of two supervised full-time, 12-week Fieldwork experiences with emphasis on establishing therapeutic relationship with clients, development of psycho-motor skills, analysis of using occupation as means and occupation as ends, and clinical reasoning. It includes on-line problem solving scenarios including case study analysis of clients currently receiving supervised occupational therapy services from the student. Students must pass the Fieldwork experience to graduate.

Fieldwork II B (6 credits)
*Master/Entry level Doctorate*
The second of two supervised full-time, 12-week Fieldwork experiences with emphasis on establishing therapeutic relationship with clients, development of psycho-motor skills, analysis of using occupation as means and occupation as ends, and clinical reasoning. It includes on-line problem solving scenarios including case study analysis of clients currently receiving supervised occupational therapy services from the student. Students must pass the Fieldwork experience to graduate.
Sample Advanced Courses for Entry Level OTD

Diagnosis of Problems Related to Occupational Performance and Participation (2 credits)

*Entry-level Doctorate/Post professional Doctorate*

Focuses on development and implementation of evidence-based therapy guidelines across a variety of settings. Emphasis is placed on the phases and steps of the complex process used to systematically develop best-practice recommendations for specific patient/client populations including screening, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment.

Transforming Knowledge into Professional Engagement (2 credits)

*Entry level Doctorate*

Requires students to use evidence-based reasoning to analyze, synthesize, evaluate, and diagnose problems related to occupational performance and participation. Lectures support extrapolation to a population based OT intervention that addresses occupational needs as identified by a community.

To accomplish this, students have the following two options described below. *Fieldwork Proposal Option:* students are encouraged to identify clinically relevant questions embedded within specific intervention contexts. Students develop a proposal concerning a focused research project that could be implemented at one of their fieldwork sites. The final proposal is graded pass/fail. Students must pass their Fieldwork II experience to pass the course.

*Research Project Option:* students apply and are accepted into a mentored scholarship sequence culminating in a specific research project as an alternative to the fieldwork proposal option. Students interested in learning more advanced research process skills than afforded through the fieldwork proposal process can apply to engage in this research project sequence. Across 17 months, faculties elect to apprentice a small number of invited graduate students in their current research programs. While student engagement in each project varies based on the current stage of development of the faculty’s research project, all experience some activity related to the institutional review board, data collection, and report generation and dissemination. The class is a mentored scholarly experience.

Writing for Presentation and Publication (2 credits)

*Entry level Doctorate*

Requires students who select the Fieldwork Proposal Option to submit their proposals for faculty review and prepare their proposal for professional presentation. Students then offer the final proposal back to the original clinical site. Students who select the Research Proposal Option submit a scholarly paper describing their unique contribution to the research that is in progress.
Advanced Clinical reasoning (3 credits)

*Entry-level doctorate/ Post-professional doctorate*

Introduces students to Occupational Therapists’ expertise in narrative inquiry and occupational story telling commonly reported by authors in occupational therapy and occupation science literature. This course will foster mentor-mentee relationships between our entry-level and post-professional doctoral students and support faculty-led cooperative learning groups across the department and the College. Students conduct in-depth analysis and presentation of their clinical reasoning processes and integration of occupation in achieving therapeutic outcomes. Through participation in active learning activities, students demonstrate evidence that supports the central therapeutic processes that comprise Occupational Therapy practice including the meaning of illness and the impact of family and social and physical contexts. Students learn to differentiate the philosophical constructs relevant to the biomedical and phenomenological aspects of Occupational Therapy practice and to make judgments about the nature of the good in a particular case.

Directed Independent Study I (1 credit hour)

*Entry level Doctorate*

Requires students to integrate the AOTA Occupational Therapy Practice Framework with critical analysis of selected literature to determine best practice for evaluation, intervention and outcome assessment for a client observed receiving services in their Specialty Track. Following this analysis, students explain why the occupational therapy philosophical base and models of practice are relevant to recipients of services in their specialty area of practice. They describe the socio-political environment of service provision to demonstrate their understanding of the context and management of service delivery and generalize their understandings to the broader context of organizations and populations. Students conclude the Independent Study with a reflective narrative about their personal beliefs in the positive relationship between occupation and health and their view of people as occupational beings.

Directed Independent Study 2 (1 credit hour)

*Entry level Doctorate*

Requires students to complete a culminating project that relates theory to practice and demonstrates synthesis of advanced knowledge in a practice area.

Specialty Track Courses for entry-level Doctor of Occupational Therapy degree (13 credit hours)

The goal of the entry-level doctorate specialty program is to develop occupational therapists with advanced knowledge and skills in a specialty area of practice. These courses address advanced aspects of the curriculum unique to entry-level doctoral preparation.
Summary of Doctoral Specialty Tracks
Rehabilitation, Disability and Participation is an occupational therapy course that integrates our three specialty areas of practice into the general curriculum. The course includes three weeks of instruction in each specialty area including:

- Vision Rehabilitation
- Leadership, Education, and Health Policy
- Health and Wellness

Following this course, doctoral students request their specialty track. Students complete a minimum of 13 credit hours in their selected specialty, two advanced occupational therapy directed independent study courses, including a culminating project, and successfully pass the doctoral practicum.

Students declare a specialty track prior to the fall semester of the second year of the program and follow an integrated sequence of courses culminating in the doctoral practicum.

Specialty Courses (13 credit hours)
*Entry-level Doctorate/Post professional Doctorate*
Requires students to integrate interdisciplinary knowledge and skills to an area of practice in settings where occupational therapy is currently practiced and where it is emerging as a service. All specialty tracks include a mentored doctoral practicum experience.

Based on the strengths of the College and the University, there are three specialty areas:

Vision Rehabilitation (three tracks)
Leadership, Education and Health Policy
Health and Wellness

Three Specialty Tracks

Specialty Track: Vision Rehabilitation

Article I. *Pediatric Vision Rehabilitation*

Foundations of Pediatric Vision Rehabilitation (2 credit hours)
*Entry level Doctorate*
Introduces learners to essential concepts in ocular anatomy and physiology and normal human visual development that form the foundation for pediatric vision rehabilitation. Learners are also introduced to the history, issues, and conflicts related to this area of specialization.

Assessment (2 credit hours)
*Entry level Doctorate*
Presents the three-component model of vision that forms the basis for assessment and intervention in the pediatric population. In a hands-on, laboratory format, a vision screening protocol is presented that prepares
learners to evaluated visual integrity, visual efficiency, and visual information processing skills.

**Pediatric Vision Rehabilitation 1: (2 credit hours)**

*Entry level Doctorate*

Presents an overview of the commonly used treatments by optometrists and ophthalmologists to treat vision disorders including lenses, prism, occlusion, vision therapy, surgery, and medication. Learners are then introduced to various intervention options available to occupational therapists. In this course compensatory visual rehabilitation is emphasized along with classroom management suggestions.

**Pediatric Vision Rehabilitation 2: (3 credit hours)**

*Entry level Doctorate*

The use of remedial vision rehabilitation is presented. In this course as learners are taught to provide intervention for eye movement and visual information processing disorders.

**Pediatric Vision Rehabilitation 3: (1 credit hour)**

*Entry level Doctorate*

The use of remedial vision rehabilitation is presented. In this course as learners are taught to provide intervention for accommodative and binocular vision disorders. The course emphasizes the requirement of working closely with an optometrist when providing this type of intervention.

**Research (1 credit hour)**

*Entry level Doctorate*

Explores the need for research in the area of pediatric vision rehabilitation and each learner is required to select a topic, design and implement a scholarly project related to pediatric vision rehabilitation.

**Article II. Low Vision Rehabilitation**

**Foundations of Vision Rehabilitation and Education (1 credit hour)**

*Entry level Doctorate*

Presents a survey module 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), and cultural diversity. This module will also include an introduction to low vision rehabilitation.

**Visual Impairment and Functional Implications (3 credit hours)**

*Entry level Doctorate*

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. Learners apply these topics to an individual's functional visual performance.

**Psychological and Social Dynamics of Visual Impairment (1 credit hour)**  
*Entry level Doctorate*  
Provides an exploration of 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, and 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.

**Low Vision Assessment and Intervention 1 (4 credit hours)**  
*Entry level Doctorate*  
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. 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.

**Low Vision Assessment and Intervention 2 (4 credit hours)**  
*Entry level Doctorate*  
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. This course provides lab experiences to complement the Low Vision Assessment I and II courses. Students experience hands-on activities with various near, intermediate, distance and field enhancement devices. In addition, students conduct functional vision and environmental assessments.

**Low Vision Technology and Practice (2 credit hours)**  
*Entry level Doctorate*  
Provides a transitional course between didactic courses and the doctoral practicum in low vision rehabilitation. This course gives students an opportunity to develop skills in instructing individuals in the use of low vision...
devices and techniques. The 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.

**Article III. Brain Injury Vision Rehabilitation**

**Brain Function and Introduction to Neurology (3 credit hours)**
*Entry level Doctorate*
Addresses the anatomy, physiology, and function of CNS structures, its organization, and interaction among structures. The course will explore the implications of diseases and disabilities as a result of loss of proper brain function. Emphasis will be placed on neuroanatomy as well as mechanisms of brain injury.

**Introduction to Brain Injury (3 credit hours)**
*Entry level Doctorate*
Introduces the students to the terminology of brain injury and how it relates to incidence, cost, and acute and chronic complications effecting recovery. Students will examine the current definitions and concept of recovery, functional status, and disability. Students will examine the basis for referral to occupational therapists, vision rehabilitation and rehabilitation professionals, physical therapists, speech therapists, social workers, physicians, psychologists, and psychiatrists. Additionally, the course will focus on the functional visual implications of sustaining brain injury and strategies for neurological visual impairment as it extends throughout life, including vision therapy, oculomotor therapy, and spatial neglect.

**The Social, Behavioral, Physiologic and Emotional Factors in Prediction of Recovery and Therapeutic Outcomes in Brain Injury (2 credit hours)**
*Entry level Doctorate*
Explores the psychosocial factors that influence both rehabilitation strategies and results in visual deficits associated with brain injury. Students will explore both individual and familial implications of brain injury. This course will also examine how age, systemic health, and other physiologic and pathological findings affect recovery. Additionally this course will educate students on the currents thought on the necessity for a multidisciplinary approach to brain therapy.

**Advanced Evaluation and Treatment of Brain Injury (4 credit hours)**
*Entry level Doctorate*
Goes into greater depth on the evaluation and treatment of visual dysfunction occurring due to brain injury and how to develop effective treatment intervention. Specific assessments to evaluate visual acuity, contrast sensitivity function, visual field, oculomotor function and visual attention will
be examined. Students will learn how to interpret evaluation results, how to collaborate effectively with ophthalmologists and optometrists, and how to develop treatment plans and document progress.

**Assessment of Brain Injury (2 credit hours)**  
*Entry level Doctorate*  
Uses a hands-on laboratory format to teach a basic neurologic examination and vision screening which will evaluate neuronal and visual integrity, as well as visual function and visual deficits that require both remedial and compensatory rehabilitation strategies. Students will be presented with therapeutic treatments as prescribed by optometrists and ophthalmologists.

**Research in Brain Injury (2 credit hours)**  
*Entry level Doctorate*  
Examines the current trends and needs in research in brain injury. Topics include new innovations in technology, therapy, and evidence-based medicine articles which delve into the future of brain injury in an ever-growing at-risk population.

**Specialty Track: Leadership, Education and Health Policy**

**Leadership, Education & Health Policy: Cooperative Learning for Higher Education Faculty (2 credit hours -- elective)**  
In this course students appraise educational research on how people learn and best teaching practices with the aim of preparing students for higher education teaching. Course instructors model innovative teaching methods and uses of technology throughout the semester, providing an experiential component to the learning. Students write a personal vision of teaching and discuss the development of critical thinking as the underlying rationale for college teaching. They apply this knowledge to design and implementation of classroom instruction in a selected topic.

**Leadership, Education & Health Policy: Introduction to Health Policy (3 credit hours -- core)**  
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.

**Leadership, Education & Health Policy: Fundamentals of Epidemiology (3 credits – core)**  
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.

**Leadership, Education & Health Policy: Program Implementation and Evaluation (3 credits – core)**
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.

**Leadership, Education & Health Policy: Cost-Effectiveness Analysis in Health Care (2 credits – core)**
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.

**Leadership, Education & Health Policy: Epidemiologic Study Design and Grant Writing (1 credit - elective)**
Interactive course to equip the students with 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.

**Leadership, Education & Health Policy: Public Health Genomics (2 credits – elective)**
The sequencing of the human genome and the unfolding description of human genetic variation have precipitated a paradigm shift from an emphasis on mostly rare single gene diseases to an emphasis on the more common multi-factorial diseases. These advances are also producing a paradigm shift from disease treatment to disease prevention. The role of the genomics revolution in public health will be explored in this course. The new knowledge about genes, gene-gene, and gene-environmental interactions, along with the application and integration of genomic/genetic technology into public health will be discussed. The course will also cover the identification
of susceptibility genes in racial and ethnic groups, as well as the ethical, legal, and social implications of genetic information and testing. The student will learn the potential that genomics has for improving societal health outcomes.

Specialty Track: Health and Wellness

Science of Behavioral Change (3 credit hours)
*Entry level Doctorate*

Explores the essential questions about what health is and what it means to be an optimally healthy person. Human adaptation (a change in function that promotes survival and self-actualization) is explored and discussed in relationship to health and well-being. Students complete a critical appraisal of the evidence related to an area of interest including use of key words such as positive psychology, engagement, coping, social support, participation, life purpose, optimism; commitment, control, and resiliency. Students then write a narrative reflection on applications to these concepts to traditional and emerging areas of occupational therapy practice, theory, and research.

Educational Interventions in Practice (3 credit hours)
*Entry level Doctorate*

Builds on the student’s knowledge of education as it is applied to occupational therapy practice. Principles of education-based intervention are applied to the examination, evaluation, and intervention of individuals and communities using a lifespan approach. Focus is placed on the process of providing educational and education-based intervention. In this course students appraise educational research on how people learn and write a personal vision of teaching and learning.

Wellness Interventions for Adults and Older Adults (3 credit hours)
*Entry level Doctorate*

Introduces principles of testing and prescribing exercise for the cardiopulmonary, musculoskeletal and neurological systems based on current evidence applied to populations with and without disability. Concepts learned include aerobic and anaerobic exercise, training, muscular strength, endurance and power training, flexibility enhancement, and balance training throughout the lifespan. Complementary and alternative therapies used in the context of health promotion are explored using an evidence-based approach. Topics introduced may include energy techniques (Reiki, Qi gong, Healing Touch, Aromatherapy), manipulative and body-based practices (Reflexology, Rolfing, Alexander Technique, Feldenkrais), and Mind-Body approaches (Relaxation, Clinical Hypnotherapy, Visual Imagery, Meditation, Yoga, Biofeedback, Tai Chi). Students select an approach and write an evidence-based critical analysis topic paper.

Health Promotion and Health Education (3 credit hours)
*Entry level Doctorate*

Provides an overview of the several key concepts including health promotion, health education, public health, primary prevention, lifestyle, and well-
being. Examination of evidence supporting efficacy of health education programs includes individual and social determinants of health. The fundamental principles of epidemiology as they apply to the prevalence and distribution of lifestyle-related disease are introduced. Typical intervention sites for effective health promotion programs are discussed as well as a framework for implementing programs. Class format will include development of a personal wellness philosophy, lecture, and small group activities.

**Occupational Science: The Nature of Human Occupation: Form, Function, and Meaning (3 credit hours)**  
*Entry level Doctorate*  
Students delve into the complex nature of occupation and how it contributes to the experience of being human. Drawing on a wide range of material, from scientific research to literary analysis, students study three major themes: observing and classifying occupations, the impact and function of occupations on well-being, and the symbolic significance of occupations.

**Doctoral Practicum I (6 credit hours)**  
*Entry level Doctorate*  
Offers a coordinated, mentored approach to learning that promotes the development of a broad array of skills over an extended period of time and provides the experiences required for personal and professional development. The goal of the *Doctoral Practicum* is to provide an in-depth, focused experience in clinical practice where students identify and develop strategies to enable occupational therapy to respond to society’s changing needs and to develop new service provision models to respond to policy, regulatory agencies, and reimbursement and compliance standards. Practicum experiences may include participation in teaching, research, administration, leadership, and advocacy.
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