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A MESSAGE FROM THE PRESIDENT

At Salus University, we change lives. Salus embodies the nearly 100-year history of the University’s founding college, the Pennsylvania College of Optometry. From our establishment as a University in 2008 through today, Salus University’s mission has always focused on advancing integrated healthcare through innovative education, research and clinical services. Thus, we have set the standard for health, education, and rehabilitation professionals, advancing their scope of practice and maintaining and continually expanding a focus on excellence in academics, while acquiring a distinguished record of firsts.

We have made significant investments in our educational infrastructure to include a state-of-the-art Learning Resource Center and optometric Clinical Procedures Lab, which also includes a virtual reality lab and electronic medical records training. We are very proud to have a primary care clinical facility integrated into The Eye Institute, furthering our dedication to holistic patient care. Our commitment to preparing highly skilled professionals ensures the University consistently provides the highest level of education for all of our specialties, positioning our graduates as future leaders and state-of-the-art providers who will be at the forefront of their professions.

Student education within each of the University’s four colleges speaks to the many aspects of this century’s growing need to fully embrace the concept of disease prevention and the management of chronic illnesses by promoting health and well-being throughout society. Our innovative curriculum offers broad-based, interdisciplinary clinical education, presenting our students with a wide range of challenging primary care opportunities. Well-known for our excellent clinical education, our commitment to clinical training presented early in each program has provided an advantage for students when externship placements begin.

The future of health professions is dynamic. Advancements in technology, unimaginable in the past, have become standard practice today. Changes in the nation’s healthcare delivery system are significantly altering every facet of our diversified medical fields. Our mission concentrates on innovation and integration of essential health resources. We not only keep pace with the rapidly expanding areas of healthcare delivery, we also work to set national trends and standards by being the leader in educating top healthcare professionals.

Our success as an institution derives from combining bright, motivated students with outstanding, world-class 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.

Michael H. Mittelman, OD ’80, MPH
UNIVERSITY MISSION, VISION AND CREDO

MISSION
Advancing integrated health care through innovative education, research and clinical services.

VISION
Impact the future of healthcare, education and professional practice.

CREDO
We believe our first responsibility is to our students. We strive to provide them with the highest quality education through on-going innovation in our learning strategies. We believe in the importance of integrating theory and practice in our educational programs.

We have a responsibility to our alumni to continually engage them in the development of the University. We are committed to providing them with the highest quality post-graduate education, which enhances continued competence throughout their careers. We must support the professions they represent in order to maximize their potential and to advance the mission of the University.

We have a responsibility to our employees. We value their contributions to the University. We seek to create and maintain an environment where all are treated with dignity and respect.

We have a responsibility to the communities we serve. We believe in high quality and compassionate care for the patients and clients in our clinical facilities.

We have a responsibility to the broader community. We believe in transparent stewardship of University resources. We believe that all of our endeavors should have enduring impact beyond the confines of the University.
UNIVERSITY ACCREDITATIONS

Salus University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools (MSCHE).
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.

Optometry
The Doctor of Optometry (OD) degree program is accredited by the Accreditation Council on Optometric Education (ACOE) of the American Optometric Association (AOA).

Audiology
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.

Speech-Language Pathology
The Master of Science (MS) degree program in Speech-Language Pathology at Salus University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.
American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800.498.2071
caa.ash.org

The CAA accredits eligible clinical doctoral programs in audiology and master’s degree programs in Communication Sciences and Disorders. Please note a complaint about any accredited program or program in candidacy status may be submitted by any student, instructional staff member, speech-language pathologist, audiologist, and/or member of the public.
The Master of Science degree program in Speech-Language Pathology at Salus University is also accredited by the Commonwealth of Pennsylvania Department of Education (PDE). This accreditation allows graduates of the program to obtain certification as an Education Specialist in Speech-Language Pathology in the state of Pennsylvania.

Additional information about the PDE and certification for speech-language pathologists working in the school setting in the Commonwealth of Pennsylvania may be found here.
Physician Assistant Studies
The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Salus University Physician Assistant Program sponsored by Salus University.

Accreditation-Continued is granted 1) when a currently accredited program is in compliance with the Standards, 2) in the case of a program holding Accreditation-Probation when the program has demonstrated that it is once again in compliance with the Standards, or 3) when a program holding Accreditation-Provisional demonstrates compliance with the Standards after completion of the provisional review process. Accreditation-continued status remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards.

The approximate date for the next validation review of the program by the ARC-PA will be March 2024. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Public Health
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.

Occupational Therapy
The entry-level occupational therapy Master of Science in Occupational Therapy (MSOT) degree program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). 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. (Website: http://www.acoteonline.org)
The Salus University Post-Professional Doctorate in Occupational Therapy (OTD) program is accredited through the Middle States Commission on Higher Education.

Blindness and Low Vision Studies
The Salus University Master of Science (MS) degree program in Orientation and Mobility (O&M) has been approved by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).
The Salus University Master of Education and Certificate Programs for Teachers of Children with Visual and Multiple Disabilities is accredited by the Commonwealth of Pennsylvania Department of Education (PDE). This accreditation allows graduates of the program to obtain certification as a Teacher of the Visually Impaired in the state of Pennsylvania.
INTRODUCTION TO CATALOG

While every effort has been made to verify the accuracy of information contained in our catalogs, Salus University reserves the freedom to change, without notice, degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein.

The information in this catalog is intended to serve only as an announcement and is not a contract between the student and Salus University. The University reserves the right to interpret and apply the provisions of this catalog.

At the time of its publication, the Salus University catalog contains the most recent information about the programs offered herein, and the policies and procedures governing them. Due to the dynamic quality of the University community, changes are bound to occur in the months preceding the next revision. The University, therefore, reserves the right to change without notice any information contained in its catalogs.
DEGREE PROGRAMS

The University awards fifteen earned degrees:

Office of Graduate Programs in Biomedicine
• Doctor of Philosophy (PhD), Biomedicine
• Master of Science (MSc), Biomedicine

Pennsylvania College of Optometry
• Doctor of Optometry (OD)
• Master of Science in Clinical Optometry (MSCO) (International Programs)

Osborne College of Audiology
• Doctor of Audiology (AuD)
• Master of Science in Clinical Audiology

College of Education and Rehabilitation
• Doctor of Occupational Therapy (OTD)
• Master of Science, Occupational Therapy (MSOT)
• Master of Science, Speech-Language Pathology
• Master of Science, Low Vision Rehabilitation (LVR)
• Master of Science, Vision Rehabilitation (VRT)
• Master of Science, Orientation and Mobility (O&M)
• Master of Education, Blindness and Visual Impairment (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.
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 the academic policy for their program 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 Philosophy, Master of Science in Biomedicine**

All required and elective curricula must be completed with a cumulative grade point average of 3.0 or better. Additional academic requirements to graduate are outlined in the program’s academic policy on the Salus University website.

Honors for exceptional work after completion of the program are designated by the awarding of the Master of Science (MSc) or Doctor of Philosophy (PhD) degree with:

- *summa cum laude* (cumulative GPA 4.0 GPA)
- *magna cum laude* (cumulative GPA 3.7 - 3.9 GPA)

Under normal circumstances, MSc degree students will have research completed in 18 full-time months, with an additional six months for completion of the dissertation. Part-time programs also are permitted.

Under normal circumstances, PhD degree students will have research completed in three full-time years and have 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 six months for the writing of the dissertation and oral defense (*viva*) examination.

**Doctor of Optometry (Traditional)**

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 degree with:

- *summa cum laude* (cumulative GPA 3.75-4.00)
- *magna cum laude* (cumulative GPA 3.50–3.74)
- *cum laude* (cumulative GPA 3.25-3.49)

In addition to the stated grade point averages for academic performance, to receive the above designations, students must have also demonstrated superior clinical performance by having received a grade of Honors (H) in four (4) of seven (7) Professional Practices/Externships, beginning with the summer term of the third year.

Under normal circumstances all didactic/module/block work must be completed in no more than five (5) years. A student must complete the entire 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 Dean must approve any exception to this total length of program.
**Doctor of Optometry (Scholars)**

All required and elective curricula must be completed with a cumulative grade point average of 2.3 or better.

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

- *highest honor* (cumulative GPA 3.75–4.00)
- *high honors* (cumulative GPA 3.50–3.74)
- *honors* (cumulative GPA 3.25–3.49)

In addition, to receive the above designations, students also must have demonstrated superior clinical performance by receiving a grade of Honors (H) in the majority of the Professional Practices/Externships, beginning with the second professional year.

Under normal circumstances, all Scholars Program course/block and clinical requirements will be completed in 36 months and no more than 48 months, inclusive of potential approved leaves of absence. A course of study longer than 48 months must be approved by the Associate Dean of the Scholars Program, in consultation with the Dean and the APSC, as deemed appropriate.

**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 AuD degree with:

- *highest honor* (cumulative GPA 3.75–4.00)
- *high honors* (cumulative GPA 3.50–3.74)
- *honors* (cumulative GPA 3.25–3.49)

In addition to the stated grade point averages for academic performance, to receive the above designations, students must have also demonstrated superior clinical performance as evidenced having received a grade of Honors (H) in four (4) of eight (8) Professional Practices/Externships, beginning with the spring term of the second year.

Under normal circumstances all didactic course work (except fourth year course work) must be completed in no more than five (5) years. A student must complete the entire 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 Dean of the Osborne College of Audiology and the Vice President 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 on the Salus University website.

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:

- *summa cum laude* (cumulative GPA 3.90-4.00)
- *magna cum laude* (cumulative GPA 3.70-3.89)
- *cum laude* (cumulative GPA 3.50-3.69)

A student must complete the entire program within four (4) years (not including approved leaves of absence) and must present evidence of continuing to make satisfactory academic progress at all times. The Provost/ Vice President of Academic Affairs must approve any exceptions to this total length of program.

**Public Health Program**

For the Master of Public Health (MPH) degree, graduates must complete all required and elective curriculum with a cumulative grade point average (GPA) of 3.0 or better. Additional academic requirements to graduate are outlined in the program’s academic policy on the Salus University website.

Honors for exceptional work after completion of the program are indicated by the award of the MPH degree with:

- *summa cum laude* (cumulative GPA 3.90-4.00)
- *magna cum laude* (cumulative GPA 3.70-3.89)
- *cum laude* (cumulative GPA 3.50-3.69)

Under normal circumstances all coursework must be completed in no more than five (5) years (not including leaves of absence) and must present evidence of continuing to make satisfactory academic progress at all times. The Dean of the College of Health Sciences in conjunction with the Public Health Program Director must approve any exceptions to this length of program.
College of Education and Rehabilitation Degree Programs

Blindness and Low Vision Studies Degree Programs, Occupational Therapy Degree Programs, Speech-Language Pathology Degree Programs

The student must successfully complete the entire required curriculum with a cumulative grade point average (GPA) of 3.0 or better. Additional academic requirements to graduate are outlined in the program’s academic policy on the Salus University website.

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

- *summa cum laude* (cumulative GPA 3.90-4.00)
- *magna cum laude* (cumulative GPA 3.70-3.89)
- *cum laude* (cumulative GPA 3.50-3.69)

Under normal circumstances all didactic coursework must be completed in no more than five (5) years (not including leaves of absence) and must present evidence of continuing to make satisfactory academic progress at all times. The Dean of the College of Education and Rehabilitation or his/her designee, in conjunction with the appropriate CER Program Director, must approve any exceptions to this total length of program.
For all Salus University students:

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.

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 any degree or certificate offered at Salus University, even though the individual has completed the academic program.

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 and the University’s website.

ADDITIONAL UNIVERSITY POLICIES

Alcohol and Drug Abuse Prevention Program

Salus University has a policy on the serving of alcoholic beverages on campus that can be found on the Salus University website at https://www.salus.edu/getattachment/About/University-Policies/University-Policies/Alcohol-Policy-Student-Events.pdf.aspx.

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 being taken against the violator(s). The complete policy is available at http://www.salus.edu/getattachment/About/University-Policies/University-Policies/Use-of-Electronic-Communications-Policy-July2015.pdf.aspx.

Student Health

All students must provide proof of sufficient accident and healthcare coverage from an insurance provider of their choice. University policy can be found on the Salus University website at https://www.salus.edu/getattachment/About/University-Policies/University-Policies/Student-Health-Insurance-Policy.pdf.aspx.
Immunization, Background Check and Compliance Requirements

Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients. University policy can be found on the Salus University website at https://www.salus.edu/getattachment/About/University-Policies/University-Policies/Student-Background-Check-Policy.pdf.aspx.

Security


The University’s policy on sexual harassment can be found on the Salus University website at https://www.salus.edu/getattachment/About/University-Policies/University-Policies/Non-Harassment-and-Anti-Discrimination-Policy-(2).pdf.aspx.

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:

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

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

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 non-traditional, distance learning 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 facilitate 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

All applicants must have completed their undergraduate studies and must hold an undergraduate degree, graduate degree or equivalency from an accredited college or university in order to be admitted to the Graduate Biomedicine programs.

The Biomedicine programs seek individuals who have educational prerequisites, interest and motivation for undertaking advancing in biomedicine and research careers, consistent with the program’s stated mission, goals and objectives.

To be considered, an applicant must:

Submit an online application, along with a non-refundable application fee of $100.00 (USD), to the Office of Admissions.
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 to the Office of Admissions from each institution, not to the student. A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.

Educational Resume/Curriculum Vitae – the document should list, in chronological order, an applicant's education and work experiences, publications, honors and achievements to date.

Complete the Life Experience Essay – describe the life experiences that have contributed to your perspectives on biomedical issues, values and needs, both domestically and internationally, as appropriate. This essay is submitted through the online application.

Complete the 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).

Arrange for two letters of evaluation to be submitted on your behalf. When completing the online application, applicants must supply the name and email address of two people who are not related to the applicant and who will provide the University with a reference. References will be contacted by the Office of Admissions and provided with an evaluation form. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

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

International Students
For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212.966.6311
www.wes.org

**English Language Proficiency**
Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.

**Application Process**
- The intended program start date of the Biomedicine degree programs (PhD and MSc) is August (fall term) of each year.
- Applications are accepted on a rolling basis.
- The Admissions Committee review and selection begins after applicants have sent all the necessary documents to the Office of Admissions.
- To receive priority consideration, applicants are encouraged to apply early and to complete the application requirements as soon as possible.
- During the review process, the academic background of the applicant is assessed to determine academic eligibility and his/her entry point into the Doctor of Philosophy in Biomedicine (PhD) or the Master of Science in Biomedicine (MSc).
- Each candidate is evaluated by the Biomedicine Admissions Committee and the evaluation includes a formal interview.

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 online application.
Notification of Acceptance and Matriculation Fee
An applicant may be notified of his or her acceptance on a rolling admissions basis. 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 along with a $500 deposit within 14 days of the date of the acceptance letter.
- The balance of $500 for the matriculation fee is due April 1.
- All monies received above are non-refundable and will be applied toward first term fees.

Advance Standing or Transfer Credit
Applicants who have earned credits at another institution have the right to petition for the 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 regarding the student’s the entry point will be administered by the Director of 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 each student.

For the applicant who may desire to take one or more of the courses offered in this program, but is not enrolling in the full Biomedicine degree program, please complete the Application Form for Non-Degree Student Status

Financial Information

Tuition 2017-2018

Tuition for both the MSc and PhD programs: $1,005.00 per credit

Master of Science (MSc) degree: 45 credit program total.

Doctor of Philosophy (PhD) degree: 84 credit program total.
Fees

Student Services fee is $300 per year and now includes allocation for professional fees. Charged at the beginning of each semester, activity fees will be pro-rated for on-campus terms.

Technology fee is $135 per term. Technology fees are charged every semester.

Laboratory fee is $500 (minimum) per on-campus term. Please note that laboratory fees may be higher, depending upon the complexity of the research project.

The commencement fee is $225. The commencement fee 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. Tuition and fees shown here are subject to change.

Students may be required to complete various compliance/immunization/background requirements in order to participate in clinical experiences and interact with patients. Please contact the Office of Student Affairs for the most up-to-date compliance requirements for a specific program.

Honors Designations

Honors for exceptional work by a Biomedicine student after completion of the program is indicated by awarding the Doctor of Philosophy or Master of Science degree with additional designations as follows:

- *summa cum laude* (cumulative GPA 4.0)
- *magna cum laude* (cumulative GPA 3.7 – 3.9)
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High-speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version www.java.com
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High speed internet access
## CURRICULUM

### MSc/PhD Programs in Biomedicine

Required Courses (84 credits for the PhD; 45 credits for the MSc)

<table>
<thead>
<tr>
<th>Core – Course #</th>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGB-BIO-5000-AA</td>
<td>Orientation to Research: The Responsible Conduct of Research</td>
<td>3.00</td>
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<tr>
<td>OGB-BIO-5100-AA</td>
<td>Research Methodology: Introduction to Research Methods</td>
<td>1.50</td>
</tr>
<tr>
<td>OGB-BIO-5101-AA</td>
<td>Research Methodology: Measurement and Design</td>
<td>2.00</td>
</tr>
<tr>
<td>OGB-BIO-5102-AA</td>
<td>Research Methodology: Data Analysis and Biostatistics</td>
<td>2.00</td>
</tr>
<tr>
<td>OGB-BIO-5103-AA</td>
<td>Research Methodology: Approaches and Concepts in Biomedical Research</td>
<td>2.00</td>
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<tr>
<td>OGB-BIO-5300-AA</td>
<td>Research Seminar: Introduction to Teaching and Learning</td>
<td>1.00</td>
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<td>OGB-BIO-5301-AA</td>
<td>Research Seminar: Critical Review the Literature</td>
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<td>Research Seminar: How to Prepare Present and Critique Posters</td>
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<td>OGB-BIO-6300-AA</td>
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<td>OGB-BIO-6330-AB</td>
<td>Research Seminar I: Project Rationale, Design &amp; Hypothesis</td>
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<td>Research Project 1</td>
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<td>Research Project 5</td>
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<tr>
<td>OGB-BIO-7100-AA</td>
<td>Research Methodology: Epidemiology</td>
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<tr>
<td>OGB-BIO-7101-AA</td>
<td>Research Methodology: Budget Construction</td>
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<tr>
<td>OGB-BIO-7102-AA</td>
<td>Research Methodology: Special Issues Related to Biomedical Research</td>
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<tr>
<td>OGB-BIO-7331-AB</td>
<td>Research Seminar II: Preliminary Data &amp; Design Adjustments</td>
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<td>Research Seminar III: Final Results &amp; Significance</td>
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<td>Research Project 8</td>
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<td>Independent Study 2</td>
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<td>Independent Study 3</td>
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<td>Independent Study 4</td>
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<td>Special Topics: Genetics, Genomics &amp; Research</td>
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<tr>
<td>OGB-BIO-7501-AA</td>
<td>Special Topics: From Bench to Impact</td>
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<tr>
<td>OGB-BIO-7502-AA</td>
<td>Special Topics: Approaches to Education</td>
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<td>OGB-BIO-7503-AA</td>
<td>Special Topics: Electrophysiology</td>
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<tr>
<td>OGB-BIO-7504-AA</td>
<td>Special Topics: Informatics</td>
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<tr>
<td>OGB-BIO-8500-AA</td>
<td>Special Topics: Academic Life and Stewardship</td>
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<tr>
<td>OGB-BIO-8501-AA</td>
<td>Research Modeling Using Computing Software and other Tools</td>
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<tr>
<td>OGB-BIO-8530-AA</td>
<td>Special Topics: Writing Competitive Grant Proposals (Part 1)</td>
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<tr>
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<td>Special Topics: Writing Competitive Grant Proposals (Part 2)</td>
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<td>Special Topics: Writing Competitive Grant Proposals (Part 3)</td>
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<tr>
<td>OGB-BIO-8533-AA</td>
<td>Issues in Aging</td>
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Successful completion of OGB - BIO-8330 -AA (The Viva Seminar 1) = Candidacy Status

**Total Semester Credits for Master of Science (MS) = 45**

(MS requires 44 core credits and 1 elective credit)

Masters Level Courses -- 5000/6000 Series

**Total Semester Credits for Doctor of Philosophy (PhD) = 84**

(PhD requires 81 core credits and 3 elective credits)

Doctoral Level Courses -- 7000/8000 Series

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Salus University 2017-2018 Catalog Office of Graduate Programs in Biomedicine

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Course Descriptions

OGB-BIO-5000-AA Credits: 3.0
Orientation to Research: The Responsible Conduct of Research
This course sequence is composed of a number of topics that have been defined by the Office of Research Integrity (ORI) as key elements for the proper conduct of research. Several granting agencies, most notably the NIH and NSF, have mandated training for all faculty and students involved in any aspect of research with a funding link to these agencies. Some of the topics are also integrated into the research methodology courses. Other required topics, contained herein, are organized in three groupings: those involved in ethics and professionalism; the role of mentorship and student interactions, as well as departmental guidelines including data acquisition and proper scientific writing; and the oversight by institutional committees. Thus the course consists of three sections, all of which present information related to the proper conduct of research. Each section addresses specific issues.

Section (a) focuses on the courses required by the Office of Research Integrity (ORI) of the federal government. The list of CITI modules and courses that must be completed can be found in the syllabus.

Section (b) addresses multiple issues related to graduate student requirements at Salus University and includes a discussion of the vault, the e-labber system, the "Record" book of all graduate activities, any additional laboratory books, student-mentor relationships expectations, a course on Scientific Writing strategies and other student’s responsibilities and obligations. Much of this is presented during orientation; the rest is completed during the Fall Term.

Section (c) concerns the regulatory mandates as formulated by the institutional policies, the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC) and the Safety and Radiation Committees at Salus University. This is presented during orientation with follow up during the research process.

OGB-BIO-5100-AA Credits: 1.5
Research Methodology: Introduction to Research Methods
This course presents the scientific method and examines the way in which one reviews and uses the literature in developing and formulating a research question. It discusses the hierarchy of the strength of evidence found in different forms of research literature including the results from clinical trials so as to help the student be a critical appraiser of the current information. The course addresses some aspects important to the formulation of a research question. Course discussion will include identification of cognitive errors and biases as major pitfalls to avoid. Approaches to problem-solving before, during and after a study will also be discussed.
OGB-BIO-5101-AA  
Research Methodology: Measurement and Design  
Credits: 2.0
This course focuses on how to design studies to answer clinical research questions. It includes design of cohort, cross-sectional and natural history studies as well as pilot studies and clinical trials. The course will cover the conduct of studies including development of a research question, study monitoring, data assessment and outcome analysis writing. Discussion will include how to critically evaluate research findings on the basis of construct validity, internal validity, statistical significance and conformity to ethical research principles.

OGB-BIO-5102-AA  
Research Methodology: Data Analysis and Biostatistics  
Credits: 2.0
This course reviews methods for describing data sets statistically. The student will learn probability distributions and their role in the testing for statistical significance. The most commonly used parametric and non-parametric comparison and correlation tests are taught and applied to biomedical hypotheses within appropriate research study designs.

OGB-BIO-5103-AA  
Research Methodology: Approaches and Concepts in Biomedical Research  
Credits: 2.0
The student must choose one of the following two options:

Option 1: is directed at those students who will be undertaking clinical research. The students will be registered and participate in the NIH course entitled “Principles and Practice of Clinical Research” which begins each year in mid-October with on-line weekly lectures and ends with an exam at the end of March. Students must pass this examination. They must also fulfill a list of assignments which Salus University mandates in order to receive credit for this course which prepares clinicians for participation in NIH-supported clinical trials and research.

Option 2: addresses the application of laboratory techniques to basic science research in biomedicine and is directed at those students that wish to undertake lab-bench research. Candidates will be trained in aspects related to their areas of research. For example, for basic research in biomedicine, the teaching will include but not be limited to protein chemistry, biochemistry, clinical immunology, RNA/DNA analysis, microscopy and tissue culture procedures. In addition, the course will include competencies in the evaluation and interpretation of the results obtained via laboratory techniques.

OGB-BIO-7100-AA  
Research Methodology: Epidemiology  
Credits: 2.0
The course discusses the distribution and determinants of human health and disease. It focuses on the quantitative aspects of measuring disease frequency, the use of large public data sources, and how the data are acquired. The student will learn the types of study designs used in biomedical research, the advantages and disadvantages of each, and results of some major epidemiology studies. Particular attention is given to interpreting and critiquing published biomedical research articles.
OGB-BIO-7101-AA  
Research Methodology: Budget Construction  
Credits: 1.0
This course trains the student in budget preparation skills and strategy for an NIH or NSF grant submission, and for grants/contract submissions to industry and military agencies. Fundamental concept and nuances of each funding agency’s budget requirements are reviewed and discussed. Guest lectures from experts in the field participate in the presentations.

During the course of the term, the student will be asked to prepare a research budget for the project that each is pursuing for his/her Ph.D. degree.

OGB-BIO-7102-AA  
Research Methodology: Special Issues Related to Biomedical Research  
Credits: 2.0
This course discusses certain topics which require decision-making expertise in several aspects of research. The course will consist of various scenarios from which discussion will occur. Topics will include issues of data acquisition, data management, academic-industry conflicts, authorship, publication, as well as problems that occur in the course of studies such as relying on graduate students, issues of integrity, and authority/responsibility issues in the laboratory to name a few. While some of the scenarios relate to clinical and clinical trials research problems, many apply to research in general. The format will be for students to receive scenarios and to undertake group discussion as to how to address and resolve the problems ethically and professionally.

OGB-BIO-5300-AA  
Research Seminar: Introduction to Teaching and Learning  
Credits: 1.0
This course begins by discussing the fundamentals of presenting a quality seminar or lecture. Specific rules and guidelines are used as a template, and “real world” examples of presentation techniques and strategies will be demonstrated through the use of specific internet sites. Students will be asked to review, critique and comment through lively class discussions, and through their own presentations. The final exam is a seminar that demonstrates all of the skills that the students have learned during the course of the entire term.

OGB-BIO-5301-AA  
Research Seminar: Critical Review of the Literature  
Credits: 1.0
During the introductory course of studies, the students will have developed skills in performing a literature search as well as techniques in delivering an effective presentation. This course takes the skills acquired in the previous seminar experience and asks the students to use their established literature base as a seminar resource for the justification of their planned research projects. The student prepares and subsequently presents a seminar on his/her reasons and justification for undertaking the proposed research project. The course instructor, the student’s mentor and a faculty member critique and comment on the student’s effort in a constructive approach and provide feedback. All students are expected to participate in each other’s presentation by asking one focused question each of the presenter who then formulates an appropriate answer.
OGB-BIO-5302-AA  
Research Seminar: How to Prepare Present and Critique Posters  
This seminar begins with lectures on how to construct a poster for presentation at a scientific meeting. Both traditional and e-posters are reviewed. The lectures present the elements of good poster presentations and several pitfalls to avoid. Students then write up an abstract and draft a poster using their pilot data which they then present to the course director for constructive review. During the term, students review ten (10) posters at a national convention in the company of their mentor or faculty appointee. They will use a form which identifies several features of effective posters as a guide. Upon returning to their institutions, the student then presents the critiques to the course director as part of the course requirements. Armed with this experience and feedback from the course director, the student than modifies and presents his/her poster in seminar fashion to the class. The audience is expected to ask questions and comment on the poster as part of their class participation.

OGB-BIO-6300-AA  
Research Seminar: Epidemiology and Biomedical Research.  
Having previously identified their research question and topic, students will prepare and present a review of data sources on the distribution, prevalence and incidence of their topic. Each student will address specific risk and preventive factors, organize their findings by biologic and behavioral variables, and prioritize the at-risk populations.

OGB-BIO-6330-AA  
Research Seminar I: Project Rationale, Design & Hypothesis  
Each student presents a seminar on their individual research project and the data gathered so far. Other attending students must formulate questions and constructively critique their colleagues’ presentation on the overall organization of the material, the clarity of the questions being asked and the method of presentation of the data. Faculty members are also expected to provide written suggestions to the student regarding the presentation. If there are too few students, other invited speakers may be asked to present.

OGB-BIO-7331-AA  
Research Seminar II: Preliminary Data & Design Adjustments  
This seminar is a continuation of the seminar series in which the student presents his/her data and is critiqued by students and faculty. These seminars are expected to facilitate the process of dissertation defense and oral presentations at meetings.

OGB-BIO-7332-AB  
Research Seminar III: Final Results & Significance  
This seminar is a continuation of the seminar series in which the student presents his/her data and is critiqued by students and faculty. These seminars are expected to facilitate the process of dissertation defense and oral presentations at meetings.
Oral Examination: The Qualifying Examination (Viva)
This course reviews the purpose and the elements of the qualifying examination, the strategy behind the selection of the examining committee, how to prepare for a *viva voce* format and the possible outcomes. The student is then guided through the organization of the submitted document, the relevance of each section and what must be included. There is also a discussion of how the student should structure answers to questions and the way one addresses differences. Role playing is used to make certain points with examples of successful and unsuccessful documents and behaviors. If the student is not successful, the alternatives are discussed as are the various appeal procedures so that the student is informed prior to the examination.

The Qualifying Examination (Viva Seminar 1)
The first seminar in this series is presented at the first *viva* for the doctoral degree, prior to the defense of the preliminary document. Both the seminar and the following examination are required for transfer of the student to the “candidate” status. The first *viva* seminar not only builds on the skills learned so far but also serves as a “training rehearsal” for the final defense of the dissertation. This seminar also serves as the final defense seminar for the master’s student.

The Dissertation Defense (Viva Seminar 2)
The second seminar is the last of the seminars in the doctoral program and is to be presented immediately before the final defense of the dissertation.

Research Rotation 1
Students rotate for 10 days through a laboratory site that conducts research using a different approach than that used by the student. For example, if a student is doing wet-lab bench work, he/she may rotate through a clinical trial site or an industrial site. During the rotation the student analyzes the research protocol, attends research meetings, looks at data gathering and housekeeping, and analyzes any publications that have been published by the site. When the student returns to campus, he/she must write a report on his/her experience.

Research Rotation 2
The student completes a second rotation (10 days) in a research environment different than his/her own. Other venues include industrial or military research, multicenter clinical trials, and laboratory; i.e., dry vs. wet lab research, or specialized equipment development.
OGB-BIO-6930-AB/OGB-BIO-8930-AB Credits:* 3.5 each

Research Project 1
The student together with the primary mentor is expected to identify a project and meet certain documentation requirements such as, but not limited to a preliminary title, a search strategy for the review of the literature, and a draft Table of Contents for the dissertation. All will be refined and revised as the project develops.

While the role of the primary mentor is limited at this time, this mentor takes on a far more significant role in the following terms. The interaction is used as one during which the mentor and student become acquainted and form the bond of trust that leads to more effective mentorship and training.

The project utilizes a “Record of Research Activity” booklet, in which all activities are documented and signed so as to provide confirmation of the student’s accomplishments and the mentor’s agreement with the outcome. This Record must be presented at the time of the final viva.

OGB-BIO-6931-AB/OGB-BIO-8931-AA Credits:* 6.0 each

Research Project 2
Each student will be expected to complete his/her first draft of the literature review to be presented and discussed at length with the primary mentor. The student will also be expected to develop his/her primary hypothesis and identify the specific aims as guided by the primary mentor. At the end of the term, the student will identify his/her pilot data experiment.

The student is expected to attend a national or international meeting such as the Association for Research in Vision and Ophthalmology (ARVO). During those meetings he/she is expected to spend one session with his/her primary mentor and review posters in the student’s field of interest. A similar session will be spent in the paper/symposia sections. At least ten posters/papers must be discussed at length with the mentor, critiquing the strengths and weaknesses of the presentations.

OGB-BIO-6932-AB/OGB-BIO-8932-AA Credits:* 5.0 each

Research Project 3
During the term, the student must refine the experimental design to an actionable entity. This is the time when submission of the project to IRB committee is expected. The student must also identify pilot experiments for the submission. These will be directly related to facilitation of later research work. Record keeping of all experimentation must conform to the directives provided in the “Responsible Conduct of Research” course.
Research Project 4

This course is subdivided into three components. The first includes conducting and organizing pilot data, and its analysis. This is followed by a description of how the experimental design has been altered by the results of pilot experiments. The greater part of the time is devoted to step two, (i.e., the writing of the qualifying report or the thesis for the master’s student). The elements include a substantial review of the literature, the hypothesis, specific aims and the experimental design. At this stage, the doctoral student will present the pilot data, while the master’s student is gathering most of his/her data and developing the discussion part of the thesis. The MSc student then proceeds to write the thesis, while the PhD student schedules the viva examination. Passing this examination allows the doctoral student to enter the “doctoral candidacy” stage. The last component involves writing an abstract for submission to a major meeting such as AOA, ARVO, AAA or the like based on either the literature or the pilot data.

Research Project 5

During this term, the doctoral candidate continues his/her experimentation and data gathering and has regular meetings with the mentors. The student addresses any issues that have surfaced with the pilot projects and adjusts the experimental design or methodology as determined by the outcome of the qualifying examination. At this point, the Ph.D. candidate begins aggressive experimentation.

Since this is the endpoint for the master’s student, he/she must complete gathering and interpreting the data for the master’s thesis and prepares for the thesis viva. The process of the viva is very similar to that for the Ph.D. Please refer to the Student Manual further instruction and the viva master’s form on pages 38-39.

Research Project 6

During this phase of the course, the student is expected to acquire a major accumulation of data through single and replicate studies and pursue statistical analysis of the data. Having completed the major review of the literature, the student is expected to write his/her first publication either as a review article or as a presentation of a completed part of the experimentation if such exists at this time. If publication of early experimentation occurs, the student may use the publication as a chapter of his/her dissertation. The student should also begin drafting the overall organization of the data and discussion chapters for his/her dissertation.
OGB-BIO-8936-AA  
Research Project 7  
This course continues with further accumulation of data, replicate experiments and data analysis. At this stage, the student should be able to identify what are the embellishments to the design that might increase the significance of the research and provide pilot data for the next grant. The writing of the dissertation continues and the student begins drafting a second abstract from the study. If the work has progressed significantly, a rough outline or draft of a grant proposal may be initiated.

OGB-BIO-8937-AA  
Research Project 8  
The candidate should be working almost exclusively on completing the experimentation, the data collection and its analysis. Further experimental work can be continued after the term if requested by the mentor or directed by the Viva Committee. The writing of the dissertation continues and the candidate is expected to present a second poster/paper at a major meeting. The candidate is also expected to develop a draft of a grant application.

OGB-BIO-8938-AA  
Research Project 9: Defense of the Dissertation  
The candidate is expected to complete and submit the dissertation and register for the Defense of the Dissertation through the Office of Graduate Programs in Biomedicine. The completed Record of Research Activity must be submitted before the viva date can be set. If no publications have as yet been submitted or accepted, the candidate must also present drafts of one publication before the viva can be set. The viva will have an examining committee which will consist of a faculty member who did not serve as a mentor to the student and an external examiner and will be conducted in a closed session. The candidate is expected to present his/her last seminar on his/her research on the day of the viva.

The candidate has up to one academic year to schedule the viva which must be held within that academic year, after which the candidature of the student will be closed without award if no document has been submitted and the viva has not been successfully completed. If there are extenuating circumstances, an appeal granting appropriate extension of time may be submitted to the Office of Graduate Programs in Biomedicine at least four months before then end of that year. A response will be given to the candidate within a time frame (three months) which will allow him/her to prepare for the defense should additional time not be granted.
### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OGB-BIO-6530-AA</td>
<td>1.0</td>
<td>Independent Study-1 (The topics are to be tailored to the individual student needs.)</td>
</tr>
<tr>
<td>OGB-BIO-6531-AA</td>
<td>1.0</td>
<td>Independent Study-2 (The topics are to be tailored to the individual student needs.)</td>
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<tr>
<td>OGB-BIO-6532-AA</td>
<td>1.0</td>
<td>Independent Study-3 (The topics are to be tailored to the individual student needs.)</td>
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<tr>
<td>OGB-BIO-6533-AA</td>
<td>1.0</td>
<td>Independent Study-4 (The topics are to be tailored to the individual student needs.)</td>
</tr>
<tr>
<td>OGB-BIO-7500-AA</td>
<td>1.0</td>
<td>Special Topics: Genetics, Genomics, and Research (The Human Genome Project and other revolutionary advances have increased and broadened the importance of genetics/genomics in all health care fields. Since virtually all diseases have a genetic component, the clinician and researcher will need to raise genetic hypotheses with every patient and realize when genetic factors play a role in a patient’s condition. This course will provide students with a basic knowledge of genomics and genetics necessary for clinical care and research and will enhance their scientific skills. The course will be individualized to accommodate students with varying interests.)</td>
</tr>
<tr>
<td>OGB-BIO-7501-AA</td>
<td>2.0</td>
<td>Special Topics: From Bench to Impact (This course covers the methods whereby research findings can be translated into specific applications or products and how researchers can protect themselves and their intellectual property in the process. The various ways in which one can move bench findings to clinical, industrial, and military applications are discussed by faculty experienced in this process. Legal advice is also provided to discuss royalties, contractual agreements and institutional/shared ownership. Lastly, financial advice is given in general terms about expectations and self-protection.)</td>
</tr>
<tr>
<td>OGB-BIO-7502-AA</td>
<td>2.0</td>
<td>Special Topics: Approaches to Education (Since research is often based in academic centers and many graduates will be employed by institutions of higher learning, this course is designed to introduce the student to contemporary principles and practices in education, including distance learning approaches. It describes the difference between various modes of student learning and proposes multiple methods of assessment.)</td>
</tr>
</tbody>
</table>
The candidate is expected to put together a draft grant proposal. This may be for a Post-Doctoral Fellowship, a Young Investigator award, a K08 or K23, an R01 or for an industrial or military contract. The mentors will review and critique the proposal which will be amended and presented in Part 2 by the student.

During this course, the post-doctoral fellowship and research associate positions are discussed as options for the new graduate. Establishing oneself in Academia is also discussed with a review of academic life and expectations, promotions and the hierarchy of professorships, tenure and grantsmanship, including the K08 and the K23. The students and faculty discuss establishing one’s professional identity, the role of societies, meetings, and service to the profession. Special attention is devoted to group research and its advantages. The last lecture is devoted to what it means to be a “steward of a discipline.”

The candidate is expected to construct a substantive grant proposal based on the feedback received in BI 850 (Part 1). This may be for a Post-Doctoral Fellowship, a Young Investigator award, a K08 or K23, an R01 or for an industrial or military contract. The mentors will review once again and critique the proposal such that the candidate has a proposal in hand, ready to submit as the student moves to graduation and employment. This course is a continuation of BIO 8500.

This is a continuation of BIO 8531 that facilitates the completion of the grant proposal.

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.
OGB-BIO-8501-AA Credits: 1.0
Research Modeling Using Computing Software and other Tools
This course will present different techniques in the modeling of experimental paradigms and population dynamics. New technologies have revolutionized the study of medicine and biological phenomena. Mathematical strategies are being increasingly used to measure and track health and disease. Students will be introduced as to how mathematics, biology and health care converge to disclose new dimensions to understanding biomedical interventions.

(* Courses with an asterisk are PhD/MSc courses which have a different credit value depending on the course requirements.)
PENNSYLVANIA COLLEGE OF OPTOMETRY

Melissa E. Trego, OD, PhD, Interim Dean

Founded in 1919, the Pennsylvania College of Optometry (PCO) established Salus University in July 2008.

COLLEGE MISSION

The Pennsylvania College of Optometry innovates and leads in the development of optometrists who advance health and healthcare through excellence in discovery, patient care, and professionalism. 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.

EDUCATIONAL GOALS TO DEVELOP ENTRY-LEVEL PRACTITIONERS OF OPTOMETRY

1. Practice with the highest level of ethical standards for the profession.
2. Demonstrate superior abilities for clinical skills and patient care.
3. Attain licensure to practice evidence-based, contemporary optometry in any state.
4. Exhibit a high degree of professionalism.
5. Recognize the importance for continued growth, development, and learning.
6. Demonstrate an ability to act as a mentor within the program and profession through acts of service.

EDUCATIONAL OBJECTIVES TO DEVELOP ENTRY-LEVEL PRACTITIONERS OF OPTOMETRY

a) Apply background knowledge of basic sciences and systemic disease in the management of ocular disease.
b) Properly utilize clinical skills in the acquisition of collecting data and performing comprehensive eye exams.
c) Analyze pertinent clinical data to arrive at appropriate diagnosis and treatment plans.
d) Effectively and confidently communicate to all involved healthcare providers in the delivery and management of patient care.
e) Demonstrate competence in compliance with optometric healthcare regulations.
f) Recognize the role of research in optometric care.
g) Illustrate commitment to becoming lifelong learners.
h) Demonstrate competency in the use of ophthalmic materials.
i) Apply effective problem solving skills.
j) Summarize the tenets that define good practice management.
k) Use evidence-based knowledge to facilitate individualized patient care.
l) Employ effective verbal, nonverbal, and written communication skills when interacting with patients, colleagues, and other professionals.
m) Evaluate the systems of the body as it relates to the ocular system.
n) Illustrate the ability to apply critical-thinking skills to clinical scenarios.
o) Select and interpret results of relevant ophthalmic diagnostic technology.
p) Execute high levels of ethics and professionalism.

DEGREE PROGRAMS OVERVIEW

Traditional Doctor of Optometry (OD)
The Doctor of Optometry (OD) degree is awarded to all students who have successfully completed the traditional professional curriculum. The traditional program pathway consists of four (4) years, post undergraduate studies. The University, in conjunction with several undergraduate colleges and universities, has also established a 3 + 4 Doctor of Optometry degree program for talented students with an interest in optometry.

Scholars Program (OD)
In June 2014, PCO began an innovative program that provides an alternative pathway to the OD degree. Through guided independent learning (GIL), the Scholars Program accommodates a variety of student learning styles. Utilizing a maximized 36 month academic calendar, this year-round, campus-based curriculum for highly motivated and qualified students is educationally equivalent to PCO’s traditional OD degree program.

Programs for International Ophthalmic Practitioners
Master of Science in Clinical Optometry (MSCO) (International program)
Since its creation in 1994, the Office of International and Continuing Education have offered outstanding special optometric educational programs and initiatives in response to the needs of international students and international practitioners of optometry.

Master of Science in Clinical Optometry Degree with Advanced Studies Certificate (International program)
This degree program consists of the Master of Science in Clinical Optometry (MSCO) curriculum complemented by an Advanced Studies certificate in a specific content area of study.

Advanced Placement Doctor of Optometry Degree Program for International Ophthalmic Practitioners
The program is customized for each prospective student cohort based upon an assessment of academic credentials and clinical proficiency. This degree program is only offered to qualified candidates when program openings exist.
DOCTOR OF OPTOMETRY DEGREE
TRADITIONAL PROGRAM

ADMISSIONS

Criteria

Many factors are considered in selecting students for admission, 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.

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

Individuals successfully meeting the required admissions selection criteria may receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s character 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 faculty and students.

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 on the following page with a ‘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 successfully complete all outstanding prerequisites prior to enrolling.
Doctor of Optometry degree program prerequisites:

General Biology or Zoology (with laboratory) - 1 year

General Chemistry (with laboratory) - 1 year

Organic Chemistry (with laboratory) - 1 year or 1/2 year Organic Chemistry plus 1/2 year of either Biochemistry or Molecular Biology (laboratory highly recommended)

English Composition or English Literature - 1 year

Mathematics - 1 year (1/2 year of Calculus fulfills the Mathematics requirement; however, completing of one year of Calculus is highly recommended)

Microbiology or Bacteriology (with laboratory) - 1/2 year

General Physics (with laboratory) - 1 year

Psychology - 1/2 year

Statistics (Mathematics, Biology or Psychology) – 1/2 year

While Biology and Chemistry majors comprise the largest applicant group, students in any major may be considered, provided the above prerequisites are met. Completion of additional coursework in such areas as biochemistry, anatomy, physiology, histology, cell biology, genetics, and experimental and physiological psychology is encouraged, but is not required.

For the Traditional Doctor of Optometry (OD) degree, matriculants have six (6) years to complete their degree program.

Admissions Procedures

Application Process

The University uses a “rolling admissions” process (end of June through March 31), which allows qualified candidates to be admitted on an ongoing basis beginning in September and continuing until the class is filled. Student applications are reviewed as they are verified by OptomCAS. 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.
Submitting an Application

Salus University Pennsylvania College of Optometry accepts 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 June 29. Detailed instructions regarding the completion of the application and the essay are provided on the OptomCAS website.

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

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

- Arrange to take the Optometry Admissions Test (OAT) prior to June 1 of the desired entering year; taking the OAT between August and December of the application process is highly recommended.

  - Information and registration for online testing: www.opted.org

  - OAT exam should be taken within two years, prior to the start of the OptomCAS application cycle to which you are applying. Score reports past two years will not be considered. For example, if you are applying for the 2017-18 application cycle, you must have taken the OAT on or after July 1, 2015.

- Three (3) letters of evaluation are required and should be forwarded directly to OptomCAS. Any three (3) of the following options will be accepted in order to fulfill the letter requirement:

  - Pre-Professional Committee letter of evaluation (consult with your college/university pre-professional advisor regarding the policy for providing letters of recommendation for pre-professional applicants).

    - One (1) committee letter will fulfill the entire letter requirement.
- Letter from a teaching faculty member who has taught you in a course (science teaching faculty letter is strongly recommended).

- Letter from a teaching assistant only accepted if co-signed by faculty member.

- Letter from your pre-professional or faculty advisor.

- Letter from practicing optometrist for whom you have shadowed or worked.

- Letter from a healthcare professional or work supervisor who is able to assess your qualifications for professional education and future career in optometry.

- Additional letters outside of the above options will enhance the file, but will not fulfill our required letters of evaluation.

- It is highly recommended to shadow a practicing optometrist(s) in order to be familiar with the role of the optometrist as a member of the healthcare team.

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

**International Students and Practitioners**

For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 website 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org
English Language Proficiency

Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.

Immunization, Background Check and Compliance Requirements

Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients. Please contact the Office of Student Affairs for the most up-to-date requirements for a specific program.

Notification of Acceptance

An applicant may be notified of his or her acceptance as early as September, prior to the desired year of enrollment. 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 along with a $500 deposit within 14 days of the date of the acceptance letter.
- The balance of $500 for the matriculation fee is due April 1.

All monies received above are non-refundable and will be applied toward first term fees.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High-speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High-speed internet access
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

Traditional Doctor of Optometry Program 2017-2018

Tuition: $40,110

(Tuition reduction available up to $8,500 through Presidential and Board of Trustees scholarships)

Laboratory fee: $70. Laboratory fees are charged each semester from fall of the first year through fall of the third year.

Technology fee: $135. Technology fees are charged every term.

Background check fee: $75 for incoming students; $60 for returning students. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years. Please note: Students may be required to complete additional compliance/background check/immunization requirements based on their enrolled program and country of residence in order to participate in clinical experiences and interact with patients.

The commencement fee is $225 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.
Books and Instruments

First-year optometry students should expect to pay approximately $4,000 for their books and equipment. 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.

Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical and dental expenses, and personal expenses. The University provides a comprehensive healthcare 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 income through part-time employment to help meet their expenses. The current pay rate is $12.50 per hour, and eligible students may work in a variety of positions located throughout the University.
CURRICULUM TRADITIONAL PROGRAM

The Traditional Doctor of Optometry degree program curriculum is organized into ten educational modules. The modules represent an integrated sequence of the knowledge, skills, and values that students are expected to acquire in order to demonstrate entry-to-practice competencies. The academic year is divided into three terms: fall semester (August – December); spring semester (January – May); and summer semester (May – August).

THE FIRST PROFESSIONAL YEAR

MODULE 1
Molecular and Cellular Processes
Integrates the fundamental anatomical, biochemical, genetic, histological, and physiological processes of cells. Using specific representative cell types, the discussion proceeds through elements of normal and abnormal cellular processes, ending with immunology, pathology and cancer. The overall goal of the module is to provide an understanding of normal cellular organization, processes and function so as to facilitate recognition of abnormal tissue structure and function. 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 21/2 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, knowledge and experiences necessary for the responsible and effective delivery of primary eye care. The clinical skills course sequence includes didactic and laboratory instruction in the cognitive, motor, and technical skills necessary to diagnose, treat and manage clinical conditions within the scope of optometric practice. It includes didactic and laboratory work in patient evaluation, refraction and advanced examination skills. The Eye Institute’s traineeship program as well as community clerkships provide the opportunity for students to develop and apply their clinical skills. This includes active observation of optometric practice, assigned sessions at The Eye Institute, as well as on- and off-campus involvement in 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 Practice and The Doctor-Patient Relationship. Students work in small study groups with a faculty facilitator to explore the issues of a clinical scenario. Issues of ethics and professionalism are considered in the management of the patient. Students learn to research new databases, evaluate statistically-based evidence and apply this evidence to support their clinical decisions. The cases in the first year focus on the development of skills necessary to research and evaluate the 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 microbiology. 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, uvea 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, to specific ocular emergencies and an introduction to posterior segment disease (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 summer clerkship (summer semester). This clerkship provides the student with the opportunity to reinforce knowledge and skills acquired in the first year clinical skills course sequence. This clinical experience that emphasizes the importance of ophthalmic materials in optometric practice, and includes continued exposure to optometric role models in community settings.
Professional Practice continues with greater direct patient care involvement, encouraging the continued development of clinical skills and patient care thought processes through involvement in community-based clerkships, community screenings and on-campus clinical assignments (*fall semester*). Clinical activities include greater involvement in the care provided at on- and off-campus clinical assignments. The most intensive on-campus clinical experience, the internship program, begins with the spring term of the second professional year and concludes with the fall term of the third professional year. 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 (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 internship program concludes at the end of the fall term of the third professional year 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 programs of PCO. The on and off-campus clinical experiences at the College (Professional Practice 17) during the first 2Y years of the traditional core program prepare the student in the clinical knowledge and 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 during the spring of the third professional year. It is usually completed in a private practice setting. 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. A student will complete a minimum of four (4) externships and no more than five (5). Externships are classified into four (4) categories, each with specific associated educational objectives: The Eye Institute (assignment in primary care, pediatrics/binocular vision or low vision rehabilitation); interprofessional/collaborative care; ocular disease, and contact lenses/primary care. More than 160 externship sites have been approved across the United States; some sites are located internationally.

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).
COURSE OF STUDY – Traditional Program

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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Salus University 2017-2018 Catalog
Pennsylvania College of Optometry
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Students rotate through Clinical Externships

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<td>Primary Care - TEI or</td>
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<td>PCO-OPT-8805-AA</td>
<td>Neuro-Ophthalmic / Primary Care - TEI or</td>
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<td>PCO-OPT-8807-AA</td>
<td>Clinical Externship - Contact Lens / Specialties / Primary Care</td>
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**Fourth Year Totals** 38.50

**Electives** Minimum total 20 hours

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**Elective Totals** 1.00

**Core Program Totals** 153.50
DOCTOR OF OPTOMETRY DEGREE PROGRAM
ACCELERATED SCHOLARS PROGRAM

ADMISSIONS

Criteria

The Scholars program offers a new, alternate educational opportunity for highly qualified and highly motivated students with a recommended cumulative GPA of or higher than 3.5 and an OAT academic average score of 330 or higher. Applicants who meet these criteria will be considered for the Scholars Program and asked to visit the Elkins Park campus to participate in the Multiple Mini-Interview (MMI) process.

The Scholars program is designed for those applicants with exceptional personal and professional motivation, exceptional academic qualifications, and strong leadership skills. Students enrolled in the Scholars program will accumulate the credit equivalency of students enrolled in the traditional Doctor of Optometry degree program. The Scholars Doctor of Optometry degree program is designed so that each student cohort does not exceed 20 matriculants. This cohort size ensures a small student-to-faculty ratio, which is an essential feature of the Scholars program.

Prerequisites

The official undergraduate transcript must reflect successful completion of the pre-optometry courses listed below:

General Biology or Zoology (with laboratory) – 1 year
General Chemistry (with laboratory) – 1 year
Organic Chemistry (with laboratory) – 1 year or 1/2 year Organic Chemistry plus 1/2 year of either Biochemistry or Molecular Biology (laboratory highly recommended)
General Physics (with laboratory) – 1 year

Mathematics – 1 year (1/2 year Calculus fulfills the Mathematics requirement; however, 1 year of Calculus is highly recommended)
English Composition or English Literature – 1 year
Microbiology or Bacteriology (with laboratory) – 1/2 year
Psychology – 1/2 year
Statistics (Math, Biology, or Psychology) – 1/2 year
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. Additional coursework in such areas as Biochemistry, Anatomy, Physiology, Histology, Cell Biology, Genetics, and Experimental and Physiological Psychology is encouraged, but is not required. Prerequisite credits completed ten (10) or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.

Application Process

Salus University Pennsylvania College of Optometry accepts 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.

It is recommended that applicants with less than a 3.5 (B+) grade point average consult the Office of Admissions prior to applying to the Scholars Program.

To be considered for the Scholars Program, an applicant must:

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) beginning June 29. Detailed instructions regarding the completion of the application are provided on the OptomCAS website.

- Earn a bachelor’s degree prior to the start of Scholars program, evidenced by an official transcript from an accredited undergraduate college or university.

- Acquire a minimum of 100 hours of experience in a healthcare profession (may be volunteer or paid). In addition, it is highly recommended to shadow a practicing optometrist(s) in order to be familiar with the role of the optometrist as a member of the healthcare team.

- Remaining requirements and supporting documents are similar to the Traditional application process previously described.
International Students and Practitioners

For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org

English Language Proficiency

Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.

Immunization, Background Check and Compliance Requirements

Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients. Please contact the Office of Student Affairs for the most up-to-date requirements for a specific program.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High Speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High speed internet access

Notification of Acceptance

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 along with a $500 deposit within 14 days of the date of the acceptance letter.
- The balance of $500 for the matriculation fee is due March 15.
- All monies received above are non-refundable and will be applied toward first term fees.
FINANCIAL INFORMATION

Tuition for the 2017-2018 academic year is $40,690.

Laboratory fee: $70. Laboratory fees are charged each semester.

Technology fee: $135. Technology fees are charged every term.

Books and Instruments

Scholars Program first-year students should expect to pay approximately $6,800 for their books and equipment. 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 also can be obtained through the University bookstore.

Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical and dental expenses, and personal expenses. The University provides a comprehensive healthcare 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.

COURSE OF STUDY

The Accelerated Scholars Program Doctor of Optometry degree curriculum contains equivalent curricular components to the traditional program. The modules represent an integrated sequence of the knowledge, skills and values expected to acquire entry-to-practice competencies. The course of study summarizes the sequencing of the courses across the year round, 36- month program.

The academic year for the Accelerated Scholars Program is divided into four, 10-12 week quarter terms: summer quarter (May – August, except for the first year, where the summer quarter will run from July - August); fall quarter (August – October); winter quarter (November – February); and spring quarter (February – April).

If interested in more detailed information, please contact an admissions counselor at 800.824.6262 or Dr. Elizabeth Tonkery, associate dean of the Accelerated Scholars Program at 215.780.1466.
# ACCELERATED SCHOLARS PROGRAM CURRICULUM

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FIRST YEAR SCHOLARS COURSE DESCRIPTIONS

PCO-ODS-7000-AB  Introduction to Optometry and the Healthcare System
This course is an introduction to the role of optometry within the changing healthcare system. The course will be presented within the context of the unfolding of the Affordable Care Act which pervaded the 2012 presidential election and which continues to spark the national debate over “healthcare reform.” The national challenge of improving our healthcare system provides a public health platform for understanding the continuing evolution of the profession of optometry.

PCO-ODS-7040-AB  Pharmacology 1
This course will provide a survey of the general principles of pharmacology and the application of these principles to patient care situations. Evidence-based medicine practice is weaved through the above areas where available and appropriate. This course will cover an introduction to pharmacology vocabulary, routes of administration, receptors, pharmacokinetic and pharmacodynamic review, and processes of drug development.

PCO-ODS-7041-AB  Pharmacology 2
This course will provide a survey of the general principles of pharmacology and the application of these principles to patient care situations. Evidence-based medicine practice is weaved through the above areas where available and appropriate. This course will cover Antimicrobial Agents, Medications That Alter the Autonomic Nervous System, NSAIDs, Medications that Alter the Cardiovascular System, and Alternative Medicine.

PCO-ODS-7042-AB  Pharmacology 3
This course will provide a survey of the general principles of pharmacology and the application of these principles to patient care situations. Evidence-based medicine practice is weaved through the above areas where available and appropriate. This course will cover Medications That Alter the Autonomic Nervous System, Respiratory Medications, Renal and Excretory Medications, Endocrine Medications, GI Medications, Medications that Alter the Cardiovascular System, and Alternative Medicine.

PCO-ODS-7240-AC  Integrated Organ Systems 1
This module continues the integrated approach of anatomy, histology, and physiology with pathology at the systemic level by looking at specific organ systems. The module will primarily emphasize the cardiovascular and respiratory systems, renal and endocrine systems. There will be a limited emphasis on the gastro-intestinal system and the integument systems.

PCO-ODS-7241-AC  Integrated Organ Systems 2
This module continues the integrated approach of anatomy, histology, and physiology with pathology at the systemic level by looking at specific organ systems. The module will primarily emphasize the renal and endocrine systems. There will be a limited emphasis on the gastro-intestinal system and the integument systems.
PCO-ODS-7330-AA  Ocular Biology 1
This course forms the framework for many of the biomedical aspects of vision by presenting the gross anatomy, microanatomy, development, and physiology/biochemistry of ocular tissues and fluids of the anterior segment of the eye. Ocular structures of focus include: eyelid, conjunctiva, limbus/sclera, nasolacrimal system, cornea, anterior chamber, iris, and ciliary body. The course will provide the knowledge base in ocular tissue structure and function, as well as normal and abnormal development concepts, which enable the student to understand patho-physiological processes present in primary and secondary ocular diseases and congenital anomalies. Clinical correlates, case-based materials, and discussion board posts are an integral part of the course presentation.

PCO-ODS-7331-AA  Ocular Biology 2
This course forms the framework for many of the biomedical aspects of vision by presenting the gross anatomy, microanatomy, development, and physiology/biochemistry of ocular tissues and fluids of the posterior segment of the eye. Ocular structures of focus include: lens, vitreous, retina, choroid, ocular fundus and pathological color changes, ocular circulation, and optic nerve. Ocular Biology 2 will build upon anterior segment structure and function from Ocular Biology 1. The course will provide the knowledge base in ocular tissue structure and function, as well as normal and abnormal development concepts, which enable the student to understand patho-physiological processes present in primary and secondary ocular diseases and congenital anomalies. Clinical correlates, and case-based materials are an integral parts of the course presentation.

PCO-ODS-7400-AA  Head and Neck Anatomy
The course emphasizes anatomical relationships, which support clinical application including imaging and the relationship of the head and neck to organ systems. A case-based approach is often used, especially in lab, to emphasize the anatomy which supports the understanding of visual/ocular emergencies and morbidity as well as common problems of the visual system. While Head and Neck Anatomy is a general course, it is designed to specifically facilitate the understanding and integration of normal function and pathological changes in the nervous system, including vision, in the curriculum.

PCO-ODS-7601-AA  Orbital Contents
Orbital Contents is a basic science course introducing the student to the relationship between the orbital cavity and the skull. It introduces students to the structures found in the orbital cavity, known as orbital contents, their relationships to each other, the bony orbit and related anatomy. This background of the normal provides the basis of understanding dysfunction of the orbital contents. In general the approach in Human Anatomy is to ask, “What anatomy do I have to understand to solve this clinical problem?” Or, in other words, “How does it work?” The course emphasizes anatomical relationships, which support clinical application.
PCO-ODS-7602-AB  Pathology
Pathology encompasses the study of disease – its causes (etiology) and the underlying mechanisms (pathogenesis) that result in the presenting signs and symptoms of the patient. This course introduces basic pathologic processes. It integrates principles from histology, biochemistry, genetics and physiology to promote an understanding of the structural and functional changes in cells, tissues and organs. The response of cells and tissues to pathologic stimuli will be explored in presentations on cell injury, cell adaptation, inflammation and healing. The course concludes with a discussion of neoplasia, the result of extreme growth dysregulation. Knowledge of pathologic processes promotes an understanding of the clinical manifestations of disease and forms the basis for utilizing treatment modalities to intervene in the disease process.

PCO-ODS-7603-AB  Biochemistry
Understanding the basic concepts in biochemistry is pivotal in creating competent, well-versed, and successful optometric healthcare practitioners. Breaking down both systemic and ocular clinical conditions into their basic science core requires a thorough understanding of biochemical processes and cell structure and function. This course will emphasize major themes in the area of biochemistry such as cellular structure and function, bioenergetics and energy storage, proteins, carbohydrates, and lipids. Major themes will be applied and highlighted through clinical case analyses.

PCO-ODS-7604-AB  Genetics
All aspects of a person’s health are influenced by the expression of their genes. As our understanding of the human genome has increased, the use of genetic information for diagnosis, prevention, and treatment of diseases has become an important tool in clinical medicine and optometry. Over the past 10 years, the Human Genome Project (HGP) and other revolutionary advances have led to an exponential increase in the amount of genetic knowledge and an exponential increase in the rate at which new knowledge is being acquired. The genomics revolution is transforming the way optometrists classify, understand, diagnose, treat, and manage disease. This course will introduce the student to some of the principles and concepts of genetics/genomics and their relevance to modern clinical optometry.

PCO-ODS-7606-AA  Histology
This course will introduce the microscopic structure of cells and tissues. It begins with a discussion of stem cells, followed by an overview of the differentiation of cells and their organization into tissues and tissues into organs. The structure and function of the basic tissue types will be presented, including epithelium, connective tissue, muscle and nervous tissue. Emphasis is placed on normal structure (histology of cells, extracellular components and tissues) as a basis for understanding normal physiological and biochemical functions. Examples of the structure-function relationship will be applied in discussions of anatomical components of the eye.
**PCO-ODS-7608-AB  Microbiology/Immunology**

This course provides a comprehensive introduction to medical microbiology and immunology. The medical microbiology aspect of the course will focus on the relevant aspects of microbial infection in humans – microbial structure, microbial replication, pathogenic mechanisms of microbes, clinical manifestations of microbial infections, and diagnosis and treatment of microbial infection. This course will emphasize major themes in the four core areas of microbiology such as bacteriology, virology, mycology, and parasitology. Major themes will be applied and highlighted through assigned reading of the recommended textbook, case studies, and clinical problem solving, with emphasis on ocular and ocular-related systemic microbial diseases. The immunology aspect of the course will focus on basic and clinical immunology. The basic immunology content will focus on cells and molecules of the immune system, innate and adaptive immunity, the complement system, and immunogenetics. Clinical immunology will cover clinical immunological disorders such as autoimmune disease, transplant rejection, tumor immunology, immunodeficiency, and hypersensitivity.

**PCO-ODS-7630-AB  Integrated Decision Making 1**

Integrated Decision Making 1 (IDM-1) will tie together the concepts being taught across the curriculum. Clinical cases will be introduced to emphasize and highlight selected material being taught in other courses. Students will work through these cases with a facilitator each week, and new material will be introduced through brief lectures as needed. IDM-1 will emphasize skills in evidence-based practice, public health, case history taking, entrance testing, and the integration of basic science into clinical care. This course will also incorporate concepts from research methods such as basic study design and evaluation, developing a research question, writing an abstract, and basic epidemiology and statistics.

**PCO-ODS-7631-AC  Integrative Decision Making 2**

Integrated Decision Making 2 (IDM-2) will tie together the concepts being taught across the curriculum. Clinical cases will be introduced to emphasize and highlight selected material being taught in other courses. Students will work through these cases with a facilitator each week, and new material will be introduced through brief lectures as needed.

**PCO-ODS-7632-AB  Integrative Decision Making 3**

Integrated Decision Making 3 (IDM-3) will tie together the concepts being taught across the curriculum. Clinical cases will be introduced to emphasize and highlight selected material being taught in other courses. Students will work through these cases with a facilitator each week, and new material will be introduced through brief lectures as needed.

**PCO-ODS-7633-AC  Integrative Decision Making 4**

Integrated Decision Making 4 (IDM-4) will tie together the concepts being taught across the curriculum. Clinical cases will be introduced to emphasize and highlight selected material being taught in other courses. Students will work through these cases with a facilitator each week, and new material will be introduced through brief lectures as needed.
Understanding the anatomy of the Central Nervous System (CNS) is directly related to solving lesions and understanding diseases of the Nervous System. This includes and expands on our study of neuroimaging. The course expands specifically on the Orbital Contents and Head and Neck course, especially relative to following the cranial nerves inside the brain. It is related, in the future, directly to Neuroscience 2, Neuro-ophthalmic Disease, Ocular Motility, Neuropsychology and Neuropathology courses, among others. Each part of this course draws on and expands on what was taught previously so that you can continuously integrate your knowledge. This course begins with the origins of the Nervous System (NS) (Histogenesis) and the microscopic anatomy of the NS. We will then, use this to move into the spinal cord (CNS) (and actually, beyond) and its pathways. Neuroscience 2 continues into the brainstem, thalamus, cerebellum, basal ganglia, cerebrum and their connections. It is heavily dependent on understanding Neuroscience 1.

The course continues to expand on the Orbital Contents and Head and Neck course, especially relative to following the cranial nerves inside the brain. It is a continuum of Neuroscience 1. Each part of this course draws on and expands on what was taught previously so that you can continuously integrate your knowledge. Neuroscience 1 covered Histogenesis, microscopic structures of the Nervous System, spinal cord and cord pathways. Neuroscience 2 continues into the brainstem, thalamus, cerebellum, basal ganglia, cerebrum and their connections. It is heavily dependent on understanding Neuroscience 1.

This course, which is the first part of a three-term sequence, introduces the student to the fundamentals of optical theory and provides an understanding of the application of these principles to clinical practice. The skills and concepts presented in this course are a foundation for subsequent learning and are necessary for the understanding of examination techniques and procedures. Course information is presented in a variety of methodologies, including didactic lectures as well as through written materials. Weekly laboratory sessions accompany the course and facilitate student comprehension of material presented in lecture.

This course is web-based and builds on knowledge from prior courses in Theoretical and Practical Optics (TPO). It discusses optical characteristics of the eye’s components and optical ocular phenomena. Schematic and reduced model eyes are presented, and their dimensions and optical parameters are used for the solution of optical problems. A number of practical and theoretical questions are addressed including how the various optical components contribute to the formation of the retinal image and why do people have refractive errors. The course presents various instruments that can be used to measure optical parameters and it evaluates their advantages and disadvantages. Lastly, the optics various optical and clinical instruments will be examined.
PCO-ODS-7652-AA  Theoretical and Practical Optics 3
This course is web-based and builds on knowledge from prior courses in Theoretical and Practical Optics (TPO). It discusses optical characteristics of the eye's components and optical ocular phenomena. Schematic and reduced model eyes are presented, and their dimensions and optical parameters are used for the solution of optical problems. A number of practical and theoretical questions are addressed including how the various optical components contribute to the formation of the retinal image and why do people have refractive errors. The course presents various instruments that can be used to measure optical parameters and it evaluates their advantages and disadvantages. Lastly, the optics various optical and clinical instruments will be examined.

PCO-ODS-7653-AA  Theoretical and Practical Optics 4
This course is web-based and builds on knowledge from prior courses in Theoretical and Practical Optics (TPO). It discusses the concept of “stops” and its application in field of view, depth of field, and telescopes. There is also an introduction to low vision optics including visual impairment magnification, magnifiers, and a review of M notation. The students will be introduced to the concepts of interference, diffraction, polarization and aberrations with applications in pupil size and retinal image quality. There is also a discussion of physical optics, and an introduction to photometry and radiometry. The course will conclude with a review of ophthalmic optics.

PCO-ODS-8530-AB  Contact Lens 1
This course is web-based and introduces the student to the concepts of fitting, examining, and dispensing soft contact lenses. There will be a discussion of soft lens materials, corneal topography, and soft lens care systems. The student will learn the relevant components of contact lens fitting exam including the necessary preliminary measurements as well as how to select a proper soft lens for a patient. Lectures will discuss proper fitting techniques and examination of lenses on the eye to ensure a good outcome, both visual and in terms of ocular health. There will also be one live lab where students will insert and remove as well as fit and evaluate both a soft spherical and soft toric lens.

PCO-ODS-8630-AB  Clinical Skills 1
Competent and successful optometric healthcare practitioners require a large number of clinical skills to be able to provide appropriate patient care to the public. The specific skills identified to allow patient interaction in clinical settings on and off campus are taught in Clinical Skills. This course will focus on the theory and clinical application of Clinical Skills in optometric medicine. The skills presented in this portion of the course are automated testing, visual acuity, color vision, stereopsis, keratometry, extraocular muscles testing, cover test, ocular dominance, retinoscopy, and subjective refraction. These will be presented via readings, roundtable discussions, threaded discussion boards, reflection papers, and in the laboratory.
PCO-ODS-8631-AA  Clinical Skills 2
Competent and successful optometric healthcare practitioners require a large number of clinical skills to be able to provide appropriate patient care to the public. The specific skills identified to allow patient interaction in clinical settings on and off campus are taught in Clinical Skills. This course will focus on the theory and clinical application of Clinical Skills in optometric medicine. The skills presented in this portion of the course are pupils, confrontation fields, additional subjective refractive testing, von Graefe phorias, vergences, Maddox rod testing, illumination techniques, biomicroscopy, tonometry and an introduction to gonioscopy and dilated fundoscopic examination. These will be presented via readings, lectures, and in the laboratory.

PCO-ODS-8632-AB  Clinical Skills 3
Competent and successful optometric healthcare practitioners require a large number of clinical skills to be able to provide appropriate patient care to the public. The specific skills identified to allow patient interaction in clinical settings on and off campus are taught in Clinical Skills. This course will focus on the theory and clinical application of Clinical Skills in optometric medicine. The skills presented in this portion of the course are gonioscopy, dilated fundus examination including 90D auxiliary lens, binocular indirect ophthalmoscopy, three mirror retinal evaluation. Advanced techniques will also be covered. These include foreign body removal, carotid auscultation, review of cultures, scleral depression, extended ophthalmoscopy, off axis 90D fundus viewing, rotational gonioscopy and three mirror retinal evaluation. Dry eye diagnosis and management will also be covered including tear break up time, Schirmer testing, dilation and irrigation. Diagnostic imaging will be discussed with a concentration on indication and interpretation of the tests. We will continue to review previously taught procedures and theory. These will be presented via readings, lectures, in the laboratory and in the clinical setting.
3 + 4 OD DEGREE PROGRAM

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

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 Traditional degree program.

The following undergraduate colleges and universities are currently affiliated with the Salus University Pennsylvania College of Optometry in the 3+4 baccalaureate/OD degree program:

**Pennsylvania**
- Arcadia University
- Delaware Valley College
- Elizabethtown College
- Gannon University
- Gettysburg College
- Grove City College
- Indiana University of Pennsylvania
- Juniata College
- Millersville University of Pennsylvania
- Saint Francis University
- Seton Hill University
- Shippensburg University
- University of Pittsburgh at Bradford
- University of Pittsburgh at Johnstown
- University of the Sciences
- 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.
ADVANCED STUDIES

Advanced Studies provides third and fourth year students with the opportunity to pursue an advanced coordinated program of optometric study in a specific content area.

Each Advanced Studies is comprised of a series of lectures, workshops, case discussions, scholarly assignments and presentations under the mentorship of content experts that, when taken as a whole, facilitate learning and provide experiences beyond entry to practice qualifications.

Acceptance into Advanced Studies is based upon satisfactory completion of prerequisite course requirements that are part of the core program. Successful completion of Advanced Studies results in a separate credential designation on the transcript and issuance of a certificate of completion at the time of graduation.

Advanced Studies are currently offered in Retina, Anterior Segment Disease, Contact Lens, Binocular Vision and Vision Therapy, Vision Impairment and Rehabilitation, and Neuro-Ophthalmic Disease.

FINANCIAL INFORMATION

Tuition

For academic year 2017-2018: $1,045 per credit

Fees

Fees for this program are as listed above for the Doctor of Optometry program.
INTERNATIONAL OPTOMETRY PROGRAMS

ADMISSIONS

Master of Science in Clinical Optometry (MSCO) Criteria

Currently, this program is only available to specific cohorts, as determined by the University. For more information, please contact the Office of Admissions by email at admissions@salus.edu.

Master of Science in Clinical Optometry Degree with Advanced Studies Certificate Criteria

All applicants for the Master of Science in Clinical Optometry with an Advanced Studies certificate degree program must satisfy the following admissions requirements:

Minimum Education Requirement:
  - A minimum of a Bachelor’s degree in a vision-related field, such as optics, optometry or ophthalmology

A properly completed online application, along with a non-refundable application fee of $200.00 (USD), to the Office of Admissions

A license to practice optics, optometry or ophthalmology, or proof of a relevant faculty appointment

A copy of your valid passport

  - A course-by-course review by World Education Services concluding that all of an applicant’s post-secondary studies are at least equivalent to a Bachelor’s degree level in a vision-related field
  - An official evaluation (not a copy) must be sent from the World Education Services directly to Salus University, Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027, USA. The contact information for World Education Services follows: Phone +1-212-966-6311, www.wes.org

A recommended score for the TOEFL IBT is 84. A score of 21 is recommended for the speaking section; 21 for the writing section; 21 for the listening section; and 21 for the reading section. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended scores comparable to the TOEFL). The TOEFL (or Academic IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.
Salus University has an agreement with Arcadia University (an undergraduate institution in close proximity to Salus) that allows students submitting scores below the recommended numbers to undergo English Language training prior to the MSCO degree program as follows:

- Composite minimal score TOEFL-71/IELTS 5.5: One six-week Arcadia session (July, 2017 start)
- Composite minimal score TOEFL-64/IELTS 5.0: Two six week Arcadia sessions (May, 2017 start)

One (1) letter of recommendation from a professional organization, teacher or colleague.

Complete a Personal Goal Statement detailing your reasons for choosing the MSCO degree and your post-degree career plans (minimum 900 words, maximum 1100 words). This statement may be sent by email to the Office of Admissions at admissions@salus.edu.

All applicants from Saudi Arabia must submit a Saudi Arabian Cultural Mission (SACM) guarantee in order to receive a final acceptance offer. Those without a SACM guarantee, and who meet all other requirements, will be issued a provisional acceptance letter.

Please note: All documents that are not in English must include a notarized English translation.

**Advanced Placement Doctor of Optometry Degree Program for International Ophthalmic Practitioners Criteria**

**Minimum Education Requirement**
- International degree in a relevant healthcare field, beyond that of a three (3) or four (4) year BSc degree. Eligible applicants include: MSc, MD, PhD, etc.

An official World Education Services (WES) course-by-course evaluation is required in order to establish candidacy for the program. The WES evaluation may be waived for the following:
- Graduates from Sun Yat-Sen University (2000-present) who have earned a Bachelor of Science degree in Clinical Medicine (Major in Optometry), five- (5) year program.
- Graduates from Salus University's Master of Science in Clinical Optometry degree program (2013 to present).

Transcripts from all academic institutions will be required.

Completed application, along with a non-refundable application fee of $100.00 (USD), to the Office of Admissions.

A current curriculum vitae.
A statement of intent (brief summary of why a candidate is interested in this degree program)

An interview (Skype or in-person)

Two (2) letters of recommendation from a representative of a professional organization, professor or employer.
  - The letter must be written in English or accompanied by a notarized English translation of the document.

Official TOEFL or IELTS scores meeting the Salus recommended levels, as indicated below:
  - A recommended score for the TOEFL iBT is 84. A score of 21 is recommended for the speaking section; 21 for the writing section; 21 for the listening section; and 21 for the reading section. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended scores comparable to the TOEFL).
    - The TOEFL (or Academic IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.
    - Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).
    - The TOEFL (or IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.
    - Students submitting borderline scores or scores below the recommended values may be required to successfully complete English Language training before being admitted into the program.

Note: Those applicants approved by PCO’s APOD committee will be required to take National Board of Examiners in Optometry (NBEO) Part 1; no minimum score requirement. The results of this exam will be used solely as a diagnostic tool to help us create an individualized program of study and will not be used as a criterion for admission into the program. Candidates will be sponsored by Salus University Pennsylvania College of Optometry (PCO) to take the NBEO Part I.

Immunization, Background Check and Compliance Requirements

Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients at Salus-owned clinics. Please contact the Office of Student Affairs for the most up-to-date requirements for a specific program.
Master of Science in Clinical Optometry (MSCO) Degree Program

The program provides optometrists with education and clinical experience in the diagnosis and management of ocular conditions. It includes a balanced curriculum of basic biomedical and visual sciences; clinical techniques and controlled patient care; clinical case studies; and a culminating scholarly project.

The program is organized into four (4) integrated modules comprising 33 semester credits and is offered as a cohort-specific program.

Module 1: Foundations of Basic Science
Molecular and Cellular Processes
Microbiology and Immunology
Ocular Anatomy and Physiology
Human Anatomy and Neuroscience
General Physiology, Pathology and Pathophysiology
Principles and Applications of Pharmacology

Module 2: Optometric Applications and Ophthalmic Disease
Ocular Biology and Anterior Segment Disease
Clinical Medicine and Disease Manifestations
The Study of Glaucoma
Posterior Segment Disease
Concepts of Cataracts, Low Vision and Geriatric Care
Pediatrics and the Study of Normal and Abnormal Binocular Function
Contact Lens Applications
Pre-and Post-Refractive Surgery
Environmental Optometry
Practice Management and Professional Development
Case Presentations and Panel Discussion
Optic Nerve Disorders

Module 3: Practice of Optometric Medicine
This module includes controlled patient care sessions in the International Module at Salus University’s Elkins Park Campus. Patients with known ophthalmic diseases are recruited from The Eye Institute and organized into controlled learning units to provide students with an enriching, hands-on application of newly gained diagnostic knowledge and skills. These clinical experiences are complemented by written and oral clinical case studies assignments.

Clinical Procedures Laboratory
Controlled Patient Care Session 1
Controlled Patient Care Session 2
Clinical Case Studies
Module 4: Research Design and Applications
This module includes principles of evidenced-based practice, epidemiology, biostatistics and research design that prepare students to write and present a culminating scholarly project before faculty and students.

Evidence-Based Practice
Epidemiology, Biostatistics and Research Design
Scholarly Project - Part 1
Scholarly Project - Part 2
Scholarly Project - Part 3
Scholarly Project - Part 4
Culminating Scholarly Project - Part 5

Master of Science in Clinical Optometry with an Advanced Studies Certificate Degree Program

This degree program consists of the Master of Science in Clinical Optometry (MSCO) curriculum complemented by an Advanced Studies certificate in a specific content area of study.

The Advanced Studies certificate portion of the program is comprised of 5 credits delivered via lectures, workshops, case discussions, and written and oral scholarly assignments. Anticipated content areas of study are as follows:

Advanced Studies in Refraction, Optics and Dispensing
Advanced Studies in Contact Lens
Advanced Studies in Binocular Vision and Vision Therapy
Advanced Studies in Vision Impairment and Rehabilitation
INTERNATIONAL OPTOMETRY 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 residency programs at PCO’s clinical facility, The Eye Institute, offer Doctors of Optometry the opportunity to obtain advanced clinical competencies in primary care optometry, pediatric optometry/binocular vision, vision rehabilitation, contact lenses, ocular disease, and refractive eye care. Residency training emphasizes development of advanced knowledge and clinical skills beyond entry to practice in a chosen area of emphasis.

Residents at The Eye Institute also participate in emergency eye care, various specialty ophthalmologic services, direct clinical care, Grand Rounds presentations, case conferences, instructional laboratories, and independent study.

The College 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 pre- and post-operative management. For more information on PCO’s optometry residency programs, visit the University’s website at www.salus.edu or contact Dr. Bhawan Minhas, on-campus resident program director, at bminhas@salus.edu.
OD PROGRAM 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**
Awarded annually 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, emeritus 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.

Herbert and Adrienne Schoenes Scholarship
Established by Dr. Herbert M. Schoenes ‘48 and his wife, Adrienne Schoenes, this scholarship is awarded to a first year optometry student(s) to support the purchase of necessary ophthalmic equipment. To celebrate the Schoenes’ appreciation of Jewish scholarship and commitment to the healthcare professions, preference is afforded to a Jewish student(s) and the recipient(s) will be chosen on the basis of financial need and academic achievement.

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 in good academic standing from Pennsylvania 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.
OSBORNE COLLEGE OF AUDIOLOGY

Radhika Aravamudhan, PhD, Interim 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, Dr. George S. Osborne, in 2008, when the Pennsylvania College of Optometry (PCO) earned university status and Salus University, along with its four colleges, was established.

MISSION

The mission of the Salus University Osborne College of Audiology (OCA) is to lead in innovative education, research and service in training students for the practice of audiologic medicine.

DEGREE PROGRAMS

Doctor of Audiology (AuD) On-Campus 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 Online Bridge Program

The Doctor of Audiology (AuD) degree is awarded to international and U.S. practitioners who enter the program with a master’s degree (or equivalent) in audiology, have three or more years of clinical experience, and can successfully complete the professional curriculum. The maximum number of years permitted to complete this degree is seven.

Master of Science in Clinical Audiology (International Program)

Salus University Osborne College of Audiology (OCA) offers a Master of Science in Clinical Audiology (MSc) that includes a core curriculum consisting of 24 Semester Credits and Two Fellowships for international audiologists who hold a bachelor’s degree in Audiology or related science and have a minimum of two years clinical experience.

CERTIFICATE PROGRAMS

Advanced Studies certificate programs are post-graduate, intensive-training courses supporting scope-of-practice specialization. Additional programs may be added in future academic years. Current programs offered:

- Advanced Studies in Cochlear Implants
- Advanced Studies in Tinnitus and Hyperacusis
- Advanced Studies in Vestibular Sciences and Disorders
DOCTOR OF AUDIOLOGY ON-CAMPUS PROGRAM

ADMISSIONS

Criteria

The University actively seeks applicants from every state in the nation, 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, performance in prerequisite and recommended courses, number of college credits completed, degree status and GRE (Graduate Record Exam) scores are considered. When evaluating other areas of performance, demonstration of the applicant’s command of the English language, both written and oral, will be considered.

Individuals successfully meeting the required admissions selection criteria may receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s character 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 faculty and students.

Applications are accepted through the Communication Science and Disorders Centralized Application Service (CSDCAS) beginning in mid-August. The University uses a “rolling admissions” process. Student applications are reviewed as applications are verified through CSDCAS. Interviews are then scheduled and initiated starting as early as October. Candidates meeting the requirements are then admitted on a weekly basis until the class capacity is reached. It can therefore be to the applicant’s advantage to apply early for consideration for admission.

Applicants with less than a 2.8 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 (10) or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis. These credits must include the listed prerequisite courses (found on the following page) completed with a ‘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.
Required Prerequisite Courses

- English Composition or Literature – 1 year
- Mathematics – 1 year (Calculus highly recommended; 1/2 year of calculus fulfills mathematics requirement)
- Statistics (Mathematics, 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

Recommended Prerequisite Courses

- 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 may be filed as early as the year prior to desired enrollment year. Early applications are given priority consideration.

To be considered for admission to the Salus University Osborne College of Audiology, an applicant must:

- Submit a properly completed application to the Communication Science and Disorders Centralized Application Service (CSDCAS) (https://csdcas.liaisoncas.com/). Detailed instructions regarding the completion of the application and the essay are provided on the CSDCAS website.
• Submit official transcripts from all colleges and universities attended (or currently attending) directly to CSDCAS.

• Complete admissions prerequisites at the college level with a grade of ‘C’ or better and a minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. **It is recommended that students with less than a 2.8 grade point average should consult the Office of Admissions prior to applying.**

• Three (3) letters of evaluation are required. Arrange to have forwarded directly to CSDCAS the following letters of evaluation:
  • Two (2) letters must be written by teaching faculty members whom have taught you in a course.
  • One (1) letter must come from a practicing audiologist.
  • The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

• Satisfactory score results from the Graduate Record Examination (GRE) should be forwarded to the Office of Admissions.
  • Results may be submitted directly to CSDCAS (Designated Institution code is 7157).
  • Score results should not be more than three (3) years old.

• It is highly recommended to shadow a practicing audiologist(s) in order to be familiar with the role of the audiologist as a member of the healthcare team.

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

**International Students and Practitioners**

For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org

**English Language Proficiency**

Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.

**Immunization, Background Check and Compliance Requirements**

Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients at Salus-owned clinics. Please contact the Office of Student Affairs for the most up-to-date requirements for a specific program.

**Notification of Acceptance**

An applicant may be notified of his or her acceptance as early as October, prior to the desired year of enrollment. 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 along with a $250 deposit within 14 days of the date of the acceptance letter.
- The balance of $750 for the matriculation fee is due April 15.
- All monies received above are non-refundable and will be applied toward first term fees.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High-speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High speed internet access
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 2017-2018**

Doctor of Audiology On-Campus program: $34,240

*(Note: Annual tuition reduction is available to all students in the on-campus AuD program through scholarships that range from a minimum of $5,000 to $8,000).*

Activity fee: $435. Activity fees are charged at the beginning of the first semester and include professional membership.

Laboratory fee: $70. Laboratory fees are charged each semester from fall of the first year through fall of the third year.

Technology fee: $135. Technology fees are charged every semester.

Background check fee: $75 for incoming students; $60 for returning students. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years. Compliance/background check/immunization requirements are required in order to participate in clinical experiences and interact with patients.

*Please note:* Students will be responsible for supplemental fees charged by outside companies who provide services necessary to complete compliance/background check/immunization requirements. Additional fees will be determined by a student's enrolled program of studies and country of residence.

Commencement fee: $225. The commencement fee 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. All fees shown here are subject to change.

**Books and Instruments**

First-year Audiology students can expect to spend approximately $1,000 for their 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.
Living Expenses

In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. The University provides a comprehensive healthcare 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 generally in the Philadelphia metropolitan statistical area and students are responsible for their own transportation to and from clerkship sites. Generally, the fourth-year externship is not in the Philadelphia region and students are responsible for their own relocation to the externship site community, daily transportation to and from the externship site, and housing during the externship experience.

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, 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 $12.50 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 financialaid@salus.edu.
DOCTOR OF AUDIOLOGY (AUD) ON-CAMPUS PROGRAM CURRICULUM

THE NINE LEARNING MODULES

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<td>Module 9</td>
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**MODULE 1: Molecular and Cellular Processes**

This module introduces the student to a variety of fundamental cellular mechanisms that govern cellular and tissue systems. The module is divided into several topics: introduction to cells, biochemistry, cells and tissues (histology, physiology), genetics, and cellular and body defense systems (immunology, pathology) with separate sequences in rhinolaryngology and microbiology. These sections include some limited examples of regulatory breakdown and clinical correlates. Microbiology is discussed so that audiology students are familiar with microbial agents as inducers of challenges to the basic body defense systems and an introduction to rhinolaryngology is included with specific discussions of the various infectious conditions associated with this system. Ultimately, the goal is to provide the student with sufficient understanding of normal cellular and tissue organization and function so as to facilitate recognition of abnormal tissue structure and function. This then provides a conceptual framework for diagnosis and management of the patient.

*Module 1 includes the following first year courses: Molecular and Cellular Processes 1 and 2. Part 1 of Molecular and Cellular Processes (fall term) focuses on normal cellular processes and Part 2 of Molecular and Cellular Processes (spring term) focuses on pathophysiology at a cellular level.*

**MODULE 2: Integrative Organ Systems and Disease**

This module continues the integrated approach of anatomy, histology, physiology and pathology at the systemic level by looking at specific organ systems. The module will primarily emphasize the cardiovascular, respiratory, renal and endocrine systems. There will be a limited emphasis on the gastro-intestinal system and the integument systems. The module is designed to facilitate the
later integration of normal function and pathological changes in specific organ systems with normal and abnormal conditions as they may impact the auditory and vestibular systems. This module includes an integrated approach of pharmacology at the systemic level by emphasizing the role of pharmacological agents in the management of systemic conditions, and their possible impact on the auditory and vestibular systems, especially that of ototoxic drugs. The presentation of normal and abnormal hearing and balance conditions will occur in the second year.

Module 2 includes the following second year courses: Integrated Organ Systems 1 and 2 and Pharmacology.

MODULE 3: Integrative Auditory and Systemic Disease

The focus is the structural and functional aspects of the auditory system from the outer ear to the inner ear, including the temporal bone. The module presents the development, anatomy, histology, physiology and biochemistry of the auditory system, relating structure to function.

Module 3 includes the following first year courses: Auditory Biology 1 and 2.

MODULE 4: Integrative Neuro-Auditory Sciences

Human anatomy of the head and neck forms the foundation for future courses. It emphasizes anatomical relationships which support clinical application, including an emphasis on auditory and vestibular anatomy and related function. The peripheral nervous system, imaging, and the relationship of the head and neck to organ systems are important parts of the course.

Module 4 includes the following first year courses: Head and Neck Anatomy; Neurosciences.

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; Aging and Management of the Geriatric Patient; Audiometric Principles 1 and 2; Auditory Rehabilitation; Auditory Evoked Responses 1,2 and 3; Auditory Processing Disorders; Calibration; Cerumen Management; Cochlear and Brainstem Implants; Educational Audiology; Hearing Conservation and Industrial Audiology; Hearing Technologies 1, 2 and 3;
MODULE 6: Principles and Practice of Audiologic Medicine

Prepares audiology students with the skills, experiences and values necessary for responsible delivery of hearing health care. The clinical skills sequence includes laboratory instruction in diagnosis, evaluation and treatment of hearing and balance disorders. Students are exposed to the theoretical and basic aspects of audiology in Module 5 and practice the clinical aspects of these principles in Module 6. Students master the cognitive, motor, interpersonal and problem-solving skills necessary to prevent, diagnose, treat and manage patient problems within the scope of audiologic practice. Some Module 6 courses use simulated patient interactions with standardized patient scenarios.

Module 6 includes the following first and second third year Clinical Skills courses: Audiometric Principles Lab 1 and 2; Auditory Evoked Responses Lab; Hearing Technologies lab 1, 2 and 3; Pediatric Audiologic Assessment Lab; Vestibular and Balance Evaluation Lab. All of the clinical skills laboratory courses include a clinical credentialing examination.

Module 7

Begins the first year and presents case discussions, exercises and group discussions aimed at facilitating students as they reason their way through clinical problems. The first year program is critical 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 Practice). The Clinical Problem Solving (CPS) sequence involves students in problem-based learning (PBL) exercises in a small-team format.

Module 7 includes the first and second year courses Clinical Problem Solving (CPS) 1, 2, 3 & 4; Evidence-Based Practice (EBP); and the third year courses Audiology Grand Rounds; Audiological Applications; Introduction to Clinical Research.

Module 8

Clinical placements at the Pennsylvania Ear Institute on the Elkins Park campus (Professional Practice 1-5) and in Philadelphia and nearby area audiology clinics (Professional Practice 5-8) provide opportunities for students to further develop and apply their clinical skills. This includes active observation of audiologic
practice on-and off-campus, including assignments to community-based screening events.

Module 8 includes the following first year courses: Professional Practice (PP)1 and 2; second year courses: PP3, PP4 and PP5; third year courses PP6, PP7 and PP8; and fourth year courses: Clinical Externship 1 – 4.

MODULE 9: Strategies for Personal and Professional Development

This building block module prepares students for the expectations and challenges of the future. The sequence begins in the first year, focusing on the ethical, professional values, trends, and challenges within the profession and the changing healthcare system.

Module 9 includes the following first year courses: Personal and Professional Development (PPD) 1 and 2; second year courses: PPD 3, 4 and 5; and third year courses PPD 6 and Audiology Practice Management 1 and 2.
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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<th>Number</th>
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OCA-AUD-7130-AA  Molecular and Cellular Processes 1  
Integrates the fundamental anatomical, biochemical, histological and physiological processes of cells, beginning with stem cells and genetics.

OCA-AUD-7131-AA  Molecular and Cellular Processes 2  
This is part 2 of the foundations courses offered in fall term. This course covers through elements of normal and abnormal cellular processes using specific representation cells, ending with immunology, genetics and molecular biology.

OCA-AUD-7201-AB  Pharmacology  
Basic concepts and terminology of pharmacology will be explored, including pharmacokinetics, pharmacodynamics and ototoxic drugs. Medications that may contribute to or treat audiologic and vestibular diagnoses will be discussed. Legislation and regulatory issues related to drug clinical trials and the Food and Drug Administration (FDA) will be reviewed.

OCA-AUD-7230-AA  Integrated Organ Systems 1  
Covers integrated approach of anatomy, histology, physiology and pathology at the systemic level by looking at the specific organ systems. Introduces the student to diagnostic laboratory testing. This segment covers the cardiovascular, renal and respiratory organ systems. This also includes infection control and Universal Precautions in the general clinical context.

OCA-AUD-7231-AA  Integrated Organ Systems 2  
Continues the integrated approach of anatomy, histology, physiology and pathology at the systemic level by looking at the specific organ systems. This segment covers the endocrine, GI and integument organ systems. The presentation of the materials leads the student to an appreciation of how the disciplines interact in establishing a diagnosis and a management plan for the patient as a whole.

OCA-AUD-7330-AA  Auditory Biology 1  
Anatomy and physiology of the normal peripheral and central auditory system.

OCA-AUD-7331-AA  Auditory Biology 2  
Pathophysiology of the peripheral auditory system, with implications for central auditory system plasticity.

OCA-AUD-7400-AA  Head and Neck Anatomy  
The study of structures is used to discuss functional human gross anatomy of the head and neck. This course emphasizes anatomical relationships that support clinical application, including imaging and the relationship of the head and neck to organ systems.
**OCA-AUD-7401-AA** Neurosciences
The course deals with the structure and function of the nervous system. This is applied to the understanding of neuropathology later in the course. The course forms the foundation for understanding the impact of neurological disease on the auditory and vestibular system.

**OCA-AUD-7501-AA** Cerumen Management
In-depth anatomy and physiology of the external auditory meatus and tympanic membrane. Techniques utilizing instrumentation and equipment will be used for effective removal of cerumen and prevention and treatment of complications that may arise in specific populations. Related professional topics such as infection control, reimbursement, and professional liability.

**OCA-AUD-7503-AB** 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. The collaborative roles of the audiologist and the speech-language pathologist in the evaluation and treatment of speech-language disorders are overviewed.

**OCA-AUD-7505-AA** Auditory Processing Disorders
Diagnosis, evaluation and treatment of auditory processing disorders. Emphasis is placed on behavioral tests of auditory processing. Profiles of auditory processing deficits will be discussed and related to site of lesion. Students will obtain experience in administering and interpreting auditory processing tests and developing management plans.

**OCA-AUD-7514-AB** Hearing Conservation and Industrial Audiology
Introduction to the basic principles of sound and its measurement. Topics include Damage Risk Criteria and its application to noise-induced hearing loss components of hearing conservation programs in a variety of settings, and evaluation of program effectiveness in the prevention of hearing loss. On course completion, students will be eligible to obtain certification from the Council for Accreditation in Occupational Hearing Conservation (CAOHC).

**OCA-AUD-7515-AA** Management of Tinnitus and Hyperacusis
Neuroscientific basis of tinnitus and hyperacusis. Methods for the evaluation and treatment of tinnitus and hyperacusis, including hearing aids/cochlear implants, sound therapies, counseling, and rapidly emerging alternatives.

**OCA-AUD-7517-AA** Instrumentation
An introduction to the technology and instrumentation used in the assessment of hearing, with both lecture and lab components. Covered topics include electricity, analog and digital electronics, transducers (microphones & loudspeakers), sound stimuli, audiometers and audiometric test enclosures, and tympanometers.
Reliable hearing assessment depends on the accurate specification and delivery of sound stimuli. This requires at least annual equipment calibration to standards set forth by the American National Standards Institute (ANSI). We will learn about and use precision sound level meters to calibrate audiometers during lab exercises, and discuss the calibration of other audiometric instruments.

Otoacoustic Emissions
A comprehensive look at the theoretical basis and clinical utility of spontaneous, transient-evoked, and distortion-product otoacoustic emissions (OAEs), including a laboratory component for measuring and analyzing these important, non-invasive windows into outer hair cell and middle ear function.

Medical Co-Management of Auditory Diseases
Focuses on the diagnosis and follow-up of medically related disorders of hearing, including genetic syndromes, infectious diseases and chronic disorders. This course will be team taught by an otologist and an audiologist.

Acoustics and Acoustic Phonetics
Information is covered on the principles of sound, its measurement and the acoustic parameters of sound and perception of speech.

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

Audiometric Principles 1
Evaluation of the auditory mechanisms from otoscopy through theories of comprehensive audiometric testing leading up to sites-of-lesion.

Audiometric Principles 2
This course is a continuation of the audiometric principles course sequence. Evaluation of the auditory mechanism including theory for site of lesion testing necessary to determine differential diagnosis of auditory pathologies.

Vestibular and Balance Evaluation 1
Anatomy and physiology of the vestibular mechanism, with emphasis on the disorders that can influence the balance system. Experience in determining which diagnostic tools may be appropriate for patients with balance disorders. Conduct and interpret the basic case history, bedside evaluations, and ENG/VNG test battery.
OCA-AUD-7541-AA Vestibular and Balance Evaluation 2
Advanced diagnostic vestibular techniques and functional balance assessment with emphasis on rotational chair, evoked potentials, and computerized dynamic posturography. Integration and synthesis of various tests as well as case studies to further clinical knowledge.

OCA-AUD-7542-AA Vestibular Rehabilitation
Identification and administration of selected treatment options for a variety of vestibular disorders.

OCA-AUD-7552-AA Hearing Technologies 1
The three-course sequence of Hearing Technologies covers the theoretical and applied technologies in hearing instruments and current protocols in the use of amplification systems as part of treatment plans for persons with hearing impairment. Emphasis in HT1 is on the elements of the basic hearing aid fitting, including hearing aid components, hearing aid systems, aid-to-ear-canal coupling systems, amplitude compression systems, hearing aid prescriptions, and the evidence base for use amplification to improve the quality of life for patients.

OCA-AUD-7553-AA Hearing Technologies 2
This course (HT2) continues the Hearing Technologies sequence. Emphasis is on ANSI standards for the assessment of hearing aid performance using test box measures, real ear/probe microphone measures, and the real-ear-to-coupler difference. The course focused is on the electroacoustic protocols for verification of prescriptive hearing instrument fittings. The course continues with the evidence base for use of recommended technologies and protocols to improve the quality of life for patients.

OCA-AUD-7554-AA Hearing Technologies 3
In HT3, the theoretical and clinical aspects of advanced signal processing schemes and verification procedures are taught. Focus is placed on advanced hearing aid and wireless technology including frequency lowering, connectivity options, and open fittings. The selection and fitting of amplification for special conditions (e.g., conductive and unilateral hearing loss) and special populations (e.g. pediatric and geriatric) will be reviewed. Current technologies as well as future technologies will be discussed. Surgical alternatives to hearing aids and cochlear implants will be discussed, including bone-anchored hearing aids and active middle ear implants. Criteria for patient candidacy and fitting protocols for implantable devices will be addressed.

OCA-AUD-7555-AA Cochlear and Brainstem Implants
Covers a variety of auditory prosthetic devices with emphasis on cochlear implant technology. History, pediatric and adult candidacy, signal processing strategies and fitting protocols will be explored in detail.

OCA-AUD-7562-AA Auditory Evoked Responses 1
This course focuses on the ‘early’ auditory evoked responses (AERs), generated by the cochlea (cochlear microphonic, summating potential, compound action potential) and the auditory brainstem (ABR). Technical aspects of the recordings and their clinical applications are stressed in equal measure.
OCA-AUD-7563-AA  Auditory Evoked Responses 2
Further study of electrodiagnostic testing including, but not limited to, Auditory Steady-State Response (ASSR), Cochlear Hydrops Analysis Masking Procedure (CHAMP), Vestibular Evoked Myogenic Potential (VEMP) and suppression Otoacoustic Emissions (OAE).

OCA-AUD-7564-AA  Auditory Evoked Responses 3: Evaluating Auditory Processing
Study of middle and late latency potentials used in diagnosing auditory processing disorders in children and adults. Tests include, but are not limited to, Middle Latency Responses (MLR), Late Latency Responses (LLR), Event Related Potentials (P300) and speech-evoked event-related potentials.

OCA-AUD-7565-AA  Intraoperative Neurophysiologic Monitoring
Application of neurophysiological testing in the intraoperative setting. Includes measurement of somatosensory evoked potentials, motor evoked potentials, brainstem auditory evoked potentials, electromyography and electroencephalogy.

OCA-AUD-7570-AB  Pediatric Audiologic Assessment
This course will help students understand the development of the human auditory system, genetic causes of hearing loss, universal newborn hearing screening, early hearing detection and identification programs, components of a pediatric case history, behavioral and physiological assessment.

OCA-AUD-7571-AB  Pediatric Intervention and Management
This course will help prepare students to address the unique audiological needs of children with hearing impairment. The focus of the course is the support of children with hearing impairment and their families, from diagnosis through intervention. Topics will include hearing aids, remote microphone technology, assistive listening devices, supporting development and transitioning into educational programs.

OCA-AUD-7572-AA  Educational Audiology
This course will help students understand the educational audiologist’s role within the school setting, classroom acoustics, effects of hearing loss on development and learning, hearing conservation and legal foundations of educational audiology.

OCA-AUD-7580-AA  Patient Centered Clinical Interviewing
Issues related to the professional relationship between doctors of audiology and patients in the clinical practice 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.

OCA-AUD-7581-AA  Psychosocial Aspects of Hearing Impairment
Psychosocial aspects of hearing loss will be addressed. Untreated hearing loss can lead to psychological and social difficulties. Successful treatment for hearing loss can lead to a reduction in the psychosocial impact and improvement in quality of life. The differences in effects of hearing loss and hearing loss treatment for individuals on psychological and social problems will be covered.
OCA-AUD-7582-AA  Auditory Rehabilitation
Outcome measurements used to assess the effectiveness of adult audiologic rehabilitation programs will be addressed. Case study approach will be used to develop, implement and evaluate adult audiologic rehabilitation programs.

OCA-AUD-7583-AA  Aging and Management of Geriatric Patient
Bio-psychosocial 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.

OCA-AUD-7701-AB  Evidence Based Practice (EBP)
Using a combination of onsite and online instruction, EBP tools are defined and strategies are explored as to the application of these tools in clinical decision making.

OCA-AUD-7730-AA  Clinical Problem Solving 1
First course in the four-course CPS series. Students build clinical reasoning skills through a problem-based learning approach and develop the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

OCA-AUD-7731-AA  Clinical Problem Solving 2
Students continue to build clinical reasoning skills through a problem-based learning approach and increase the ability to acquire, interpret, synthesize and record significant clinical decision making information to diagnose and treat hearing and balance disorders.

OCA-AUD-7732-AA  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.

OCA-AUD-7733-AA  Clinical Problem Solving 4
This final course in the CPS sequence focuses on advanced case studies with emphasis on integrative skills and the refinement of clinical decision making abilities. Activities include student development of a model CPS case using a team-based approach.

OCA-AUD-7740-AA  Introduction to Clinical Research
Introduction to the research environment and research methods used in the health sciences and audiology. Overview of key statistical analyses used in descriptive and experimental research. Students will attain the skills necessary to be consumers and producers of audiology research.
OCA-AUD-7750-AA  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, diagnostic testing results and treatment effects) to other audiology students and faculty incorporating various clinical practices and evaluation and treatment protocols.

OCA-AUD-7760-AA  Audiological Applications
Audiological Applications deals with understanding of foundational knowledge and its clinical application. Each year, during the fall of their third year, the students will be surveyed for topics of difficulty in their curriculum and this course will address those needs and any new areas of advancement in the field of audiology.

OCA-AUD-7932-AA  Personal and Professional Development 1
This building block module teaches students behaviors supporting success in a professional school environment. Focus will be on time management, prereading, reading and note-making, reviewing and self-testing, concentration, test-taking strategies, and overcoming test anxiety.

OCA-AUD-7933-AA  Personal and Professional Development 2
This building block module teaches students behaviors supporting success in professional and personal life. Focus will be on principles of personal vision, principles of personal leadership, principles of personal management, principles of interpersonal leadership, principles of empathetic communications, principles of creative cooperation, and principles of balanced self-renewal.

OCA-AUD-7934-AA  Personal and Professional Development 3
This building block module teaches students behaviors supporting success in professional and personal life. Focus will be on principles of personal vision, principles of personal leadership, principles of personal management, principles of interpersonal leadership, principles of empathetic communications, principles of creative cooperation, and principles of balanced self-renewal.

OCA-AUD-7935-AA  Personal and Professional Development 4
This building block module teaches students personal awareness for the purpose of developing interpersonal communications skills supporting interprofessional education (IPE) and interprofessional practice (IPP).

OCA-AUD-7936-AA  Personal and Professional Development 5
This building block module prepares students for the expectations and challenges of the future, including career planning, resume writing, and interviewing skills.
OCA-AUD-7937-AA  Personal and Professional Development 6
This building block module prepares students for the expectations and challenges of the future, including discussion of current issues in the profession of audiology including audiology scope-of-practice, audiology employment opportunities, state licensure requirements to practice audiology, professional certification options for audiologists, and current legislative issues which may impact the future of audiology.

OCA-AUD-7940-AA  Audiology Practice Management 1
This course is designed to provide a basic understanding of the business of audiology. Topics include finance, marketing and operations, and the foundations of business. The class culminates with the development of an audiology business plan that will assist the student in future practice management settings.

OCA-AUD-7941-AA  Audiology Practice Management 2
This course will consist of further discussion of the business of audiology by introducing human resource principles, coding, insurance, reimbursement and audiology practice development. Students will be expected to utilize their business plan from Audiology Practice Management 1 to develop a practice management manual.

OCA-AUD-8670-AA  Clinical Skills: Pediatric Audiologic Assessment
Students receive hands-on experience in the assessment of hearing in the pediatric patient population including case history, otoscopy, immittance measures, otoacoustic emissions and behavioral assessment using visual reinforcement and conditioned play audiometric techniques. Course culminates in a credentialing exam to verify the student’s abilities.

OCA-AUD-8662-AA  Clinical Skills: Auditory Evoked Responses
Laboratory training in the recording and analysis of auditory brainstem responses (ABRs), to put into practice knowledge acquired in the lecture component (Auditory Evoked Responses 1). The course culminates in a credentialing examination to verify the student’s abilities.

OCA-AUD-8630-AB  Clinical Skills: Audiometric Principles 1
This course series provides the opportunity for students to develop clinical skills through supervised labs. Students are expected to demonstrate growth of clinical skills throughout the term during scheduled lab activities. Students are expected to continue independently practicing those skills learned in an effort to successfully complete the credentialing examination that will be given at the end of the term.

OCA-AUD-8631-AB  Clinical Skills: Audiometric Principles 2
This course is a continuation of the clinical skills sequence in audimetric principles. These learning experiences culminate in another credentialing exam to verify competence or competency in foundational clinical skills.
OCA-AUD-8642-AA   Clinical Skills: Hearing Technologies 1
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Hearing Technologies classes. Lab includes information and activities on the hearing aid evaluation and selection process, hearing aid checks, repairs and modifications, culminating in a credentialing examination to verify the student’s abilities.

OCA-AUD-8643-AA   Clinical Skills: Hearing Technologies 2
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Hearing Technologies classes. Lab includes information and activities on hearing aid fitting, verification and validation techniques, as well as hearing aid adjustments using various hearing aid manufacturers, culminating in a credentialing examination to verify the student’s abilities.

OCA-AUD-8644-AA   Clinical Skills: Hearing Technologies 3
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Hearing Technologies classes. Lab includes information and activities related to assistive listening devices, personal sound amplification devices, “hearables,” and other non-traditional amplification options. Students will learn verification and validation techniques for FM systems and other wireless hearing instruments accessories, culminating in a credentialing examination to verify the student’s abilities.

OCA-AUD-8851-AA   Professional Practice 1
Audiologic clinical skills development through a combination of observation and participation in direct faculty supervised patient care performed at the Pennsylvania Ear Institute. Students will be expected to be active observers by interacting with the patient and engaging in problem-solving to assist in the formation of the diagnosis of hearing and balance problems.

OCA-AUD-8852-AA   Professional Practice 2
Audiologic clinical skills development through a combination of observation and participation in direct faculty supervised patient care performed at the Pennsylvania Ear Institute. Students are expected to continue to develop new clinical skills and integrate the information developed through didactic preparation.

OCA-AUD-8853-AA   Professional Practice 3
Direct faculty supervised 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 aids.
OCA-AUD-8854-AA    Professional Practice 4
Direct faculty supervised 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 and exposure to vestibular and balance testing, which may include VNG/ENG, CDP and/or Rotary Chair when diagnostically appropriate.

OCA-AUD-8855-AA    Professional Practice 5
Co-managed patient care with faculty preceptors at Pennsylvania Ear Institute and/or off-campus clerkship rotations within commuting distance of the campus. Emphasis on continued refinement of skills in case history taking, subjective and objective diagnostic tests, and rehabilitation including hearing aid assessment and fitting. When the opportunity presents student will be exposed to vestibular and balance testing, which may include VNG/ENG, CDP and/or Rotary Chair depending on clinical site.

OCA-AUD-8856-AA    Professional Practice 6
Clerkship experience is expanded to off-campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient demographics and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8857-AA    Professional Practice 7
Clerkship experience is expanded to off-campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient demographics and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8858-AA    Professional Practice 8
Clerkship experience is expanded to off campus regional locations to include experience in one of the following four environments: private practice, hospital, pediatric, or medical offices (ENT/otologist/neuro-otologist). Off campus rotations allow for student clinicians to experience a rich variety of patient demographics and scope of practice. Consideration of rotation site in an adjacent state will be considered on an individual student basis.

OCA-AUD-8860-AA    Clinical Externship
Beginning of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest when available.
OCA-AUD-8861-AA  Clinical Externship
Continuation of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired when available.

OCA-AUD-8862-AA  Clinical Externship
Continuation of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired when available.

OCA-AUD-8863-AA  Clinical Externship
Conclusion of the full-time fourth year clinical externship. Opportunity for national site placement. Intent is to offer student clinician the means to focus full time on fine tuning clinic skills in a variety of settings and to focus on areas of interest as desired when available.
DOCTOR OF AUDIOLOGY (AuD) DEGREE ONLINE BRIDGE PROGRAM

This online, distance education degree bridge program is designed for mid-career audiologists who will bring the value of practical experience to their program of study. The program’s objective is to enhance each student’s breadth of knowledge in current trends and recent advances in hearing science, diagnostic and rehabilitative technologies and the profession of audiology.

With an emphasis on evidence-based practice in each area, our curriculum offers students the opportunity to advance their knowledge in the core areas of neurosciences, clinical sciences, rehabilitation sciences, public health and professional issues. The core philosophy of this curriculum is based on meeting the needs of practicing audiologists so that students can apply what they learn directly to their work/practice/research.

The distance education AuD degree program curriculum has more than 30 courses. Of these courses, 28 web-based didactic courses are mandatory. Students then choose at least two of the multiple hands-on workshops to be offered either on-campus in Elkins Park, PA or arranged to coincide with various national and/or international audiology conferences.

Our faculty bring a depth of knowledge and vision to their classes and are focused on the success of their students. They have been instrumental in the advancement of today’s profession of audiology and are committed to the education of tomorrow’s leaders.

All distance education didactic courses are offered online 24-hours a day, seven days a week anywhere an internet connection is available.

ADMISSIONS

Criteria

The Osborne College of Audiology accepts applications to the International Doctor of Audiology Degree Online Bridge program through the MySalus portal.

The intended program start date of the International AuD-Bridge degree program is August (fall term) of each year. Applications are accepted on a rolling basis. The Admissions Committee review and selection begins after applicants have sent all the necessary documents to the Office of Admissions. To receive priority consideration, applicants are encouraged to apply early and to complete the application requirements as soon as possible. Please note: Each new cohort will begin once a year every August, because of this, the entire application process may occur over a six month period.
In order to be considered for admission into the Doctor of Audiology Degree Online Bridge program, applicants must:

- Submit an online application, along with the non-refundable application fee of $100 (USD), to the University.
- Curriculum vitae or resume of work experience, along with a copy of license, registration, or the equivalent to practice audiology in your country of residence.
- Complete a Personal Goal Statement detailing your professional background, specific area of interest, reasons for choosing Salus University Osborne College of Audiology, and your post-AuD career plans. Additionally, please address the following three questions within your response:
  - Are you currently working as an audiologist? If so, where and in what capacity? If not, what is motivating you to pursue the International AuD-Bridge degree program?
  - What are your professional goals?
  - How do you see this AuD degree as advancing your professional goals?
- Official transcript of master’s degree or medical degree in Audiology, or an equivalent, to be sent directly from the degree granting institution to Salus University Office of Admissions. Official transcripts must be submitted directly to the Salus University Office of Admissions from each institution, not to the student. **A transcript marked “issued to student” is not acceptable, even when delivered in a sealed envelope.**
  - An international student whose degree was completed outside of the U.S. will be required to submit a document-by-document 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 5087, Bowling Green Station, New York, NY 10274-5087, Phone 212-966-6311, [www.wes.org](http://www.wes.org)
- Official results from the TOEFL (or Academic IELTS) examination are required for all students for whom English is a second language (ESL). Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).
The TOEFL (or Academic IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission. A minimum total score of 65 (internet-based test) is required for admission to this program (minimum of 18 for the speaking section; minimum of 17 for the writing section; minimum of 15 for the listening section; and minimum 15 for the reading section). The deadline for taking the test is the end of the first quarter.

- Demonstration of one (1) year clinical fellowship and two (2) years of clinical experience in audiology, or minimum of three (3) years clinical experience in audiology.

- Arrange for two (2) letters of evaluation to be submitted on your behalf. When completing the online application, applicants must supply the name and email address of two people who are not related to the applicant and who will provide the University with a reference. References will be contacted by the Salus University Office of Admissions and provided with an evaluation form. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

- The Admissions Committee recommends that applicants take the ETS PRAXIS exam in Audiology (Test code number 0341-Audiology). The results of this exam will be used solely as a diagnostic tool to help us create an individualized program of study and will not be used as a criterion for admission into the program. The test should be taken as soon as possible after the application is submitted. You may contact the Director of Distance Education by email at gsundar@salus.edu for further guidance on taking the PRAXIS exam.

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 on a rolling admissions basis. Upon receipt of acceptance, an applicant is required to complete the Matriculation Supplement form in order to reserve a seat in the program.

For non-degree student status:

Please complete the form found at the MySalus portal and submit. This form is appropriate for the applicant who may desire to take one or more of the courses offered in this program, but is not fully enrolling in one the International Doctor of Audiology Degree Online Bridge program.
FINANCIAL INFORMATION

Tuition 2017-2018

Tuition for this program is $400 per semester credit, with a degree requirement of 45 semester credits. All six-week didactic courses are 1.5 academic credits. All four-day workshops are 1.5 academic credits. Students may register for up to two courses per session, or four courses per quarter. (Note: each academic quarter has two, six-week academic sessions.) Tuition payment is due quarterly, after registration is completed and before the start of classes.

Fees

**Technology fee** is $135 per quarter. The University technology fee payment for each quarter is due after registration has been completed, and must be paid before the start of classes. (Note: the calendar year has four academic quarters and each quarter has two, six-week academic sessions. University technology fees for this program are paid four times per year.)

**Commencement fee:** The commencement fee is $225. This fee is payable in the first semester of the year in which the student graduates.
Technical Requirements

For a student to be successful in the Salus University Osborne College of Audiology Distance Education Program, access to appropriate hardware and software are key elements of the learning environment. You will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, you will be expected to have access to and use the hardware and software described below.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis.

Hardware & Peripherals
You are required to have use of a computer system with the following specifications and components:

- 2 GHz processor or faster
- 8GB RAM or greater
- 160GB hard drive or larger
- High Speed internet wireless or wired
- 1024x768 resolution monitor or greater and supporting video card
- Sound card with speakers or headset
- Computer microphone (headset preferred)
- Webcam (HD)

Software/Applications
You are required to have use of the following operating systems and applications:

- Operating system:
  - Windows 7 or later
  - Mac OS 10.4 or later
- Productivity Software
  - Microsoft Office 365 2016 (Provided by Salus University) recommended
  - Instructions will be provided
- One of the following Internet browsers:
  - Mozilla Firefox – Latest Version (Recommended)
  - Google Chrome – Latest Version
- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (updated regularly)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High-speed internet access

**Computer Accessibility**
The Osborne College of Audiology Distance Education Program recommends the following options for computer accessibility in order to ensure that your computer's operating system is up-to-date with the most recent accessibility technology.
The operating systems on some computers already have some features that include these accessibility technologies:
- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition such as JAWS, Zoomtext

**Accessibility for Operating Systems**
Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the [Microsoft](#) or [Apple](#) website for information beyond the documents provided here.

**Note:** Due to the rapid rate of change in Information Technology, required hardware and software and technology skills are updated often.

Access, Excel, Internet Explorer, Microsoft, PowerPoint, Visio and Visual Studio are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. All other trademarks are the property of their respective owners in the United States and/or other countries.

**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 – with faculty, administration and the institution - will be through the student's Salus email address only, and not through a personal email address.
## CURRICULUM
### AuD Degree Bridge Program

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<tr>
<th>Number</th>
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**Total Semester Credits for International AuD Bridge Degree Program = 45**
COURSE DESCRIPTIONS

OCA-AUB-7000-AA  Auditory Neuropathy Spectrum Disorder (ANSD)
This course will discuss the fundamental principles involved in the diagnosis and management of auditory neuropathy spectrum disorder (ANSD) in the pediatric population.

OCA-AUB-7001-AA  Cochlear Implants and Other Implantable Devices
This course is designed to provide students with a clear understanding of the scientific principles and a review of advances in technology of cochlear implants (CI) and other implantable devices including the bone-anchored hearing aid (BAHA), active middle ear implants (AMEI) and auditory brainstem implant (ABI). This course will review history of cochlear implants, regulatory role of cochlear implants and other implantable devices and overview of components and function of these devices. Students will learn basics of electrical stimulation and signal processing strategies used in implantable devices, behavioral and objective assessment techniques, candidacy criteria and factors affecting outcomes, measurement tools for children and adults.

OCA-AUB-7002-AA  Advanced Auditory Biology 1: Peripheral and Central Auditory Mechanisms
This course provides a detailed description of the structure and function of the auditory system. The course covers basic mechanics and physiology of auditory detection and transduction at the level of the cochlea, as well as important aspects of central auditory processing.

OCA-AUB-7003-AA  Computer Applications and Instrumentation in Audiology
The initial part of this course introduces students to computers and the various intricate details on their operation. This will help the students obtain a better perspective on the application of computers in audiology. A brief review of the design and application of the core instruments in an audiology clinic (audiometer, admittance instruments, otoacoustic emissions analyzers, auditory evoked potential equipment and hearing aid/real ear analyzers) and the calibration of each will be covered.

OCA-AUB-7004-AA  Sound Transmission into the Cochlea
The course examines sound transmission in normal and abnormal ears. This includes sound transmission from the sound field to the entrance of the ear, transmission through the ear canal, conversion of the acoustic signal to mechanical vibrations at the eardrum, transmission of these vibrations through the middle ear to the cochlea and processing of these signals by the cochlea. The effect of hearing loss at each of these stages will be discussed. Concepts such as reflectance, admittance, group delay and resonance will be explained in terms relevant to audiology. After successful completion of this course, the student will have acquired a working knowledge of sound transmission from the sound field to the cochlea and the effects of hearing loss at each stage of the sound transmission path.
OCA-AUB-7005-AA  Evidence-based Audiology: Transitioning from Research to Clinic and Adoption of Best Practices in Audiology
Evidence-based practice is the use of current best evidence in making decisions about individual patients. It involves formulating a question, searching for information, appraisal of the literature, implementation and subsequent audit. This course is designed to provide students with the knowledge of evidence-based audiology, its principles, and how it is used in everyday clinical decision making in audiology.

OCA-AUB-7006-AA  Pediatric Audiology: Current Trends in Behavioral Assessment
This course reviews the fundamental principles in behavioral audiometric assessment of young children and patients with developmental delay/cognitive impairment. The cross-check principle, incorporating aspects of objective test measures with results of behavioral testing, will be used to help students develop clinical decision-making skills for pediatric patients with hearing loss. Clinical case examples will be provided as a tool to illustrate clinical practices. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful behavioral evaluation of hearing in children.

OCA-AUB-7007-AA  Genetics and Hearing Loss
Students will study the basic concepts of genetics and its relation to hearing loss. They also will learn about the hereditary syndromes and birth defects associated with hearing impairments. Additionally, they will gain knowledge about audiologic counseling and interpretation of genetic data.

OCA-AUB-7008-AA  Topics in Pediatric Amplification
This course is designed to provide students with an understanding of contemporary, evidence-based practice for the fitting of hearing aids for the pediatric population. After successful completion of this course, students should be able to use the skills/knowledge developed throughout this course to provide hearing aid services (entry-level competence) to children with hearing loss and their families.

OCA-AUB-7009-AA  Auditory Processing Disorders: Behavioral Issues
The general objective of this course is to provide students with an understanding of diagnostic procedures and management strategies for auditory processing disorders (APD). The emphasis will be on the neurobiological basis of APD, differential diagnosis, and management. After successful completion of this course, students should be able to use their skills and knowledge to develop auditory processing services to children and adults.

OCA-AUB-7010-AA  Early Hearing Detection in Infants (EHDI)
The course will address issues relating to risk factors for hearing loss, infant hearing screening protocols and construction of a program for Early Hearing Detection in Infants.
OCA-AUB-7011-AA  Otoacoustic Emissions
This course will discuss the fundamentals of Otoacoustic Emissions (OAEs) generation, recording and interpretation. The course will address the following specific topics: cochlear physiology, types of OAEs, OAE in clinical populations, recording techniques, interpretation, and inclusion in clinical protocols. Clinical cases will be provided to illustrate the role of OAE in hearing loss diagnosis. After successful completion of this course, the student should acquire a working knowledge to properly use and successfully interpret OAEs in clinical populations.

OCA-AUB-7012-AA  Auditory Evoked Potentials in Pediatric and Adult ABR
This course will focus on advances in the application of electrophysiological techniques in the measurement of auditory function. Recent advances in the assessment of hearing using auditory-evoked responses across all age ranges and various evoked potential measures will be discussed. After successful completion of this course, students will have learned both basic and applied techniques in the measurement and interpretation of the neurophysiological and electrophysiological methods that are currently used to assess auditory function in adults and children.

OCA-AUB-7013-AA  Auditory Processing Disorders: Electrophysiological Assessment
The general objective of this course is to provide students with an understanding of the electrophysiological basis for auditory processing disorders (APD). The emphasis will be on neurobiological, neurological, and neuro-maturational correlates to Auditory Processing Disorders.

OCA-AUB-7100-AA  Managing the Musician's Ear
This course will address the specific hearing loss prevention and intervention needs of musicians, as well as music consumers. Music as a desired signal balanced against injury risk will be vetted with respect to established tenets of hearing loss prevention programs.

OCA-AUB-7101-AA  Signals, Systems and Speech Perception
This course is designed to present the rehabilitative aspect of audiological care from a signals and systems perspective. It is intended to enrich the understanding of audiologists in the relevant principles of information theory, telecommunication, speech acoustics, speech perception theory and signals and systems engineering. It will illustrate how these principles operate routinely in the background of clinical treatment decisions for the mitigation of communication challenges that result from, or are worsened by, auditory pathologies.
OCA-AUB-7102-AA  Advanced Auditory Biology 2: Vestibular and Balance System
This course provides a detailed description of the structure and function of the vestibular system. The course will cover basic mechanics and physiology of angular and linear motion detection and transduction at the level of the peripheral vestibular system as well as important central vestibular pathways. The course will cover details of normal vestibular function as well as pathophysiology. The course will include consideration of the early development of the peripheral and central vestibular reflexes, as well as age-related adaptation mechanisms. These concepts will be linked to issues relating to various vestibular pathologies. In general, the basic science concepts will be related to clinical issues in the evaluation of the vestibular system, as a way of providing insight into underlying deficiencies, and thus providing insight into improved diagnosis and treatment.

OCA-AUB-7103-AA  Intraoperative Neurophysiologic Monitoring
This course will review principles and application of brainstem-evoked potentials, somatosensory-evoked potentials, motor-evoked potentials, electromyography and electroencephalography in intraoperative conditions

OCA-AUB-7104-AA  Assessment and Rehabilitation of Vestibular and Balance System
The purpose of this course is to gain knowledge regarding vestibular and balance assessment techniques and treatment options for a variety of vestibular and balance disorders

OCA-AUB-7105-AA  Tinnitus and Hyperacusis
This course will address tinnitus and hyperacusis, including psychological and physiological models, symptoms, diagnostic methods and treatment options. This course will facilitate the ability to offer tinnitus and hyperacusis management in a clinical practice.

OCA-AUD-7106-AA  Amplification 1: Signal Processing Strategies in Digital Hearing Aids
This course will discuss several signal processing strategies commonly used in modern hearing aids. The specific topics to be addressed include: compression/expansion, directionality, noise reduction, feedback cancellation, frequency translation, and wireless technology. Within each topic, students will learn the fundamental principles underlying the strategy, various approaches to obtaining a common objective, benefits and weaknesses of the technology, and methods for assessing efficacy and effectiveness. The course will involve lectures, problem-solving cases (with discussion), and literature review. After successful completion, students should feel comfortable in prescribing, fitting, evaluating and troubleshooting the signal processing strategies covered in this course.
OCA-AUB-7107-AA  Amplification 2: Assessment, Selection and Outcome Measures in Hearing Aid Fittings
This course will focus on all aspects of the selection and fitting of amplification. Candidacy, pre-fitting measures, real-ear measures, speech testing, and outcome measures will be addressed. Particular focus will be placed on matching patient characteristics and needs with appropriate technology. Best practice guidelines will be reviewed. After completion of this course, students should be able to identify patient specific characteristics that are critical in the fitting process, efficiently identify solutions, and conduct verification and outcome measures to ensure that maximal benefit is obtained by the patient.

OCA-AUB-7108-AA  Psychoacoustics and Audiological Correlates
This course will discuss behavioral measures of auditory function and how they may be affected by hearing impairments. It will address methodology, indices of spectral, temporal and binaural processing, and how these processes relate to the perception of complex stimuli. After successful completion of this course, the student should acquire a working knowledge of the supra-threshold auditory processes that impact hearing function in normal hearing listeners and those with hearing impairments.

OCA-AUB-7109-AA  Cognition, Speech Perception and Sensorineural Hearing Loss in Adults: Implications for Amplification
This course will examine the nature of how we understand speech, especially in complex, challenging listening environments. We will draw from the field of ecological acoustics and Gestalt psychology. We will look at the effects of sensori-neural hearing loss (SNHL) from the perspective of how it disrupts the normal organizational processes involved in speech understanding. In addition, we will examine the effects of normal aging on cognitive function, with an eye towards the combined effects of SNHL and cognitive changes. Hearing aid technologies will be reviewed within the context of how they can support normal cognitive organizational processes. Finally, the role of non-technology rehabilitation will be studied.

OCA-AUB-7110-AA  Auditory Rehabilitation
This course focuses on advances in audiologic rehabilitation as they relate to children and adults with hearing loss. We will explore the role of aural rehabilitation in audiologic practice and consider the effect that psychosocial and cultural factors have on the patients with whom we work. Current rehabilitation strategies and techniques used for children and adults will be discussed along with outcome measures that are available to help audiologists assess their patients’ success and function. Advances in hearing assistance technology will be reviewed and discussed with regard to incorporating such technology into audiologic practice.
OCA-AUB-7111-AA    School-Based Audiology
This course will discuss the unique aspects of audiology that apply to school-based audiology services. Topics include demographic and educational characteristics of children with hearing loss, management of hearing identification and hearing loss prevention programs, classroom listening and assessment beyond the sound booth, classroom acoustics, hearing assistive technology, current issues in deaf education, regulations and case law, IFSP/IEP/504 Plans, self-advocacy and transition from school to work, and school program management considerations. A problem-based learning approach will be used to illustrate issues and to develop potential solutions. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful implementation of a school-based audiology program.

OCA-AUB-7112-AA    Pharmacology and Ototoxicity
This course will provide a survey of the general principles of pharmacology and the application of these principles to patient care situations. Evidence-based practice is woven through the above areas where available and appropriate. This course will cover an introduction to pharmacology and receptors, pharmacokinetic and pharmacodynamics basic principles, processes of drug development and a description of governing bodies for pharmaceutical agents. The course will also include information on the mechanisms of action behind known/suspected ototoxic agents.

OCA-AUB-7113-AA    Green Audiology: Acoustics and Noise Measurement
This course will address the hazards of noise and risks from noise exposure on hearing in all age groups. Students will learn noise measurement techniques, screening programs to identify and prevent noise-induced hearing loss, noise abatement strategies in workplace as well as in various social spaces and regulatory requirements relating to occupational hearing loss.

OCA-AUB-8000-AA    WORKSHOP: Electrophysiology in Audiology
This four-day workshop will address the theoretical concepts of electrophysiological testing in audiology and provide training in the advanced assessment techniques to include otoacoustic emissions (OAE), middle latency response (MLR) and 40 Hz responses, late potentials including N1-P2, P300 and MMN, cognitive-evoked potentials in speech and language disorders and electrocochleography (ECoG).

OCA-AUB-8001-AA    WORKSHOP: Auditory Processing Disorders (APD)
This four-day workshop will combine didactic and hands-on training on the foundations of neuroscience of auditory processing and auditory processing disorders (APD), auditory plasticity and relevance to auditory processing, digital dissection of central auditory nervous system (CANS), keys to assessment and practical implications in the management of children with APD.
OCA-AUB-8100-AA  **WORKSHOP: Hearing Aid Technologies**
This four-day workshop is designed to provide audiologists a didactic and hands-on experience in contemporary hearing aid techniques in the selection, verification and validation of hearing aid fitting as well as practical considerations relating to BAHA. Technological advances in hearing aids will be addressed with specific emphasis on evidence-based techniques.

OCA-AUB-8101-AA  **WORKSHOP: Vestibular and Balance Disorders: Assessment and Rehabilitation**
This four-day workshop is designed to provide audiologists a didactic and hands-on immersion experience in the assessment, diagnosis and management of all different types of vestibular and balance disorders.

OCA-AUB-8102-AA  **WORKSHOP: Diagnosis and Management of the External Ear**
This four-day workshop will address the properties of sound transmission to the tympanic membrane and its relevance to hearing aid fitting, ear canal management techniques, medical issues relating to the outer ear canal and the audiologists’ role and scope of practice with respect to ear canal management. The course will culminate in a one-day hands-on workshop in cerumen management.

OCA-AUB-8103-AA  **WORKSHOP: Hearing Conservation**
This four-day workshop is designed to provide audiologists with practical tools and techniques to measure noise and review various hearing protection devices. Audiologists will be guided on best practices in hearing conservation and training will be provided towards becoming an Occupational Hearing Conservationist.

OCA-AUB-8104-AA  **WORKSHOP: Cochlear Implants and other Implantable Devices**
This advanced workshop will cover various theoretical and practical topics related to objective diagnosis of hearing loss in infants and young children and management of the hearing loss with cochlear implants. Topics covered in the first two days include relevant anatomy and physiology, measurement and analysis of otoacoustic emissions (OAEs), frequency specific auditory brainstem response (ABR) with tone-burst and chirp stimulation, and auditory steady state suspinse (ASSR). The second two days will review theoretical and corresponding practical training in peripheral measurements including electrical compound action potential (ECAP) and Neural Response Telemetry (NRT™), stapedial reflex threshold (ESRT), cortical auditory evoked responses. Practical tips on CI programming for complex cases will be discussed. Bimodal and bilateral cochlear implants will be reviewed as well as an overview of surgical issues in cochlear implantation.
ADVANCED STUDIES CERTIFICATE PROGRAMS
The Osborne College of Audiology provides multiple distance education programs specifically designed for working audiology professionals, who can choose from a variety of 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, provided that the student submits a letter of support from their program director.

CERTIFICATE PROGRAMS FOR ACADEMIC YEAR 2017–2018

Advanced Studies in Cochlear Implants
Advanced Studies in Tinnitus and Hyperacusis
Advanced Studies in Vestibular Sciences and Disorders

Additional Advanced Studies certificate programs are planned. Please email admissions@salus.edu, or check the University’s website for further information.

OVERVIEW
The Advanced Studies certificate programs are designed to expand the knowledge, improve the clinical skills, and promote general expertise in the delivery of audiology services. The courses of study will bring the professional up to date on the state of the science in diagnosis and treatment of specific auditory disorders.

Advanced Studies certificate programs consist of six (6) to eight (8) graduate-level courses that require nine (9) to twelve (12) months of study. To support international participation, course delivery is wholly online in an asynchronous mode. Students who successfully complete the program receive graduate-level certificates in Advanced Studies 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 certificate programs utilize the University’s Blackboard system to deliver web-based instruction to students.

ADMISSIONS
The Osborne College of Audiology accepts applications to the Advanced Studies Certificate Programs online through the MySalus portal.

Due to a limited number of seats, applications to the Advanced Studies Certificate Programs are accepted on a rolling basis. Entrance into these programs occurs quarterly (May, August, November, and February), provided that a minimum number of seats are filled. The Admissions Committee review...
and selection begins after applicants have sent all the necessary documents to the Office of Admissions. Once the class is filled to capacity, applicants may be placed on a waiting list for the next start date. To receive priority consideration, applicants are encouraged to apply and complete the application requirements as soon as possible.

To be considered for the Advanced Studies Certificate program an applicant must:

- Submit an online application, along with the non-refundable application fee of $100 (USD), to the University.
  - Apply online to the Cochlear Implants Certificate
  - Apply online to the Tinnitus and Hyperacusis Certificate
  - Apply online to the Vestibular Sciences and Disorders Certificate
- Curriculum vitae or resume of work experience, along with a copy of license, registration, or the equivalent to practice audiology, if applicable.
- Complete a Personal Goal Statement, submit a brief (75 word maximum) goal statement describing your professional background and interest in your advanced study of choice (Cochlear Implants, Tinnitus and Hyperacusis, or Vestibular Sciences and Disorders). Please address the following questions within your response:
  - Are you currently working in the field of cochlear implants, tinnitus and hyperacusis, or vestibular sciences and disorders (please focus on the field of advanced study to which you are applying)?
  - If so, where and in what capacity? If not, what is motivating you to pursue advanced studies cochlear implants, tinnitus and hyperacusis, or vestibular sciences and disorders?
  - What are your professional goals?
  - How do you see the certificate program advancing your professional goals?
  - If you are applying for the available Faculty Scholarship, state so in the Personal Goal Statement and also provide a separate letter of support from your AuD program director.
- Arrange for an official copy of transcript indicating confirmation of a college degree (BS, MS, AuD, PhD, MD, etc.) from an accredited institution in audiology or an audiology-related profession (e.g. physicians, speech-language pathologists, or teachers of the hearing impaired who may be part of the interdisciplinary management team for cochlear implant candidates
Official transcripts must be submitted directly to the Office of Admissions from each institution, not to the student. A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.

- An international student whose degree was completed outside of the U.S. will be required to submit a document-by-document 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 5087, Bowling Green Station, New York, NY 10274-5087, Phone 212-966-6311, www.wes.org

- Official results from the TOEFL (or Academic IELTS) examination are required for all students for whom English is a second language (ESL). Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).
  - The TOEFL (or Academic IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission. A minimum total score of 65 (internet-based test) is required for admission to this program (minimum of 18 for the speaking section; minimum of 17 for the writing section; minimum of 15 for the listening section; and minimum 15 for the reading section).

- Arrange for two letters of evaluation to be submitted on your behalf. When completing the online application, applicants must supply the name and email address of two people who are not related to the applicant and who will provide the University with a reference. References will be contacted by the Office of Admissions and provided with an evaluation form. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

- Entrance examinations are not a requirement for acceptance into these programs. However, if you have taken a test such as Miller Analogies Test (MAT), Graduate Record Examination (GRE) or ETS PRAXIS and would like to include them in your Admissions file, your test results may be sent directly to the Salus University Admissions Office.

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 on a rolling admissions basis. Upon receipt of acceptance, an applicant is required to complete the Matriculation Supplement form in order to reserve a seat in the program.

For non-degree student status:
Please complete the form found at the MySalus portal and submit. This form is appropriate for the applicant who may desire to take one or more of the courses offered in this program, but is not fully enrolling in one of the Advanced Studies Certificate Programs.

FINANCIAL INFORMATION

Tuition 2017-2018
The tuition fee is $550 per semester credit for each Advanced Studies certificate program.

Technology Fee
There is a $135 technology fee per academic term. The program consists of six courses taught over three consecutive academic terms.

Students in the Advanced Studies certificate program will access their classes via Blackboard or another password-protected site. All students will be expected to access their Salus University email accounts via the University website at www.salus.edu.
Technical Requirements

For a student to be successful in the Salus University Osborne College of Audiology Distance Education Program, access to appropriate hardware and software are key elements of the learning environment. You will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, you will be expected to have access to and use the hardware and software described below.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis.

Hardware & Peripherals
You are required to have use of a computer system with the following specifications and components:

- 2 GHz processor or faster
- 8GB RAM or greater
- 160GB hard drive or larger
- High Speed internet wireless or wired
- 1024x768 resolution monitor or greater and supporting video card
- Sound card with speakers or headset
- Computer microphone (headset preferred)
- Webcam (HD)

Software/Applications
You are required to have use of the following operating systems and applications:

- Operating system:
  - Windows 7 or later
  - Mac OS 10.4 or later
- Productivity Software
  - Microsoft Office 365 2016 (Provided by Salus University) recommended
  - Instructions will be provided
- One of the following Internet browsers:
  - Mozilla Firefox – Latest Version (Recommended)
  - Google Chrome – Latest Version
- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (updated regularly)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High-speed internet access

**Computer Accessibility**
The Osborne College of Audiology Distance Education Program recommends the following options for computer accessibility in order to ensure that your computer's operating system is up-to-date with the most recent accessibility technology.
The operating systems on some computers already have some features that include these accessibility technologies:
- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition such as JAWS, Zoomtext

**Accessibility for Operating Systems**
Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the [Microsoft](https://www.microsoft.com) or [Apple](https://www.apple.com) website for information beyond the documents provided here.

**Note:** Due to the rapid rate of change in Information Technology, required hardware and software and technology skills are updated often.

Access, Excel, Internet Explorer, Microsoft, PowerPoint, Visio and Visual Studio are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. All other trademarks are the property of their respective owners in the United States and/or other countries.

**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 – with faculty, administration and the institution - will be through the student's Salus email address only, and not through a personal email address.
ADVANCED STUDIES IN COCHLEAR IMPLANTS

CURRICULUM

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OCA-CIM-5000-AA</td>
<td>Neuroscience of Cochlear Implantation</td>
<td>1.50</td>
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<tr>
<td>OCA-CIM-5001-AA</td>
<td>Behavioral Issues and Remediation</td>
<td>1.50</td>
</tr>
<tr>
<td>OCA-CIM-5003-AA</td>
<td>Objective Measures in Cochlear Implantation</td>
<td>2.00</td>
</tr>
<tr>
<td>OCA-CIM-5002-AA</td>
<td>Programming Cochlear Implants</td>
<td>2.00</td>
</tr>
<tr>
<td>OCA-CIM-5004-AA</td>
<td>Aural (Re)habilitation for Cochlear Implant Recipients</td>
<td>1.50</td>
</tr>
<tr>
<td>OCA-CIM-5005-AA</td>
<td>Psycho-social and Professional Issues in Cochlear</td>
<td>1.50</td>
</tr>
</tbody>
</table>

Total Semester Credits for Cochlear Implant Certificate (CI) = 10.00

COURSE DESCRIPTIONS

**OCA-CIM-5000-AA  Neuroscience of Cochlear Implantation  1.50 credits**
Provides detailed description of the function of the auditory system with special reference to aspects important to cochlear implantation. Covers basic mechanics and physiology of auditory detection and transduction at the level of the cochlea and important aspects in central auditory processing; emphasis given to particularly relevant issues to electrical stimulation with cochlear implant systems. Includes detailed consideration of early development of the cochlea and central auditory pathways and age-related plasticity in the auditory brain, which will be linked to issues relating to cochlear implantation in children and in adults. Covers details about cochlear implant sound processing, cochlear electrode stimulation of neurons and other electrophysiological cochlear implant issues. Also reviews surgical procedures, and a range of medical considerations related to cochlear implant candidacy (e.g. temporal bone malformations, multiple handicaps, genetic etiology etc.).

**OCA-CIM-5001-AA  Behavioral Issues and Remediation  1.50 credits**
Purpose of this course is to gain knowledge regarding the history of cochlear implants as well as candidacy criteria for the adult and pediatric populations. Learners will understand how to assess speech perception in adults and children with cochlear implants and to learn now to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.

**OCA-CIM-5002-AA  Programming Cochlear Implants  2.00 credits**
Course examines the fundamental principles involved in the programming of cochlear implants for children and adults and addresses specific topics: basic
hardware of cochlear implant systems; terminology associated with cochlear implant programming; clinical procedures utilized in programming cochlear implants; troubleshooting common complaints/complications associated with cochlear implant use, etc. Clinical case examples provided as a tool to illustrate common clinical practices and procedures in cochlear implant programming. Student should acquire a working knowledge that will facilitate the successful management of cochlear implant programming in clinical settings.

OCA-CIM-5003-AA  Objective Measures in Cochlear Implantation  2.00 credits

Discusses range of objective measures that can be elicited in cochlear implant users. Addresses how these measures can be used to evaluate cochlear implant function/activity along auditory pathways in response to cochlear implant stimulation. In addition, use of these measures to detect unwanted non-auditory responses to cochlear implant stimulation will be discussed. Students learn necessary equipment to obtain these measures and when to collect them. Current applications for these measures in both clinical and research settings discussed.

OCA-CIM-5004-AA  Aural (Re)habilitation for Cochlear Implant Recipients  1.50 credits

Focus on aural (re)habilitation for children and adults following cochlear implantation. Addresses 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 given necessary knowledge and practical insight to engage families and educators to support cochlear implant recipients and to learn the essential components of the (re)habilitation process and current application in the clinical setting.

OCA-CIM-5005-AA  Psycho-social and Professional Issues in Cochlear Implant Candidacy & Selection  1.50 credits

Examines epidemiology of hearing loss and associated risk factors; social and cultural concerns of cochlear implants; 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; practice management issues as they affect the provision of cochlear implant services, specific to adults and children.
## ADVANCED STUDIES IN TINNITUS AND HYPERACUSIS

### CURRICULUM

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OCA-THY-5000-AA</td>
<td>Neuroscience of Tinnitus and Hyperacusis</td>
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<tr>
<td></td>
<td>Assessment Techniques in Tinnitus and Hyperacusis</td>
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<tr>
<td>OCA-THY-5001-AA</td>
<td>Hyperacusis</td>
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<tr>
<td>OCA-THY-5002-AA</td>
<td>Tinnitus and Hyperacusis: Rehabilitation and Management</td>
<td>2.00</td>
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<tr>
<td>OCA-THY-5003-AA</td>
<td>Professional Issues: Setting Up a Tinnitus and Hyperacusis Clinic</td>
<td>2.00</td>
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<tr>
<td>OCA-THY-5004-AA</td>
<td>Tinnitus and Hyperacusis: Controversies, Pitfalls and Prospects for Progress</td>
<td>2.00</td>
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<tr>
<td>OCA-THY-5005-AA</td>
<td>Public Health and Medical Issues in the Management of Tinnitus and Hyperacusis</td>
<td>1.50</td>
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<tr>
<td></td>
<td>Tinnitus and Hyperacusis: Rehabilitation and Management</td>
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**Total Semester Credits for Tinnitus and Hyperacusis Certificate (TH) = 10.50**

### COURSE DESCRIPTIONS

**OCA-THY-5000-AA  Neuroscience of Tinnitus and Hyperacusis  1.50 credits**

Presents what is known of the representation of sound intensity in the normal auditory system, and discusses possible causes and mechanisms of abnormal representations that can give rise to tinnitus and/or hyperacusis. The latest experimental data and models, reviewed in these lectures, are increasing our knowledge of the characteristics of this hyperactivity, how it develops, and where in the brain it is interpreted as phantom sound (tinnitus) or abnormally loud sound (hyperacusis).

**OCA-THY-5001-AA  Assessment Techniques in Tinnitus and Hyperacusis  1.50 credits**

Covers the range measurement techniques sensitive to tinnitus and hyperacusis, products used in clinical trials and appropriate tools used in measuring disability for compensation and benefits.

**OCA-THY-5002-AA  Tinnitus and Hyperacusis: Rehabilitation and Management  2.00 credits**

Covers the variety of approaches used to treat tinnitus and hyperacusis. The problems experienced by patients will be reviewed and include philosophical considerations related to counseling approaches. The Cognitive Behavior Therapy approach proposed by Jane Henry and Peter Wilson will be reviewed. University of Iowa Tinnitus Activities Treatment procedure (focus on the primary effects of thoughts and emotions, hearing, sleep and concentration), will be discussed. Students will learn a wide range of sound therapies, including strategies for hearing aids. There will be a review of the evidence of effectiveness.
OCA-THY-5003-AA  Professional Issues: Setting Up a Tinnitus and Hyperacusis Clinic  2.00 credits
Reviews important steps to establish and operate an audiology clinic for the delivery of services specifically to patients with tinnitus and hyperacusis. Topics include critical role of the audiologist in assessment and management of children and adults with bothersome tinnitus and/or hyperacusis; guidelines for referral of patients to other health care professions; equipment and protocols used in diagnostic assessment of tinnitus; primary and specialized options for intervention; clinical operational topics such as scheduling, billing, and coding clinical services. Clinical case examples provided as a tool to illustrate clinical practices and procedures commonly utilized with patients with chief complaint of tinnitus and/or hyperacusis. After successful completion of this course, the student should acquire a working knowledge that will facilitate the successful operation of a tinnitus/hyperacusis clinic.

OCA-THY-5004-AA  Tinnitus and Hyperacusis: Controversies, Pitfalls and Prospects for Progress  2.00 credits
Identifies a number of important issues and controversies in tinnitus and hyperacusis research. Students given an unbiased and critical look at: latest methodologies used in tinnitus/hyperacusis research; often competing ideas for the neural substrates of tinnitus/hyperacusis; prospects for effective therapies and even cures.

OCA-THY-5005-AA  Public Health and Medical Issues in the Management of Tinnitus and Hyperacusis  1.50 credits
Reviews public health issues in tinnitus and hyperacusis, including cross-cultural differences in prevalence, racial and ethnic distribution of tinnitus and hyperacusis, the impact of tinnitus and hyperacusis on quality of life, preventive measures, and changing demographics over time within society. A portion of the course deals with the important topic of medical issues in the management of tinnitus, such as primary care physician awareness and knowledge of tinnitus, diagnostic procedures and management options available to otolaryngologists, evidence-based medical therapies for tinnitus and hyperacusis, drugs associated with the onset or increased perception of tinnitus, and diseases for which hyperacusis may be a symptom. Course includes guest lectures by an otolaryngologist and an audiologist with specialization in public health issues.
ADVANCED STUDIES IN VESTIBULAR SCIENCES AND DISORDERS

CURRICULUM

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<tr>
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<tbody>
<tr>
<td>OCA-VSD-5000-AA</td>
<td>Anatomy and Physiology of the Vestibular System</td>
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<tr>
<td>OCA-VSD-5001-AA</td>
<td>Pathologies of the Vestibular System</td>
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<tr>
<td>OCA-VSD-5002-AA</td>
<td>Basic Vestibular Diagnostics</td>
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<tr>
<td>OCA-VSD-5003-AA</td>
<td>Advanced Vestibular Diagnostics</td>
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<tr>
<td>OCA-VSD-5004-AA</td>
<td>Pediatric Vestibular Assessment</td>
<td>1.50</td>
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<td>OCA-VSD-5005-AA</td>
<td>Vestibular and Balance Rehabilitation Therapy</td>
<td>1.50</td>
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<tr>
<td>OCA-VSD-5006-AA</td>
<td>Case Studies and Clinical Problems and Solutions in Vestibular Pathology</td>
<td>1.50</td>
</tr>
<tr>
<td>OCA-VSD-5007-AA</td>
<td>Professional Issues in Vestibular Disorders</td>
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Total Semester Credits for Vestibular Sciences and Disorders (VS) = 12.00

OCA-VSD-5000-AA  Anatomy and Physiology of the Vestibular System  1.5 Credits

This course is designed to introduce the students to the basic terminology, structure, and function of the vestibular system. Students will learn the physics of the vestibular labyrinth, the eyes and eye muscles, and how the vestibular organs interact with the visual and oculomotor systems of the brain, with the cerebellum, with the spinal cord, and with the cerebral cortex. The course will also introduce concepts of how we stabilize gaze and posture, move around in a coordinated fashion, and perceive self-motion. Vestibular disorders and clinical test procedures will be mentioned when relevant.

OCA-VSD-5001-AA  Pathologies of the Vestibular System  1.5 Credits

The course will provide a brief review of the functional physiology of the vestibular system and will focus on the pathophysiology of the peripheral and central vestibular system. Various disorders will be discussed such as endolymphatic hydrops (Meniere’s syndrome), benign positional vertigo and its variants; labyrinthitis; vestibular neuritis; migraine; vascular disorders; metabolic disorders; tumors of the internal auditory canal; cerebellopontine angle and brainstem and psychological manifestations of vestibular disorders.

Each pathology will be discussed in terms of: 1) pathophysiology; 2) clinical features; 3) diagnosis and 4) management for each disorder or pathology. Vestibular disorders will be classified in terms of location (e.g. peripheral vs. central vestibular disorders) or by pathophysiology (e.g. vascular, neurologic, multisensory, etc.). Emphasis will be on the clinical presentation of the pathology.
and what findings we would expect using various diagnostic procedures. Case examples will be provided as an illustrative tool. The participant who successfully completes this course will acquire a clinical knowledge of clinical symptoms or pathologies giving rise to vestibular abnormalities.

**OCA-VSD-5002-AA  Basic Vestibular Diagnostics  1.5 Credits**

This course is designed to introduce the students to the core components in a basic evaluation of the vestibular system. Students will learn how to obtain a diagnostically-driven case history and apply when evaluating test results. Students will learn how to administer and interpret common bedside/office evaluations of the vestibular ocular reflex (VOR) and vestibular spinal reflexes (VSR). Students will understand theoretical considerations in ocular motility, positioning, positional, and caloric stimulation of the peripheral vestibular system. Students will learn to interpret results of VNG/ENG accurately and report on findings in a meaningful manner.

**OCA-VSD-5003-AA  Advanced Vestibular Diagnostics  1.5 Credits**

This course will present the principles involved in advanced vestibular testing in adults with complaints of dizziness, vertigo, or imbalance. We will cover tests of angular head acceleration (rotary chair, vestibular autorotation – VAT, head impulse tests – HIT and Omniax Epley Chair evaluation of bilateral or multi- canal BPPV) and tests of head translation or standing postural control (cervical and ocular vestibular evoked myogenic potentials – cVEMPs & oVEMPs, and Computerized Dynamic Posturography – CDP). We will conclude with a review of the often overlooked interaction between psychological factors and dizziness, and review methods to detect when chronic subjective dizziness may be a co-factor in discerning the cause of obscure patient complaints. Clinical case examples will be provided as a tool to illustrate clinical practices and procedures commonly utilized in advanced vestibular testing. After successful completion of this course, the student should have acquired a working knowledge of advanced vestibular testing and a critical understanding of the informational yield each may provide.

**OCA-VSD-5004-AA  Pediatric Vestibular Assessment  1.5 Credits**

This course is designed to introduce the students to pediatric vestibular dysfunction and assessment. Students will learn how vestibular dysfunction presents in children as well as which diagnoses are most common. Students will learn how to obtain a thorough case history. Students will learn how to modify, administer, and interpret common bedside and diagnostic evaluations of the vestibular system. This course will discuss appropriate referrals and rehabilitation methods for children with vestibular dysfunction.

**OCA-VSD-5005-AA  Vestibular and Balance Rehabilitation Therapy  1.5 Credits**

The program will introduce the principals and basic techniques of Vestibular and Balance Rehabilitation Therapy (VBRT). The primary emphasis of the course will be to develop the skills necessary to assist in the development and execution of a treatment program for the dizzy patient. A review of the pathophysiology and
normal compensation process of vestibular disorders will be discussed and how symptomatology and test results will influence VBRT. The course will assume prior knowledge of the anatomy and physiology of the vestibular system and a familiarity with assessment techniques in the diagnosis of vestibular disorders such as VNG, platform posturography, rotary chair, electrocochleography, VEMP, passive and active head rotation etc.

OCA-VSD-5006-AA  Case Studies and Clinical Problems and Solutions in Vestibular Pathology  1.5 Credits
This course will present case studies representing five different subtypes of vestibulopathy that typify conditions encountered in adults who complaint of dizziness, vertigo, or imbalance. We will cover prototypical cases, highlighting the core clinical indicators for each condition. We will also show variations patient presentations, test results and outcomes. Finally we will highlight the difference between a syndrome and a disease, and how these distinctions help establish a prognosis.

OCA-VSD-5007-AA  Professional Issues in Vestibular and Balance Disorders  1.5 Credits
This course will look at the professional aspects of providing vestibular and balance evaluations and treatment. Discussion will include how balance fits into the general healthcare needs of the future. Reimbursement, evaluation models, ethical views, patient populations and possible treatment views will be presented and discussed. Case study material incorporating skills from previous courses in the series will serve to illustrate the practical outcomes at various skill levels for the professional practice.
**MASTER OF SCIENCE IN CLINICAL AUDIOLOGY (MSc)**

Salus University Osborne College of Audiology (OCA) offers a Master of Science in Clinical Audiology (MSc) that includes a core curriculum consisting of 24 Semester Credits and Two Fellowships for international audiologists who hold a bachelor’s degree in Audiology or related science and have a minimum of two years clinical experience.

The first cohort of the MSc in Clinical Audiology degree program is being offered in collaboration with Arab Academy of Audiology (4A). This degree program is for international Audiology practitioners desiring to advance their knowledge and skills in audiologic care and to experience specialized fellowship training within a specific content area. This degree program features biomedical and audiologic sciences, clinical sciences, research design and application, and small group learning experiences, delivered in 54 semester hour credits over a 20-month period. This is a hybrid program with both face-to-face learning supplemented by web based content, Hands-On-Workshops and supervised Clinical Training.

**Masters of Science in Three Phases**

The MSc portion of the degree program is comprised of three phases; Fellowship Program in Cochlear Implants (15 Credits); Fellowship Program in Vestibular Sciences and Disorders (15 Credits); Core Curriculum (24 Credits). Each segment of study is composed of lectures, workshops, clinical skills training, controlled patient care and research opportunities.

The **Application process** will require:

- USD $100.00 non-refundable application fee
- Personal goal statement
- Curriculum Vitae
- Official transcript to be sent directly from the degree granting institution
- An international student whose degree was completed outside of the U.S. will be required to submit document-by-document credential review from an accredited agency which evidences all post-secondary studies completed

Students applying to the MSc in Clinical Audiology Program will register for all three phases of the program:

1. Fellowship Program 1
2. Fellowship Program 2
3. Core Curriculum
ADMISSIONS

The fellowships and MSc degree Programs shall be offered to those eligible 4A candidates who meet the following admissions criteria:

1. An official copy of a transcript indicating confirmation of a BS in Audiology from an accredited institution. Official transcripts must be submitted directly to the SUOCA Office of Admissions from each degree granting institution and may not be marked "issued to student."

   **In order to determine BS in Audiology equivalency, an international student whose degree was completed outside of the U.S. will be required to submit a document-by-document credential review, evidencing all post-secondary studies completed, from an accredited agency, The official credential review must be submitted directly to the SUOCA Office of Admissions from the accredited agency.**

2. Relevant experience clinical audiology of a minimum of one year for fellowship candidates and two years for MSc degree candidates.

3. A copy of a license to practice audiology in the country of residence.

4. Official results from the TOEFL (or Academic IELTS) examination for all students for whom English is a second language (ESL). Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g., the United States, Canada, England, Ireland, Australia and New Zealand). The TOEFL (or Academic IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission. A minimum total score of 65 (internet-based test) is required with the following minimum section scores: 18 for the speaking section; 17 for the writing section; 15 for the listening section; and 15 for the reading section.

5. Two letters of reference. The SUOCA online application requires the applicant to submit the name and email address of two non-relatives to provide a reference. References will be contacted by the SUOCA Office of Admissions and provided with an evaluation form.

A student transferring from one fellowship Program to the other and/or to the MSc degree Program shall be deemed to have satisfied all requirements for completion of the previous phase of the program.
Technical Requirements

For a student to be successful in the Salus University Osborne College of Audiology Distance Education Program, access to appropriate hardware and software are key elements of the learning environment. You will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, you will be expected to have access to and use the hardware and software described below.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis.

Hardware & Peripherals
You are required to have use of a computer system with the following specifications and components:

- 2 GHz processor or faster
- 8GB RAM or greater
- 160GB hard drive or larger
- High Speed internet wireless or wired
- 1024x768 resolution monitor or greater and supporting video card
- Sound card with speakers or headset
- Computer microphone (headset preferred)
- Webcam (HD)

Software/Applications
You are required to have use of the following operating systems and applications:

- Operating system:
  - Windows 7 or later
  - Mac OS 10.4 or later
- Productivity Software
  - Microsoft Office 365 2016 (Provided by Salus University) recommended
  - Instructions will be provided
- One of the following Internet browsers:
  - Mozilla Firefox – Latest Version (Recommended)
  - Google Chrome – Latest Version
- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (updated regularly)
• Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
• High speed internet access

Computer Accessibility
The Osborne College of Audiology Distance Education Program recommends the following options for computer accessibility in order to ensure that your computer's operating system is up-to-date with the most recent accessibility technology.
The operating systems on some computers already have some features that include these accessibility technologies:
• Changing font size
• Changing size of desktop icons
• Magnification of portions of your screen
• Converting text to speech
• Altering background color
• Captioning for audio
• Speech recognition such as JAWS, Zoomtext

Accessibility for Operating Systems
Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here.

Note: Due to the rapid rate of change in Information Technology, required hardware and software and technology skills are updated often.

Access, Excel, Internet Explorer, Microsoft, PowerPoint, Visio and Visual Studio are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. All other trademarks are the property of their respective owners in the United States and/or other countries.

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 – with faculty, administration and the institution - will be through the student’s Salus email address only, and not through a personal email address.
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<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>OCA-CLA-5000-AA</td>
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<td>Module on Advanced Clinical Assessments</td>
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<td>Module on Pediatrics</td>
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<td>Module on Auditory Rehabilitation</td>
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<td>Module on Rehabilitation and Professional Issues</td>
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Total Semester Credits for Master of Science in Clinical Audiology (MSCA) = 54
(MS requires 21 core credits, 3 face-to-face clinical skills training credits and 30 fellowship credits)

Required Core Curriculum:
Core Courses: The Core Courses consist of seven modules, each module composed of two courses worth 3.0 credits for each module, with a total of 21 credits

OCA-CLA-5000-AA  Module on Auditory Systems  3.0 credits
Course 1: Auditory Physiology & Psychoacoustics
This course will review our understanding of sound, i.e. the nature of acoustic signals, how we measure them, and important aspects of how sounds are transmitted to the ears. We will examine the structure and function of the auditory system from the ear to auditory cortex. The course will cover the basic mechanics and physiology of the middle ear and cochlea. We will examine in some detail hair cell mechanisms and the coding of sound signals by the cochlea. We will describe key features of central auditory processing, including
brainstem mechanisms involved in sound localization and cortical processing of complex sounds including speech-related signals. We will discuss both physiological and behavioral measures of auditory function. Behavioral measures will include basic clinical tests of hearing (e.g. the audiogram) as well as more complex psychophysical assessments. These psychophysical tests include investigations of auditory function in the frequency (spectral) domain, in the temporal domain (timing information in sounds) and in the intensity domain (e.g. loudness measures). In all cases the behavioral measures will be considered for the normal auditory system and for subjects with various types and degrees of hearing problem.

**Course 2: Auditory System Disorders and Diseases**
This course is designed to instruct students on important etiologies of hearing loss and related disorders affecting children and adults. Auditory disorders and diseases are reviewed following an anatomical sequence from the external ear to the central auditory system with an emphasis on those etiologies encountered most often in clinical audiology. Coverage of each disorder or disease includes information on prevalence, risk factors, mechanism(s), pathophysiology, medical management, patterns of auditory findings, and implications for general and hearing health. Importantly, a lecture in the course is entirely devoted to medical referral indications and guidelines. The final segment of the course provides an overview of the topic of clinical pharmacology. The course includes a guest lecture from an otolaryngologist.

**Course 3: Diagnostic Clinical Procedures & Clinical Skills:**
This course is designed to provide a systematic, critical and practical review of current principles, procedures, and protocols for behavioral hearing assessment of children and adults. A substantial portion of the course is devoted to pure tone audiometry with air- and bone conduction stimulation and to speech audiometry. This discussion also includes the important topic of proper masking techniques to assure ear specific test findings. Valuable but less used techniques such as the audiometric Weber test and the sensorineural acuity level (SAL) test are also covered. The final segment of the course includes lectures on effective and efficient strategies for combining procedures into an evidence-based test battery for diagnosis of peripheral hearing loss and detection of central auditory nervous system dysfunction. An important topic covered in the course is the cross check principle. The discussion also includes special patient populations such as children and adults with false or exaggerated hearing loss.

**Course 4: Electro-acoustic Measurements in Audiology & Clinical Skills***:
This course is designed to review principles underlying electroacoustic measurements, specifically aural immittance measures and otoacoustic emissions, and their clinical applications. The course begins with a brief historical perspective emphasizing the long-tradition of research evidence supporting clinical application of aural immittance measurements. Important terms and relevant anatomy and physiology are defined. Measurement of aural immittance procedures is then explained in the context of clinical practice guidelines.
including multi-component and multiple-probe tone tympanometry, Eustachian tube dysfunction tests, and acoustic reflexes. Special attention is given to the diagnostic value of analysis of acoustic reflex threshold, latency, amplitude, and patterns for ipsilateral and contralateral conditions. Wideband absorbance/reflectance is also covered with emphasis on advantages in measurement of middle ear function in children. The remainder of the course focuses on otoacoustic emissions, including current thinking on mechanisms of generators, guidelines for measurement and analysis, and clinical applications in children and adults.

**OCA-CLA-5002-AA Module on Advanced Clinical Assessments: 3.0 credits**

**Course 5: Electro-physiologic Measurements in Audiology & Clinical Skills**:  
This course is designed to provide a systematic and practical review of current principles, procedures, and protocols for the application of auditory evoked responses in the assessment of children and adults. A substantial portion of the course is devoted to the auditory brainstem response (ABR) and its application in frequency-specific estimation of auditory thresholds in infants and young children. This discussion also includes an explanation of different stimulus options and the calibration of stimuli used in auditory electrophysiological measurement. The course also covers other auditory evoked responses applied clinically in audiology, including electrocochleography (ECochG) and cortical responses.

**Course 6: Introduction to Vestibular Function & Clinical Skills**:  
This course is designed to introduce students to the vestibular system, related disorders, and basic evaluation techniques. Following an anatomical sequence from the peripheral to central vestibular systems, a few common disorders are reviewed. Coverage of each disorder or disease includes information on prevalence, risk factors, mechanism(s), pathophysiology, medical management, patterns of symptomology. The final segment of the course provides an overview of the bedside evaluations of the Vestibular Ocular Reflex and Vestibular Spinal Reflex, and Videonystagmography overview.

**OCA-CLA-5003-AA Module on Pediatrics : 3.0 credits**

**Course 7: Pediatric Audiology**  
Hearing assessment and management for infants, young children and people with developmental delays is crucial for minimize the developmental effects of hearing loss in these populations.  This course will provide students with an understanding of the development of auditory behavior, overview of Early Hearing Detection and Intervention programs, developmentally-appropriate physiological and behavioral test techniques, and provision of amplification. Case studies and video examples will be used to reinforce key concepts.

**Course 8: Auditory Processing and Disorders**  
The general objective of this course is to provide students with an understanding of acoustic cues for perception, speech perception, theories of perception and how these relate to Auditory Processing Disorders. This course will review in detail diagnostic procedures and
management strategies for auditory processing disorders (APD). The emphasis will be on the neurobiological basis of APD, differential diagnosis, and management. After successful completion of this course, students should be able to use their skills and knowledge to develop auditory processing services to children and adults.

OCA-CLA-5004-AA  Module on Intervention Technologies : 3.0 credits
Course 9: Hearing Technologies & Clinical Skills*:
This course is designed to introduce students to theoretical and practical information regarding modern hearing aids, develop an understanding of the mechanisms, advantages, and disadvantages of different hearing aid features, the selection, assessment, programming and fitting strategies consistent with evidence based methods. New developments in hearing aid technologies signal processing strategies, verification, validation and outcome measures will be examined. Modern pre-fitting measures will be reviewed and related to the selection and application of advanced hearing aid technology.

Course 10: Implant Technologies and Sensory Aids & Clinical Skills*:
This course will review cochlear implants and other implantable technologies for clinical audiologists. The course will cover the basic issues related to cochlear implant candidacy criteria, cochlear implant design, surgery, habilitative and rehabilitative issues and strategies. Candidacy, fitting, and verification issues will be addressed.

OCA-CLA-5005-AA  Module on Auditory Rehabilitation : 3.0 credits
Course 11: Auditory Rehabilitation
This course is designed to instruct students on the principles and implementation of audiologic rehabilitation across the human lifespan. The successful management of hearing loss involves more than technology-related solutions. The nature of hearing loss and the limitations associated with current technology require an understanding of the impact of hearing loss on the individual, caregivers, communication partners, and family members in order to prescribe appropriate and effective non-technology intervention strategies that minimize the psychosocial consequences of hearing loss and maximize the benefits of prescribed technology.

Course 12: Counseling in Audiology
Audiologists are quite familiar with the range of psychological and emotional difficulties associated with living with hearing loss. For instance, parents often "shop around" for a preferred diagnosis, or find it hard to act upon recommendations, likely because they are overwhelmed and confused about their child’s hearing loss. Children with hearing loss often lack support in developing emotional self-awareness and important social skills. Teens may choose to forsake amplification to fit in with peers. Adults often wait for years before addressing their hearing problems and even after they make an initial appointment, they may resist hearing help. Such patients can be said to be "stuck" in the helping-seeking process. Audiologists often report being unfamiliar with the help-seeking process and therefore feel under-prepared to provide support in this vital area of patient care.
“Counseling in Audiology” is designed to provide support to audiologists interested in expanding their counseling skills. The course will afford an opportunity not only to learn and understand a set of basic counselling strategies, but also apply, discuss, and evaluate the effectiveness of these strategies. Research supporting counselling as an evidence-based practice will be fully explored.

**OCA-CLA-5006-AA Module on Best Practices : 3.0 credits**

**Course 13: Clinical Decision Making in Audiology**

This course is designed to explore the important topic of clinical decision making in audiology. Clinical decision making is the process of organizing, collecting, and analyzing evidence from a single patient encounter, with the goal of developing a rational and effective treatment plan. Clinical decisions are often made with incomplete or imperfect information. Understanding how to evaluate the accuracy and limitations of clinical data and the risks associated with clinical errors is an important discipline for the clinician to master. Clinical decision-making involves analytical skills and the ability of an audiologist to “think on his or her feet.” The course begins with a review of evidence-based practice, including principles and examples relevant to audiology, plus clinical practice guidelines. The review includes topics such as performance of tests used in audiology (sensitivity and specificity), statistical principles in decision-making and clinical application of signal detection theory. This course incorporates “patient based learning” with case studies of patients with auditory and related disorders (e.g., tinnitus and autophonia) to achieve educational course objectives. It also covers elements of report writing as a culmination of clinical decision-making.

**Course 14: Public Health & Humanitarian Audiology:**

This course is designed to review public health issues in audiology and determinants of hearing health status including cross-cultural differences in prevalence, racial and ethnic distribution of major forms of hearing loss and auditory dysfunction, the impact of hearing loss and auditory dysfunction on quality of life, preventive measures, and changing demographics over time within society. Portions of the course deal with public health implications and determinants of hearing health to include: 1) early hearing loss detection and intervention (EHDI) in children, 2) ototoxicity and diet, 3) personal and societal impact of sound induced hearing loss, 4) personal and societal impact of age-related hearing loss, and 4) tinnitus plus disorders of reduced sound tolerance. The course also addresses psychosocial aspects of hearing loss for persons with hearing loss and their families in the context of public health. The latter segment of the course focuses on humanitarian audiology efforts to expand and improve the quality of hearing care globally with a special series of lectures on audiology applications of tele-health (tele-audiology). The course includes guest lectures from audiologists and other health professionals who specialize in public health issues and humanitarian audiology.
Required Practicum:
OCA-CLA-5007-AA  Clinical Skills Training: 3.0 credits

• Diagnostic Clinical Procedures & Electro-acoustic Measurements in Audiology
• Hearing Technologies & Assistive Listening Devices
• Electro-physiologic Measurements in Audiology & Introduction to Vestibular Function

Clinical Skills Training to be conducted at the Elkins Park Campus or in Partner Country

FELLOWSHIPS:
1. Ciment Fellowship Specialty: This includes posting of online lectures and online discussion boards by lead faculty for asynchronous mode of learning along with face-to-face reinforcement to complement DE instruction at a partner University site. When pertinent, lead instructors will be delivering the course directly to students supplemented with online material.

2. Two Hands-On Workshops in the pertinent fellowship specialty: The goal of these workshops is to provide an update on advanced and current science in the specific topic of study for the workshop, review clinical implications, and provide hands-on training using the tools and techniques discussed in order to improve clinical practice. The workshops are designed to have an immediate impact on the participant’s clinical service delivery and are taught by faculty who are distinguished by their expertise in the areas they will teach. Workshop registrants should be current audiology practitioners/educators/clinicians. Each four-day workshop includes lecture and hands-on practicum.

3. Supervised Clinical Training hours (150 hours):
The clinical training program for the MSc in Clinical Audiology program is embedded in the Fellowship programs and students are required to complete 150 hours of supervised clinical training in Cochlear Implants and 150 hours in Vestibular and Balance diagnosis and treatment in order to complete all requirements for the MSc in Clinical Audiology degree. The clinical training program that is part of the Fellowship Programs is designed to train and equip students with the necessary clinical training to administer diagnostic procedures and to apply rehabilitative techniques and technologies consistent with current science and best practice methods. During this clinical training program, students will receive guidance to apply knowledge of clinical methods gained through didactic courses while providing clinical services to the patient(s).
FELLOWSHIP IN COCHLEAR IMPLANTS: COURSE DESCRIPTION FOR DIDACTIC COURSES
OCA-CLA-6100-AA Module on Basic and Applied Science: 3.0 credits

COURSE 1: The Neuroscience of Cochlear Implantation
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 implantation candidature (e.g. temporal bone malformations, multiple handicaps, genetic etiology etc.).

Course 2: WORKSHOP 1: Hearing Assessment in Infants and Young Children: Objective Auditory Tests and Cochlear Implants
This four-day workshop will address the theoretical concepts of objective testing in infants and young children in audiology and provide training in the advanced assessment techniques to include theoretical and practical topics related to data acquisition and analysis of Auditory Brainstem Responses, Otoacoustic Emissions (OAE), discussion of the afferent and efferent pathways, frequency-specific Auditory Brainstem Response (ABR), tone-burst ABR, Auditory Steady State Response (ASSR), Middle Latency Responses (MLR), Late Potentials including N1-P2, P300, Mismatch Negativity (MMN), and Electrocochleography (EcochG). There will be particular emphasis on hands-on training and participants will be encouraged to bring case studies for review and class discussion.

OCA-CLA-6101-AA Module on Assessment Techniques: 3.0 credits

COURSE 3: Behavioral Issues and Remediation
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 now to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.
COURSE 4: Objective Measures in Cochlear Implantation
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.

OCA-CLA-6102-AA Module on Intervention Techniques: 3.0 credits

COURSE 5: Programming Cochlear Implants:
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.

Course 6: Workshop 2: Programming Cochlear Implants:
This workshop will review theoretical and corresponding practical training in peripheral measurements including electrical ABR (EABR), electrical compound action potential (ECAP) and Neural Response Telemetry (NRT™), stapedial reflex threshold (ESRT), cortical auditory evoked responses. Practical tips on CI programming for complex cases will be discussed. Participants to the workshop are encouraged to bring complex cases for discussion as well. Bimodal and bilateral cochlear implants will be reviewed as well as an overview of surgical issues in cochlear implantation.

OCA-CLA-6103-AA Module on Rehabilitation and Professional Issues: 3.0 credits

COURSE 7: Aural (Re)Habilitation for Cochlear Implant Recipients
This course will discuss aural habilitation for children and rehabilitation for 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 CI recipients. Students will learn the essential components of the (re)habilitation process and current application in the clinical setting.
COURSE 8: Psycho-Social Issues in Cochlear Implants:
This course will discuss Epidemiology of deafness, Risk factors in Hearing Impairment and deafness, Concerns of the deaf culture, Social, Cultural and Ethical issues in Implantation, Factors in Counseling, Issues in bimodal and bilateral implantation, Governmental and manufacturers’ selection guidelines, Cost benefit issues in Implantation and Practice management issues as they affect the provision of cochlear implant services, specific to adults and children.

OCA-CLA-6104-AA Clinical Training: 3.0 Credits, 150 Hours

FELLOWSHIP IN VESTIBULAR SCIENCES AND DISORDERS:
COURSE DESCRIPTION FOR DIDACTIC COURSES

OCA-CLA-6200-AA Module on Basic and Applied Science: 3.0 credits

COURSE 1: Anatomy and Physiology of the Vestibular System:
This course is designed to introduce the students to the basic terminology, structure, and function of the vestibular and balance systems. Students will learn the physics of the vestibular labyrinth, the eyes and eye muscles, and how the vestibular organs interact with the visual and oculomotor systems of the brain, with the cerebellum, with the spinal cord, and with the cerebral cortex. The course will also introduce concepts of how we stabilize gaze and posture, move around in a coordinated fashion, and perceive self-motion. Vestibular disorders and clinical test procedures will be mentioned when relevant.

COURSE 2: Pathologies of the Vestibular System:
The course will provide a brief review of the functional physiology of the vestibular system and will focus on the pathophysiology of the peripheral and central vestibular system. Various disorders will be discussed such as endolymphatic hydrops (Meniere’s syndrome), benign positional vertigo and its variants; labyrinthitis; vestibular neuritis; migraine; vascular disorders; metabolic disorders; tumors of the internal auditory canal; cerebellopontine angle and brainstem and psychological manifestations of vestibular disorders. Each pathology will be discussed in terms of: 1) pathophysiology; 2) clinical features; 3) diagnosis and 4) management for each disorder or pathology. Vestibular disorders will be classified in terms of location (e.g. peripheral vs. central vestibular disorders) or by pathophysiology (e.g. vascular, neurologic, multisensory etc). Emphasis will be on the clinical presentation of the pathology and what findings we would expect using various diagnostic procedures. Case examples will be provided as an illustrative tool. The participant who successfully completes this course will acquire a clinical knowledge of clinical symptoms or pathologies giving rise to vestibular abnormalities.
Module on Basic Assessment Techniques: 3.0 credits

COURSE 3: Basic Vestibular Diagnosis:
This course is designed to introduce the students to the core components in a basic evaluation of the vestibular system. Students will learn how to obtain a diagnostically-driven case history and apply when evaluating test results. Students will learn how to administer and interpret common bedside/office evaluations of the vestibular ocular reflex (VOR) and vestibular spinal reflexes (VSR). Students will understand theoretical considerations in ocular motility, positioning, positional, and caloric stimulation of the peripheral vestibular system. Students will learn to interpret results of VNG/ENG accurately and report on findings in a meaningful manner.

Module on Advanced Assessment Techniques: 3.0 credits

COURSE 4: Advanced Vestibular Diagnostics:
This course will present the principles involved in advanced vestibular testing in adults with complaints of dizziness, vertigo, or imbalance. We will cover tests of angular head acceleration (rotary chair, vestibular autorotation – VAT, head impulse tests – HIT and Omniax Epley Chair evaluation of bilateral or multi-canal BPPV) and tests of head translation or standing postural control (cervical and ocular vestibular evoked myogenic potentials – cVEMPs & oVEMPs, and Computerized Dynamic Posturography – CDP). We will conclude with a review of the often overlooked interaction between psychological factors and dizziness, and review methods to detect when chronic subjective dizziness may be a co-factor in discerning the cause of obscure patient complaints. Clinical case examples will be provided as a tool to illustrate clinical practices and procedures commonly utilized in advanced vestibular testing. After successful completion of this course, the student should have acquired a working knowledge of advanced vestibular testing and a critical understanding of the informational yield each may provide.

Module on Advanced Assessment Techniques: 3.0 credits

COURSE 5: Pediatric Vestibular Assessment & Treatment
This course is designed to introduce the students to pediatric vestibular dysfunction and assessment. Students will learn how vestibular dysfunction presents in children as well as which diagnoses are most common. Students will learn how to obtain a thorough case history. Students will learn how to modify, administer, and interpret common bedside and diagnostic evaluations. This course will discuss appropriate referrals and rehabilitation methods for children with vestibular dysfunction.

Module on Advanced Assessment Techniques: 3.0 credits

COURSE 6: Workshop 1 Diagnostics for Vestibular and Balance Assessment:
This advanced workshop will cover various theoretical and practical topics related to vestibular and balance assessment. Data collection and interpretation of oculomotor function, positional and positioning nystagmus, caloric testing, rotational chair testing, vestibular evoked myogenic potentials (VEMPs), head impulse testing, as well as discussion of the peripheral and central vestibular pathways. There will be particular emphasis on hands-on training. Participants are encouraged to bring case studies for review and class discussion.
**OCA-CLA-6203-AA** *Module on Intervention Techniques : 3.0 credits*

**COURSE 7: Vestibular and Balance Rehabilitation Therapy**

The program will introduce the principals and basic techniques of Vestibular and Balance Rehabilitation Therapy (VBRT). The primary emphasis of the course will be to develop the skills necessary to assist in the development and execution of a treatment program for the dizzy patient. A review of the pathophysiology and normal compensation process of vestibular disorders will be discussed and how symptomology and test results will influence VBRT. The course will assume prior knowledge of the anatomy and physiology of the vestibular system and a familiarity with assessment techniques in the diagnosis of vestibular disorders such as VNG, platform posturography, rotary chair, electrocochleography, VEMP, passive and active head rotation etc.

**COURSE 8: Case Studies and Clinical problems and Solutions in Vestibular Pathology:**

**Workshop 2 Rehabilitation and Case Studies:**

This course will present case studies representing five different subtypes of vestibulopathy that typify conditions encountered in adults who complaint of dizziness, vertigo, or imbalance. We will cover prototypical cases, highlighting the core clinical indicators for each condition. We will also show variations patient presentations, test results and outcomes. Finally we will highlight the difference between a syndrome and a disease, and how these distinctions help establish a prognosis. There will be particular emphasis on hands-on training and students will apply hands-on techniques to the evaluation and treatment techniques discussed. Participants will be encouraged to bring case studies for review and class discussion.

**OCA-CLA-6204-AA** *Supervised Clinical Training: 3.0 credits, 150 Hours*
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 on the basis of academic record to first year AuD students in the on-campus program. The scholarships are valued at up to $5,000 per year and are renewable for up to four years.

George S. Osborne Memorial Scholarship
Established in 2001 by the first Audiology distance education graduates to honor the memory of founding dean of the PCO School of Audiology - now named the George S. Osborne College of Audiology. This scholarship is awarded annually to worthy students enrolled in the on-campus Doctor of Audiology (AuD) degree program.

Anita Pikus, AuD, Student Excellence Scholarship
Established by the Audiology Foundation of America (AFA), this scholarship is awarded annually to a third year on-campus 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 on-campus 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 graduate in both the on-campus and on-line Doctor of Audiology degree programs who has attained the highest academic average during their professional study.

SAA George S. Osborne Service Award
Awarded by the Student Academy of Audiology (SAA) to an on-campus Audiology graduate in memory of the extraordinary vision and passionate service of Dr. George S. Osborne to the profession of Audiology.

Victor Hugo Bray Outstanding Fourth Year Clinician Award
Awarded to an on-campus AuD degree program graduate who has demonstrated excellence in clinical practice along with initiative, leadership, and service.
COLLEGE OF HEALTH SCIENCES

Lorraine Lombardi, PhD, Interim Dean

DEGREE PROGRAMS

Physician Assistant Program

Master of Medical Science (MMS)

Physician Assistant Program Mission

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

Public Health Programs

Master of Public Health (MPH)

Certificate Programs:
  Health Policy
  Humanitarian Healthcare

Public Health Program Mission

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

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
- Letters of evaluation
- Communication skills, including a demonstrated command of the English language, both written and oral

When evaluating academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed, degree status and accrued hours of direct patient care and healthcare shadowing experience are taken into consideration.

A general 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 Office of Admissions prior to applying.

The College of Health Sciences Physician Assistant program accepts applications only through the Centralized Application Service for Physician Assistant (CASPA). The processing of applications by CASPA begins mid-April, sixteen (16) months prior to the year of desired enrollment. Applications must be submitted on or before December 1 of the year of desired enrollment. Student application reviews begin when an application is verified by CASPA. Interviews are scheduled and initiated, beginning in September. Candidates meeting the requirements are admitted on a weekly basis until class capacity is reached. **It is to an applicant’s advantage to apply as early as possible to ensure priority consideration for admission.**

Individuals successfully meeting the required admissions selection criteria may receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s character 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 faculty and students.
Prerequisite courses must be completed within ten (10) years of the anticipated entrance date to the program. An applicant may have prerequisites in progress at the time of application; however, all outstanding prerequisites must be completed prior to enrollment. In order to fairly evaluate a candidate, it is recommended that no more than two (2) prerequisites be outstanding at the time of the interview.

**Prerequisite Courses**

A candidate must have completed a bachelor’s degree from an accredited undergraduate college or university with a minimum cumulative and science GPA of 3.0 (if accepted into the Brigham Young-Idaho 3+2 Affiliation Program, at least 90 semester hours of credit must be completed prior to enrollment. If accepted into the Western New England University 3+2 Affiliation Program, at least 101 semester hours of credit must be completed prior to enrollment).

Undergraduate credits must include the courses listed below, completed with a 2.0 (C) or better. Prerequisite courses must be completed within ten (10) years of the anticipated entrance date to the program. An applicant may have prerequisites in progress at the time of application; however, all outstanding prerequisites must be successfully completed prior to enrollment.

Four (4) 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 with laboratory
- Biology I with laboratory
- Biology II with laboratory

(*Three (3) semester credit courses that include laboratory sessions may be reviewed on an individual basis)

Three semester credits in each of the following courses:

- Microbiology (laboratory recommended, but not required)
- Organic Chemistry (laboratory recommended, but not required)
- Psychology
- Statistics or Biostatistics
- 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 medical terminology (strongly recommended), genetics, immunology, embryology, histology, biochemistry, cell biology, public speaking, ethics, developmental or abnormal psychology.
Application Process
The College of Health Sciences Physician Assistant Program actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become physician assistants.

To be considered for admission to the Physician Assistant program, an applicant must:

- Submit a properly completed application to CASPA. (www.caspaonline.org)
- Submit official transcripts from all colleges and universities attended (or currently attending) directly to CASPA.
- Complete a bachelor's degree and admissions prerequisites prior to enrollment (see Prerequisites section above).
  - If accepted into the Brigham Young University-Idaho 3+2 Affiliation Program, at least 90 semester hours of credit, including prerequisites, must be completed prior to enrollment.
  - If accepted into Western New England University 3+2 Affiliation Program, at least 101 semester hours of credit, including prerequisites, must be completed prior to enrollment.
- Three (3) letters of recommendation are required; one (1) must be from a physician assistant. Arrange for required letters of evaluation to be sent directly to CASPA.
- A minimum of 300 hours of direct patient care experience is required. This may be a volunteer and/or employment position(s).
- In order to be familiar with the role of the physician assistant (PA) as a member of the healthcare team a minimum of 20 hours of PA shadowing is required. Shadowing in various medical disciplines is highly recommended.
- Completion of the Graduate Record Examination (GRE) is required within three (3) years of your desired entrance date to the program. Official scores may be sent to CASPA. Salus University's designated institution code is 0432.
- Immunization requirements, in compliance with state regulations and CDC recommendations for healthcare providers, are required to be completed by the time classes begin. Detailed information regarding immunization requirements will be provided at the time of matriculation to the program.
- If accepted, all criminal background and drug screening clearances as required must be successfully completed.
- If accepted, all Physician Assistant students must provide proof of health insurance prior to the start of the program.
• If accepted, students must be able to meet the technical standards with allowance for reasonable accommodations.

• International students, please review any additional requirements needed.

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

**International Students and Practitioners**

For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 credential evaluation must be sent from the agency directly to the CASPA application service or to the Office of Admissions, Salus University at 8360 Old York Road, Elkins Park, PA 19027.

These services are provided by various agencies including:

World Education Services
PO Box 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org

**English Language Proficiency**

Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.
For applicants to the Physician Assistant program, the minimum required score for the TOEFL iBT is 94. A minimum score of 26 is required for the speaking section; minimum of 24 for the writing section; minimum of 22 for the listening section; and minimum 22 for the reading section. Official scores from the IELTS examination will be accepted in substitution for the TOEFL (minimum score requirements comparable to the TOEFL).

**Immunization, Background Check and Compliance Requirements**
All students admitted to the Salus University Physician Assistant Program are required to have a criminal background check, child abuse clearance, annual health clearances, fingerprinting and drug screening. Information will be provided by the Office of Admissions regarding this process. Students are responsible for all fees associated with these clearance protocols. Students will be responsible for uploading their required documentation via CastleBranch, an online-tracking system, and monitoring their compliance records to ensure that all information remains current and accurate. Clinical sites which require such clearances may deny a student’s participation in a clinical experience based on the results of these clearances. As participation in clinical experiences is a required component of the curriculum and a requirement for graduation, denial by a clinical site may result in a delay of graduation, or the inability to graduate from the Program, or obtain certification or licensure as a healthcare professional.

**Notification of Acceptance**
An applicant may be notified of his or her acceptance as early as October, prior to the desired year of enrollment. 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 along with a $500 deposit within 14 days of the date of the acceptance letter.
- The balance of $500 for the matriculation fee is due April 1.
- All monies received above are non-refundable and will be applied toward first term fees.

**Advanced Placement or Transfer Credit**
The Salus University Physician Assistant program does not grant advanced placement based upon transfer of credits for academic work completed at other institutions of higher learning or prior experiential learning. All courses within the curriculum are required.

Matriculating students who have withdrawn or been dismissed from the Program may be awarded advanced placement depending upon the designed remediation plan related to their readmission.
Technical Standards
Minimum Technical Standards for Admissions, Continuation and Graduation

Technical standards are defined as the attributes considered necessary for students to complete their education and training and subsequently enter clinical practice. These standards are prerequisites for entrance to, continuation within, and graduation from the Salus University Physician Assistant program. They are also prerequisites to licensure by various state professional boards. Reasonable accommodation will be offered for persons with disabilities in conjunction with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Students must possess aptitude, ability, and skills in the following five (5) areas:
1. Observation
2. Communication
3. Sensory and motor coordination and function
4. Conceptualization, integration and quantitation
5. Behavioral and social skills, abilities, and aptitudes

The functions described below are critically important and must be autonomously performed by the student. It should be understood that these are standards for minimum competence in the Program.

Observation
Students must be able to observe demonstrations and conduct experiments in the basic sciences including, but not limited to, chemical, biological, anatomic and physiologic sciences. Students must be able to observe details through a microscope, and observe demonstrations in the classroom, including films, projected overheads, slides or other forms of visual presentation.

Students must be able to accurately observe a patient near and at a distance, noting nonverbal, as well as verbal signs. Specific vision related criteria include, but are not limited to, detecting and identifying changes in color of fluids, skin, culture media, visualizing and discriminating findings on x-rays and other imaging tests, and reading written and illustrated materials.

Students must be able to observe and differentiate changes in body movement, observe anatomic structures, discriminate among numbers and patterns associated with diagnostic tests such as electrocardiograms and competently use diagnostic instruments such as an otoscope, ophthalmoscope and microscope.

Communication
Students must be able to relate effectively to patients while conveying compassion and empathy. They must be able to clearly communicate with patients in order to elicit information, accurately describe changes in mood, activity and posture of patients, and understand verbal as well as nonverbal communication.

Communication includes not only speech, but reading and writing. Physician Assistant education presents exceptional challenges in the volume and breadth
of reading required to master subject areas and impart the information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English in the classroom and later with all members of the healthcare team. Specific requirements include, but are not limited to the following: rapidly and clearly communicating with the medical staff on rounds or elsewhere, eliciting an accurate history from patients, and communicating complex findings in appropriate terms to patients and to various members of the healthcare team. Students must learn to recognize and promptly respond to emotional cues, such as sadness and agitation.

Students must be able to accurately and legibly record observations and plans in legal documents, such as the patient record. Students must be able to prepare and communicate concise, complete summaries of both limited patient encounters and complex, prolonged encounters, including hospitalizations. Students must be able to complete forms, in a timely fashion, and according to directions.

**Sensory and Motor Coordination and Function**

Students must possess sufficient sensory and motor function to perform physical examinations using palpation, auscultation, percussion and other diagnostic maneuvers. This requires sufficient exteroceptive sense (visual, auditory, touch and temperature), coordination to manipulate patients and adequate motor and diagnostic instruments.

Students must be able to evaluate various components of the voice, such as pitch, intensity, and timbre. They must also be able to accurately differentiate percussive notes and auscultatory findings, including but not limited to, heart, lung, and abdominal sounds. Students must be able to accurately discern normal and abnormal findings, using instruments including, but not limited to, tuning forks, stethoscopes, and sphygmomanometers.

Students should be able to execute physical movements needed to provide general care and emergency treatments to patients. The student, therefore, must be able to respond promptly to emergencies within the hospital or practice setting, and must not hinder the ability of his/her co-workers to provide prompt care. Examples of emergency treatment reasonably required of a physician assistant include arriving quickly when called and assisting in cardiopulmonary resuscitation (CPR), administering intravenous medications, applying pressure to arrest bleeding, maintaining an airway, suturing wounds, and assisting with obstetrical maneuvers. As further illustration, CPR may require moving an adult patient, applying considerable chest pressure over a prolonged period of time, delivering artificial respiration and calling for help.

Students should be able to learn to perform basic laboratory tests such as wet mount, urinalysis, gram stain, etc., and diagnostic/therapeutic procedures such as venipuncture or placement of catheters and tubes. The administration of intravenous medications requires a certain level of dexterity, sensation, and visual acuity. Students must be able to measure angles and diameters of various body structures using a tape measure or other devices to measure blood pressure, respiration and pulse, and interpret graphs describing biologic relationships.
Clinical rotations require the ability to transport oneself to a variety of settings in a timely manner.

**Intellectual, Conceptualization, Integration and Quantitation**
Problem-solving, a critical skill demanded of physician assistants, often requires rapid intellectual function, especially in emergency situations. These intellectual functions include numerical recognition, measurement, calculations, reasoning analysis, judgement, and synthesis. Students must be able to identify significant findings in the patient’s history, physical examination and laboratory data, provide a reasoned explanation for likely diagnoses, and choose appropriate medications and therapy.

It is essential the student is able to incorporate new information from many sources toward the formulation of a diagnosis and plan. Good judgment in patient assessment and diagnostic/therapeutic planning is also essential. When appropriate, students must be able to identify and communicate the extent of their knowledge to others.

**Behavioral and Social Skills; Abilities and Aptitudes**
Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgement, the prompt completion of all responsibilities associated with the diagnosis and care of patients and the development of mature, sensitive, and effective relationships in diagnosis and care of patients. Empathy, integrity, honesty, concern for others, good interpersonal skills, interest in people, and motivation are all required personal qualities. Students must be able to monitor and react appropriately to their own emotional needs. For example, students need to maintain balanced demeanor and good organization in the face of long hours, fatigued colleagues, and dissatisfied patients.

Students must be able to develop appropriate professional relationships with their colleagues and patients, provide comfort and reassurance to patients and protect patients’ confidentiality. Students must possess the endurance to tolerate physically taxing workloads and to function effectively under stress. All students are, at times, required to work for extended periods of time, occasionally with rotating schedules. Students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the practice of medicine. Students are expected to accept suggestions and criticisms, and if necessary, to respond by modifying their behavior.

**Admission to the Program**
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. This includes all coursework and internships deemed essential to graduation.

The Office of Academic Success 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.

**Participating Universities**

*Brigham Young University/Idaho*
If you are a BYUI student interested in this program, please contact admissions@salus.edu for further information or visit the BYUI website.

Please note, this agreement is limited only to BYUI students applying to the Physician Assistant program entering fall 2017 and fall 2018.

*Western New England University*
If you are a Western New England University student interested in this program, please contact admissions@salus.edu for further information or visit the WNE website.

**Technology Requirements**
Salus University provides laptop computers to each physician assistant student which is supported by the University’s Technology and Library Services. This technology requirement is included in the financial aid packet. Students also will be issued an iPad for additional convenience. These devices are to ensure each student’s ability to access required educational websites, databases, and software throughout the program. For example, students will need laptops to access evidence-based literature and e-books, and Blackboard for course-related materials and for testing purposes.

Appropriate hardware and software are key elements of the learning environment at Salus University. You will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, you will be expected to have access to and use the hardware and software described below.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis.
Hardware Requirements for a PC:

You are required to have use of a computer system with the following specifications and components:

- Windows 7 or higher
- Core i7 processor or faster
- Minimum 8GB RAM (16 GB Preferred)
- Minimum 500GB Solid State Drive
- Computer microphone
- HD Webcam

Hardware Requirements for a MAC:

- Macintosh 10.11 or higher
- Intel Core i5 or higher
- Minimum 8GB RAM (16 GB Preferred)
- Minimum 500GB Solid State Drive
- Computer Microphone
- HD Webcam

Software/Applications

You are required to have use of the following operating systems and applications:

- Productivity Software
  - Microsoft Office 365 2016 (Provided by Salus University) recommended
  - Instructions will be provided

- One of the following Internet browsers:
  - Google Chrome 57 or later
  - Mozilla Firefox 52 or later

- Anti-virus Software:
  - Symantec Anti-virus software (Provided by Salus University)
  - Instructions will be provided

- Adobe® Reader
- Adobe Flash plug-in
- Adobe Shockwave Plugin
- Windows Media Player & Plugin Version
- Wireless Connection
Accessibility for Operating Systems

Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here.

Access, Excel, Internet Explorer, Microsoft, PowerPoint, Visio and Visual Studio are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. All other trademarks are the property of their respective owners in the United States and/or other countries.

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'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 handbook are available on the University’s website (www.salus.edu).

Tuition 2017 – 2018
Tuition is $39,840 annually.

Fees
Student services fee (per academic year) is $425 for the first year and $300 for the second year. Activity fees are charged at the beginning of the first semester.

Laboratory fee per term is $210.

Technology fee per term is $405 for the first year and $540 for the second year.

The commencement fee is $225 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.
Books and Equipment
First-year Physician Assistant students can expect to pay approximately $2,000 for their books, medical equipment and instruments. It is necessary for Physician Assistant students to possess a number of instruments that are available at the University Bookstore at an approximate cost of $850 to $1,200.

Living Expenses
In planning for living expenses, students should consider room, board, transportation, medical, dental and personal expenses. Healthcare insurance is a requirement of all students while involved in the PA program. The University provides a comprehensive healthcare program option. Students also should consider the costs relative to required clinical rotations, during which time they may be outside of the Philadelphia metropolitan 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 $12.50 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.

PA Program Work Advisement
The Physician Assistant curriculum is designed as a full-time activity for the student. It consists of a demanding course load, with a great deal of time spent in class, clinical experiences and study. It is recommended that a student seek outside sources of support (scholarships, loans, etc.) and devote as much time as possible to their professional education. It is imperative that a student’s primary focus be on the educational process. Employment, therefore, is strongly discouraged.

Physician assistant students must not work for the Program or substitute for or function as instructional faculty. Additionally, students may not substitute for clinical or administrative staff during their supervised clinical practice experiences.
## SEQUENCE OF COURSES

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<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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**Second Year Totals**

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Salus University 2017-2018 Catalog

College of Health Sciences

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The credit unit is equal to one semester hour.

**Rotation Descriptions:**
- CHS-PAS-6200-AA  Emergency Medicine
- CHS-PAS-6201-AA  General Surgery
- CHS-PAS-6202-AA  Internal Medicine
- CHS-PAS-6203-AA  Prenatal Care / Women's Health
- CHS-PAS-6204-AA  Pediatrics
- CHS-PAS-6206-AA  Behavior / Mental Health
- CHS-PAS-6230-AA  Elective Rotation 1
- CHS-PAS-6231-AA  Elective Rotation 2
- CHS-PAS-6240-AA  Family Medicine / Primary Care 1
- CHS-PAS-6241-AA  Family Medicine / Primary Care 2
Gross Anatomy | Lecture and Lab | 3.00 credits  
CHS-PAS-5001-AA  
(First year, fall semester)  
This comprehensive, specifically designed course provides Physician Assistant students with an extensive background in gross human anatomy through lecture, laboratory and independent learning exercises. The course has a clinical emphasis and will provide foundational support for the clinical medicine, physical diagnosis and surgery courses. The laboratory portion consists of closely supervised full cadaver dissection, examination of prosected cadavers, models and diagnostic imaging, as well as state-of-the-art virtual anatomy imaging.

Physiology and Pathophysiology 1 | Lecture | 3.00 credits  
CHS-PAS-5030-AB  
(First year, fall semester)  
This course is the first of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease as it pertains to the following systems: integumentary, immune, hematologic/oncologic and musculoskeletal. The course integrates basic science concepts related to cellular physiology, histology, biochemistry, pathology, genetics and immunology. Diagnostic modalities are introduced where applicable. Organ system modules are aligned with those in the clinical medicine, physical diagnosis and pharmacology courses.

Clinical Medicine 1 | Lecture | 4.50 credits  
CHS-PAS-5130-AB  
(First year, fall semester)  
This is the first of three sequential Clinical Medicine courses. Using an organ-based systems approach, this course provides instruction in the etiology, clinical presentation, diagnostic modalities, differential diagnoses, assessment and management of common medical conditions. The course builds on lectures in normal physiology and pathophysiology and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics 1 Course. Areas of study include: Genetics; Dermatology; Head/Eyes/Ears/Nose/Throat; Infectious Diseases, and Hematology/Oncology.

Pharmacology and Clinical Therapeutics 1 | Lecture | 2.00 credits  
CHS-PAS-5040-AB  
(First year, fall semester)  
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 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 parallel the body system being studied in Clinical Medicine 1.
Medical Microbiology and Genetics | Lecture | 2.00 credit  
CHS-PAS-5002-AB  
(First year, fall semester)  
This course provides a systematic organ-based review of infectious disease agents and the principles and techniques employed in their laboratory diagnosis. It also explores the protective components and response by the immune system in mounting defenses against common pathogens encountered in clinical practice. Pathogenic etiologies will include bacterial, viral, fungal, parasitic and helminthic agents.

Physical Diagnosis 1 | Lecture, Lab | 2.50 credits  
CHS-PAS-5060-AA  
(First year, fall semester)  
This is the first of three sequential courses designed to prepare the student to elicit a complete medical history, perform a physical examination and appropriately document their findings. Students will be trained to demonstrate sensitivity to gender, age and cultural background in their interaction with patients. In addition to lecture and laboratory instruction, students will be afforded the opportunity to practice their history taking and examination technique during faculty-supervised hospital experiences. Lectures, DVDs and live demonstrations will be used. As each body system is reviewed, emphasis is placed on the understanding of the relationship between presenting signs and symptoms and their physiologic or pathophysiologic origins.

Evidence-Based Practice | Lecture | 1.00 credit  
CHS-PAS-5101-AA  
(First year, fall semester)  
In this course, a review of basic statistics precedes the statistical application of evidence-based theory, as it pertains to epidemiology, public health, and the practice of clinical medicine. Students are introduced to methods of accessing evidence-based medicine databases. Students learn to identify, review and critique published literature, specifically to direct their clinical decision-making. The course emphasizes the use of current, evidence-based literature to validate and improve the practice of clinical medicine to promote lifelong learning. This course is preparation for the emphasis placed on evidence-based practice in the Clinical Medicine, Clinical-Problem Solving and Capstone Project courses. Evidence-based practice utilizes an interprofessional, team-based learning environment and an asynchronous teaching methodology.

PA | Seminar Lecture | 1.50 credits  
CHS-PAS- 5007-AA  
(First year, fall semester)  
This course is designed to introduce Physician Assistant (PA) students to pertinent issues of medical practice and the PA role in providing quality, patient-centered care. The course is designed to expose the PA student to aspects of medicine and patient care that are not contained within the clinical medicine and science curricula. The student will receive specific instruction in professionalism, cross-cultural competency, diversity and public health. As a requirement of student participation in clinical experiences, instruction will be provided regarding the Health Insurance Portability and Accountability Act (HIPAA), the Occupational Safety and Health Administration (OSHA) and safety precaution guidelines related to blood-borne pathogens. Documentation, billing and coding, reimbursement, quality assurance, risk management, medicolegal issues and medical ethics will be discussed. The course will also touch on the history and
evolution of the PA profession in U.S. medicine, 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 practice economics, specialization, PA political issues and the globalization of the PA concept.

**Physiology and Pathophysiology 2 | Lecture | 2.50 credits**  
CHS-PAS-5031-AB  
(First year, spring semester)

This course is the second of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease as it pertains to the following systems: cardiovascular, respiratory, endocrine, gastrointestinal and reproductive. The course integrates basic science concepts related to cellular physiology, histology, biochemistry, pathology, genetics and immunology. The normal physiologic changes associated with pregnancy are also explored. Diagnostic modalities are introduced where applicable. Organ system modules are aligned with those in the Clinical Medicine, Physical Diagnosis and Pharmacology courses.

**Clinical Medicine 2 | Lecture | 6.00 credits**  
CHS-PAS-5131-AB  
(First year, spring semester)

This is the second of three sequential Clinical Medicine courses. Using an organ-based systems approach, this course provides instruction on the etiology, clinical presentation, diagnostic modalities, differential diagnoses, assessment and management of common medical conditions. 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: Cardiology, Pulmonology, Endocrinology, Gastroenterology, and Women’s Health.

**Pharmacology and Clinical Therapeutics 2 | Lecture | 2.00 credits**  
CHS-PAS-5041-AA  
(First year, spring semester)

This is the second of three courses in Pharmacology and Clinical Therapeutics. Students are introduced to the general principles of pharmacology and the application of these principles to patient care situations. Students learn the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics. It provides an overview of dosage formulations and dose-response relationships. Instruction related to a drug’s mechanism of action, side effects, toxicity and contraindications. Drug interactions and polypharmacy will also be reviewed. The classes of pharmaceuticals parallel the body system being studied in Clinical Medicine 2.

**Physical Diagnosis 2 | Lecture, Lab | 1.50 credits**  
CHS-PAS-5061-AB  
(First year, spring semester)

This course utilizes the competencies acquired in the Physical Diagnosis 1 course as the basis upon which to perform the focused medical history and physical examination. Course format will include lectures, small group practice sessions, and standardized patient encounters. Instruction is provided for accurate documentation of the focused history and physical, the SOAP note, as well as admission, progress, discharge, and surgical notes.
Advanced Clinical Skills 1 | Lecture, Lab | 2.50 credits
CHS-PAS-5140-AA  
(First year, spring semester)
This is the first of a two-course series that instructs the student in the diagnostic and technical skills utilized in clinical practice. Students engage in lectures, case discussions, demonstrations and practice sessions. Areas of study include ECG interpretation, radiographic imaging, indications, associated risks and the complications associated with diagnostic modalities and clinical procedures.

Behavioral Science | Lecture | 2.50 credits
CHS-PAS-5003-AB  
(First year, spring semester)
This course introduces the student to the normal and abnormal psychological development of pediatric, adult and geriatric patients. Through lectures and assigned readings, the student will develop the knowledge, skills, and attitudes necessary for the evaluation and management of patients and their families with behavioral and mental health disorders. Instruction will include but is not limited to: the psychiatric interview, mood and personality disorders, somatoform/factitious/ dissociative disorders, psychotic disorders, sexual orientation, substance abuse, domestic violence, and end of life care. The needs of vulnerable populations and management of psychiatric emergencies will also be considered. Learned skills are further honed in the CHS-PAS-6206 Behavioral/Mental Health clinical rotation course.

Integrative Medicine | Lecture | 1.00 credit
CHS-PAS-5102-AA  
(First year, spring semester)
Integrative medicine views the patient holistically (mind, body and spirit) and focuses on the incorporation of complementary and alternative medicine (CAM) into conventional medical practice. This course is designed to introduce the student to the various therapies associated with complementary and alternative medicine as well as to assess their safety and effectiveness. This will be accomplished through a combination of the Complementary and Alternative Medicine Online Continuing Education Series, lectures by the faculty, and student group presentations.

Clinical Problem Solving 1 | Lecture, Lab | 3.50 credits
CHS-PAS-5050-AA  
(First year, spring semester)
Using a problem-based learning format in a small group setting, students learn to synthesize the medical knowledge and skills obtained throughout the curriculum and develop the critical thinking skills integral to clinical problem solving. Through the application of self-discovery and through integration of clinical reasoning, students practice medical decision-making based on evidence–based practice. Throughout the year, patient cases presented will relate to the organ system studied in the Physiology and Pathophysiology, Clinical Medicine, and Pharmacology and Clinical Therapeutics courses.
Students will be involved in weekly “pre-clinical” experiences. These experiences will have a primary care focus, but also will expose the students to specialty practice and other ancillary services of medicine. Students initially observe and, 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 course serves as the introduction to practice-based medicine and is a precursor to the clinical year of the Program.

**Physiology and Pathophysiology 3 |Lecture | 2.00 credits**  
**CHS-PAS-5032-AB  (Second year, summer term)**  
This course is the third of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease as it pertains to the following systems: renal/urinary and neurologic. The course integrates basic science concepts related to cellular physiology, histology, biochemistry, pathology, genetics and immunology. The normal physiologic changes associated with aging are also explored. Diagnostic modalities are introduced where applicable. Organ system modules are aligned with those in the Clinical Medicine, Physical Diagnosis and Pharmacology courses.

**Clinical Medicine 3 | Lecture | 4.50 credits**  
**CHS-PAS-5132-AB  (Second year, summer term)**  
This is the third of three sequential Clinical Medicine courses. Using an organ-based systems approach, this course provides instruction on the etiology, clinical presentation, diagnostic modalities, differential diagnoses, assessment and management of common medical conditions. The course builds on lectures in Physiology and Pathophysiology 1, and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics 1. Areas of study include: Urology, Nephrology, Orthopedics, Rheumatology, Neurology, Ocular Medicine, and Geriatrics.

**Emergency Medicine | Lecture | 1.50 credits**  
**CHS-PAS-5100-AB  (Second year, summer term)**  
This course provides instruction in the diagnosis and management of common emergency conditions such as but not limited to, trauma; shock; burns, and poisonings, as well as cardiac, pulmonary, gastrointestinal, endocrine, neurological and environmental emergencies.

**Surgery | Lecture | 1.00 credit**  
**CHS-PAS-5005-AA  (Second year, summer term)**  
This course is designed to orient the student to general surgical principles of practice in preparation for the General Surgery rotation. An introductory overview of general surgical concepts such as indications for surgical referral, pre-op patient assessment, principles of anesthesia, intra-operative management and post-op care and complications will be presented.
Pediatrics | Lecture | 1.50 credit  
CHS-PAS-5004-AA  
(Second year, summer term)  
This course provides 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.

Pharmacology and Clinical Therapeutics 3 | Lecture | 1.50 credits  
CHS-PAS-5042-AA  
(First year, summer term)  
The third of three courses in Pharmacology and Clinical Therapeutics, this course will introduce students to the general principles of pharmacology and the application of these principles to patient care situations. Students learn the principles of pharmacokinetics, pharmacodynamics and pharmacogenetics. This course provides an overview of dosage formulations and dose-response relationships. Instruction related to a drug’s mechanism of action, side effects, toxicity is provided. Drug interactions and polypharmacy will also be reviewed. The classes of pharmaceuticals parallel the body system being studied in Clinical Medicine 3.

Advanced Clinical Skills 2 | Lecture, Lab | 2.00 credits  
CHS-PAS-5141-AB  
(Second year, summer term)  
This is the second of a two-course series that instructs the student in the diagnostic and technical skills utilized in clinical practice. Students engage in lectures, case discussions, demonstrations and practice sessions. Areas of study include but are not limited to: slit lamp examination, suturing, surgical gowning and gloving, wound care and dressings, splinting and castings, venipuncture, injections and IV placements. Students become certified in Advanced Cardiac Life Support (ACLS) and are afforded the opportunity to perform male and female genitalia examinations on trained, standardized patients. Related risks and the complications associated with diagnostic modalities and clinical procedures will also be reviewed.

Physical Diagnosis 3 | Lecture, Lab | 1.00 credits  
CHS-PAS-5062-AA  
(First year, summer term)  
This course utilizes the competencies acquired in the Physical Diagnosis 1 and 2 courses as the foundation upon which the student will continue to refine his/her skills in performing the focused medical history and physical examination. Additionally the course will facilitate critical thinking in the student approach to the patient with a physical complaint. Course format will include lectures, small group practice sessions, and a standardized patient encounter. Appropriate documentation of the focused history and physical as discussed in Physical Diagnosis 2 will be reinforced in this course.
Clinical Problem Solving 2 | Lecture, Lab | 1.50 credits
CHS-PAS-5051-AA (Second year, summer term)
Utilizing the same problem-based learning format as Clinical Problem Solving 1, students will develop patient case scenarios based on assigned clinical medicine topics in a small group format, utilizing concepts learned in Clinical Medicine, Physical Diagnosis, 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 not only a primary care focus, but exposure to specialty practice and other ancillary services in medicine.

Emergency Medicine | Clinical Rotation | 4.50 credits
CHS-PAS-6200-AA (Upon successful completion of the didactic year of the Program)
The five (5) week Emergency Medicine rotation takes place in a hospital emergency department and provides the student with exposure to urgent care as well as acute medical and surgical conditions. Students function as part of a multi-disciplinary team, working collaboratively with healthcare providers from all disciplines. Through supervised patient contact, the student gains experience in performing directed history and physical examinations, documenting patient encounters, and assessing and managing episodic illness. The student is also afforded opportunities to perform the clinical skills common within the Emergency Medicine setting.

General Surgery | Clinical Rotation | 4.50 credits
CHS-PAS-6201-AA (Upon successful completion of the didactic year of the Program)
The five (5) week Surgery rotation provides the student with exposure to the surgical setting, affording the opportunity to apply the basic principles of surgery acquired through the didactic Surgery course. Through practical experience, the student engages in the evaluation and management of patients encountering surgical problems. Students participate in operating room procedures and techniques, and will work collaboratively with the surgical team. Students are exposed to all aspects of the surgical process, including pre-operative, intra-operative and post-operative patient care.

Internal Medicine | Clinical Rotation | 4.50 credits
CHS-PAS-6202-AA  (Upon successful completion of the didactic year of the Program)
The five (5) week Internal Medicine rotation takes place in a hospital and/or outpatient setting, exposing the student to the medical management of an adult patient population. Through supervised patient contact, the student gains experience in performing history and physical examinations, documenting patient encounters, and assessing and managing the acute and chronic illnesses commonly encountered in this medical setting. Students develop the knowledge and attitudes necessary to provide patient-centered health education.

Prenatal Care/Women’s Health | Clinical Rotation | 4.50 credits
CHS-PAS-6203-AA  (Upon successful completion of the didactic year of the Program)
The five (5) week Women's Health/Prenatal Care rotation takes place in a hospital, clinic and/or private practice setting, exposing the student to gynecologic and prenatal care. Through supervised patient contact the student gains experience in obtaining a women’s health history and performing the routine gynecologic examination and associated clinical skills. In addition to learning appropriate documentation of the patient encounter, the student acquires the knowledge and skills necessary to assess and manage the range of women’s health conditions throughout the reproductive lifespan.

Pediatrics | Clinical Rotation | 4.50 credits
CHS-PAS-6204-AA  (Upon successful completion of the didactic year of the Program)
The five (5) week Pediatrics rotation takes place in an outpatient and/or inpatient setting, exposing the student to the healthcare needs of the pediatric patient population. Through supervised patient contact, the student gains experience in performing pediatric history and physical examinations, ranging from neonate through teenage development. Students develop the knowledge and attitudes necessary to interact with both the pediatric patient and caregiver, document patient encounters, and assess and manage both common pediatric problems, as well as acute illness. The student also is afforded the opportunity to become familiar with normal growth and development, immunization schedules, nutritional requirements, and anticipatory guidance.

Behavior/Mental Health | Clinical Rotation | 4.50 credits
CHS-PAS-6206-AA  (Upon successful completion of the didactic year of the Program)
The five (5) week Mental Health rotation takes place in an outpatient, and/or inpatient behavioral health facility. The student works collaboratively with the mental health team to evaluate and manage a range of behavioral/mental health issues. Through supervised patient contact, the student develops the knowledge and attitudes necessary to provide ongoing and/or emergent support for this patient population. Emphasis is placed on recognizing the roles that socioeconomics, family health history, and social interactions play in the course of behavioral/mental health conditions. In addition, students develop an understanding of the barriers to treatment, as well as the support resources available within the community.
Family Medicine/Primary Care 1 | Clinical Rotation | 4.50 credits
CHS-PAS-6240-AA  (Upon successful completion of the didactic year of the Program)
This is one of two, five (5) week Family Medicine rotations that take place in an outpatient primary care setting, exposing the student to the medical management of patients throughout their lifespan. Through supervised patient contact, the student gains experience in performing history and physical examinations, documenting patient encounters, and assessing and managing the acute and chronic illnesses commonly encountered in the primary care setting. Students also develop the knowledge and attitudes necessary to provide patient-centered health education.

Family Medicine/Primary Care 2 | Clinical Rotation | 4.50 credits
CHS-PAS-6241-AA  (Upon successful completion of the didactic year of the Program)
This is the second of two five (5) week Family Medicine rotations that take place in an outpatient primary care setting, exposing the student to the medical management of patients throughout their lifespan. Through supervised patient contact, the student gains experience in performing history and physical examinations, documenting patient encounters, and assessing and managing the acute and chronic illnesses commonly encountered in the primary care setting. Students also develop the knowledge and attitudes necessary to provide patient-centered health education.

Elective 1 | Clinical Rotation | 4.50 credits
CHS-PAS-6230-AA  (Upon successful completion of the didactic year of the Program)
This is one of two five (5) week elective rotations available to the student. This rotation affords the student an opportunity to increase his/her knowledge base and skill in an area of clinical interest.

Elective 2 | Clinical Rotation | 4.50 credits
CHS-PAS-6231-AA  (Upon successful completion of the didactic year of the Program)
This is the second of two five (5) week elective rotations available to the student. This rotation affords the student an opportunity to increase his/her knowledge base and skill in an area of clinical interest.

Capstone Project 1 | Lecture | .50 credit
CHS-PAS-5930-AA  (Second year, spring quarter)
Capstone Project 1 is a guided, independent study course that provides the initial structure for the final graduate paper and the Grand Rounds Presentation of Capstone 2. In Capstone 1, with the guidance of a faculty mentor, students research a topic of both interest and medical significance based on a patient experience during their clinical rotations or a medical topic inspired by the clinical environment. The graduate paper should be comparable to an article found in a peer-reviewed journal. Students develop a proposal, an outline, resources from the medical literature, and write the introduction section and methodology sections of the paper.
Capstone Project 2 | Lecture | .50 credit  
CHS-PAS-5931-AA  
*(Third year, fall session)*

A student’s Capstone Project 2 is the culmination of the research begun during Capstone 1. In Capstone Project 2, an abstract literature review, discussion, recommendations and conclusions will be completed and will serve as the foundation for the oral presentation. This graduate research paper is presented to faculty, student peers and the Salus University Community as a requirement for graduation.

Transition to Practice | Lecture | 2.00 credits  
CHS-PAS-5901-AB  
*(Third year, fall session)*

Transition to Practice is designed to prepare the student to make the transition from student to qualified clinician. Topics discussed include NCCPA certification, specifically the Physician Assistant National Certifying Examination (PANCE) and Physician Assistant National Recertifying Examination (PANRE), CME requirements, licensure, and credentialing. In addition, to help facilitate career planning, Program faculty will work with students to prepare their curriculum vitae and review aspects of the professional interview and contract negotiation. There will also be a focused review of medical content, relevant to PANCE preparation, identified by the Program as requiring greater strengthening through directed lectures. Finally the basic concepts of medical ethics and its application to clinical practice will be presented. Medicolegal issues such as the legal professional standards for physician assistants, employment contractual agreement, and malpractice liability will be explored.
PUBLIC HEALTH PROGRAMS

Anthony F. Di Stefano, OD, MEd, MPH, Director

DEGREE PROGRAM OVERVIEW

Master of Public Health Degree Program (MPH)

Developed for professionals and students from a variety of backgrounds and experience, the Master of Public Health (MPH) program is designed for deeply motivated and intellectually curious individuals who seek the strategic skills necessary to advance the health and well-being of the public worldwide. The program includes applied practice and integrative learning experiences which lead to real-world impact. It offers both distance education and partial on-campus tracks. Students will have up to five (5) years to complete the program.

CERTIFICATE PROGRAMS

Health Policy

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. Courses are taught online only.

Humanitarian Healthcare

The Humanitarian Healthcare certificate program offers insight into evidence-based guidelines and public health interventions with the global capacity to serve those whose lives have been disrupted by emergencies and disasters. Courses are taught online only.
MASTER OF PUBLIC HEALTH DEGREE PROGRAM (MPH)

ADMISSIONS

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.

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

- A documented record of academic achievement
- Demonstrated academic competency in mathematics/quantitative methods.
- English language skills (both written and oral) essential to the successful completion of the coursework.

The College of Health Sciences Public Health Program accepts applications online through the MySalus portal. Applications are accepted on a rolling basis throughout the year. Once accepted, students can begin to register for courses in the term immediately following matriculation, depending on the student’s course of studies.

Individuals successfully meeting the required selection criteria may receive an invitation for an interview, which provides further insight into the applicant’s character and motivation, and allows an applicant the opportunity to speak with the program director. Interviews may be held via phone conference.

Application Process

The Master of Public Health (MPH) and certificate programs seek individuals who have educational prerequisites, interest and motivation for undertaking advancing in public health careers, consistent with the program's stated mission, goals and objectives.

All applicants must have completed their undergraduate studies and must hold an undergraduate or equivalency or graduate degree from an accredited college or university in order to be admitted to the MPH program.

To be considered for the Public Health program, an applicant must:

- Submit an online application, along with a non-refundable application fee of $100.00 (USD), to the University.
- 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 to the Salus University Office of Admissions from each institution, not to the student. A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.
- Educational Resume/Curriculum Vitae – the document should list, in chronological order, an applicant's education and work experiences, publications, honors and achievements to date.

- Complete the Life Experience Essay (250-500 words) – describe those life experiences that have contributed to your perspectives on public health issues, values and needs, both domestically and internationally, as appropriate. This essay is submitted through the online application.

- Complete the Personal Statement (250-500 words) – indicate the area of interest you wish to study and your goals in pursuing the MPH degree or certificate options. Also, tell us why this program is expected to meet your personal and professional objectives, and how it will impact public health needs in the communities you expect to serve. This essay is submitted through the online application.

- Arrange for two (2) letters of evaluation to be submitted on your behalf. When completing the online application, applicants must supply the name and email address of two people who are not related to the applicant and who will provide the University with a reference. References will be contacted by the Office of Admissions and provided with an evaluation form. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

- National testing is not a requirement for acceptance into these programs. If you have taken a test such as a MAT (Miller Analogies Test), GRE (Graduate Record Examination), or OAT (Optometry Admission Test), and would like to submit your scores, your test results may be sent directly to the Office of Admissions. Test scores more than seven years (7) old will not be considered.

- All credentials submitted on behalf of an applicant become a part of that applicant’s file with the University and cannot be returned.
International Students and Practitioners
For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org

English Language Proficiency
Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two (2) years prior to the start date of the entering class to which an applicant seeks admission.

Notification of Acceptance
An applicant may be notified of his or her acceptance on a rolling admissions basis. Upon receipt of acceptance, an applicant is required to complete the Matriculation Supplement form in order to reserve a seat in the program.

Non-degree student status:
Please complete the form found at the MySalus portal and submit. This form is appropriate for the applicant who may desire to take one or more of the courses offered in this program, but is not enrolling in the full MPH degree or Public Health certificate programs.
FINANCIAL INFORMATION

Financial Aid
Students must be enrolled at least half-time (4 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 217.780.1330 or financialaid@salus.edu. The Office of Financial Aid can direct students to various sources of funding for their graduate education.

The University is approved by the Department of Education of the Commonwealth of Pennsylvania and is approved from 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 2017-2018
Public Health degree and certificate programs (per semester hour credit): $819.

Fees
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: (per term registered): $135.

Commencement Fee: $225. This fee is billed in the first term of the year in which the student graduates.

Tuition and fees are due and payable at the start of each session and are subject to change.

Drop/Add Policy
Drop/Add must be completed within ten (10) 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 ten (10) business days of the term regardless of a course start date. Drops/Adds much be filed directly with the Registrar’s office.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High-speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High-speed internet access
## MASTER OF PUBLIC HEALTH CURRICULUM

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Core</strong></td>
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<tr>
<td>CHS-PHE-5000-AA</td>
<td>Introduction to Health Policy</td>
<td>3.00</td>
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<tr>
<td>CHS-PHE-5001-AA</td>
<td>Environmental Health</td>
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<tr>
<td>CHS-PHE-5002-AA</td>
<td>Social and Behavioral Approach to Public Health</td>
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<tr>
<td>CHS-PHE-5003-AA</td>
<td>Program Implementation and Evaluation</td>
<td>3.00</td>
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<tr>
<td>CHS-PHE-5030-AA</td>
<td>Fundamentals of Epidemiology 1</td>
<td>3.00</td>
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<td>3.00</td>
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<td>Cost-Effectiveness Analysis in HC</td>
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<td>Epidemiology of Infectious Disease</td>
<td>3.00</td>
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<td>Introduction to Bioterrorism</td>
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<td>CHS-PHE-5503-AA</td>
<td>Introduction to Bioethics in Health Care</td>
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### Applied Practice Experience/Integrative Learning Experience

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<td>Integrative Learning Experience 4</td>
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</table>

**Total Semester Credits for Master of Public Health Degree (MPH) = 42.00**  
(MPH requires 23 core credits, 13 elective credits and 6 credits of Applied Practice Experience/Integrative Learning Experience)

**Total Semester Credits for Humanitarian and Refugee Health Care Certificate (HRC) = 15.00**  
(HRC requires 9 core credits and 6 elective credits)

**Total Semester Credits for Health Policy Certificate (HPC) = 14.00**  
(HPC requires 9 core credits and 5 elective credits)
COURSE DESCRIPTIONS

CHS-PHE-5000-AA Introduction to Health Policy
3 credits (core credits)
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.

CHS-PHE-5030-AA Fundamentals of Epidemiology 1
3 credits (core credits)
First in a two-course series taught over two semesters, Fundamentals of Epidemiology 1 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. The course demonstrates the application of the epidemiological 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.

CHS-PHE-5031-AA Fundamentals of Epidemiology 2
3 credits (core credits)
Second in a two-series course taught over two semesters, Fundamentals of Epidemiology 2 focuses on various epidemiology study designs for investigating associations between risk factors and disease outcomes, culminating with criteria for causal inferences. The course 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.

CHS-PHE-5040-AA Introduction to Biostatistics I
3 credits (core credits)
First of a two-course series, students are introduced to 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.

CHS-PHE-5041-AA Introduction to Biostatistics II
3 credits (core credits)
Second of a two-course series, Introduction to Biostatistics II 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, graphics 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.

**CHS-PHE-5001-AA Environmental Health**  
3 credits (core credits)  
A 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.

**CHE-PHE-5002-AA Social and Behavioral Approach to Public Health**  
3 credits (core credits)  
Designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. The course allows students to develop insight into populations with whom they have worked in the past or will work in the future. The course presents the essential tools for understanding and effectively analyzing psychosocial issues in public health.

**CHS-PHE-5003-AA Program Implementation and Evaluation**  
3 credits (core credits)  
This 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 basic concepts. Students gain a thorough understanding of types of program evaluation essential for an effective and successful public health practice. Further practical experience is 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.

**CHS-PHE-5500-AA Cost-Effectiveness Analysis in Healthcare**  
2 credits (elective credits)  
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 basis critique of cost-effectiveness papers, and take part in discussions of planned cost-effectiveness research.
CHS-PHE-5501-AA Epidemiology of Infectious Disease
3 credits (elective credits)
A case study approach introduces the basic methods for infectious disease epidemiology and helps students 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, and disease surveillance. The tools for outbreak investigation and disease are thoroughly discussed, and their application is identified in the case studies.

CHS-PHE-5502-AA Introduction to Bioterrorism
1 credit (elective credit)
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.

CHS-PHE-5503-AA Introduction to Bioethics in Healthcare
1 credit (elective credit)
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 allocations, summary measures of health, the right to healthcare, and conflicts between autonomy and health promotion efforts. Concepts relevant to research ethics also introduced.

CHS-PHE-5530-AB Humanitarian and Refugee Health
3 credits
This course provides an introduction to the theoretical concepts and applied practices of healthcare provisions in humanitarian situations and emergencies. Students gain a comprehensive understanding of the public health needs of conflict, crisis and disaster-affected populations, and the system and practices used in the humanitarian relief field to address these needs.

CHS-PHE-5504-AA Health Literacy and Effective Communication Program Design
2 credits (elective credits)
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; and learn different methods of evaluating education and its impact on health.
CHS-PHE-5505-AA Epidemiologic Study Design and Grant Writing
1 credit (elective credit)
Interactive course designed 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 logistical problems involved in designing and conducting epidemiologic studies. Students participate in the preparation of a research protocol for a study in a human population.

CHS-PHE-5506-AA Public Health Issue of Aging Populations
2 credits (elective credits)
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.

CHS-PHE-5507-AB Public Health Informatics and Electronic Health Records
2 credits (elective credits)
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.

CHS-PHE-5508-AA Introduction to Public Health Genomics
1 credit (elective credit)
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.
CHS-PHE-5509-AA International Development and Health
2 credits (elective credits)
Most healthcare professions have practitioners involved in philanthropic activity. With the expansion of the philanthropic activities of today’s healthcare 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.

CHS-PHE-5510-AA Survey of Public Health Issues
1 credit (elective credit)
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 design implementation and evaluation.

CHS-PHE-5511-AA Perspectives in Development
2 credits (elective 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 toward poverty reduction through exploring the strong links between health and development in both 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.

CHS-PHE-5512-AA Interdisciplinary Service Delivery Models
2 credits (elective credits)
This course will discuss the history of interdisciplinary and interprofessional care, some of the basic theory of team science, and provide references for the basics of this theory. Examples of collaborative practice in healthcare will be presented and discussed. Core competencies for inter-professional practice will also be reviewed. Practical examples of healthcare teams, such as patient safety, quality improvement, disaster medicine, acute chronic and preventive care and sample exercises will be discussed.
CHS-PHE-5513-AA Health and Human Rights
2 credits (elective credits)
This course explores social, political, economic and global implications of the “The Istanbul Declaration -- Health: The First Human Right,” which was adopted at the 12th World Congress on Public Health, 1 May 2009. Global policies and practices that have embedded discrimination, disparity and social injustice in healthcare systems will be analyzed.

CHS-PHE-5514-AA Global Health and Leadership
2 credits (elective credits)
This course provides an overview of the major social, cultural, economic and geopolitical forces shaping the world’s health and healthcare systems. It presents the knowledge and skills that are essential to analyzing the factors that contribute to health and offers strategies and real-world examples for improving health status. Using a virtual classroom, the course includes current information from governmental, private sector, NGO and policy institutes. The course overlays the role and strategies of leadership in advancing global health development.

CHS-PHE-5540-AA Independent Study 1
CHS-PHE-5541-AA Independent Study 2
CHS-PHE-5542-AA Independent Study 3
CHS-PHE-5543-AA Independent Study 4
CHS-PHE-5544-AA Independent Study 5
CHS-PHE-5545-AA Independent Study 6
1 credit each
Independent study is a specialized instructional program. An independent study is an opportunity for students to utilize 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.

All MPH students are required to complete both an Applied Practice Experience (APE) and an Integrative Learning Experience (ILE) that afford each student an opportunity to apply new public health competencies in a community setting as well as integrate and synthesize new knowledge and skills through a scholarly project or assessment strategy directed at stakeholders. *

The MPH program requires a student to demonstrate competency attainment through an Applied Practice Experience (APE). Applied practice experiences may be concentrated in time or may be spread throughout a student’s enrollment. Opportunities may include the following: (1) a practicum or internship completed during a summer or academic term; (2) course-based activities (e.g., performing a needed task for a public health or healthcare organization under the supervision of a faculty member as an individual or group of students); (3) activities linked to service learning, as defined by the program; (4) co-curricular activities (e.g., service and volunteer opportunities, such as those organized by a student association); and (5) a blend of for-credit and/or not-for-credit activities. Each student is required to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies. Assessment is conducted through a portfolio approach and must include at least two products. Examples include written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Combined degree students have opportunities to integrate and apply their learning from both degree programs through applied practice experiences.

The MPH program requires that each student complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student’s educational and professional goals. The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student’s educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. The ILE is completed at or near the end of the program of study and may be group-based or individual. Combined (dual, joint, concurrent) degree students should have opportunities to incorporate their learning from both degree programs in a unique integrative experience.
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

A certificate in Health Policy from Salus University is advantageous for professionals who:

- Desire to make an impact in key health policy issues facing their profession, the healthcare system and targeted populations;
- Work in public health but have not had any formal education in health policy and related fields;
- Have advanced degrees in healthcare professions and wish to enhance their professional knowledge and skills in health policy; and/or
- Wish to pursue an MPH degree in the future and want to earn credits now to apply towards that goal in the future.

The Health Policy certificate program is 14 semester credits, selected from the MPH degree program:

- 9 core credits
- 5 elective credits

All classes are conducted online.
HUMANITARIAN HEALTHCARE 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 Humanitarian Healthcare 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.

A certificate in Humanitarian Healthcare from Salus University is advantageous for professionals who:
- Work in volunteer humanitarian projects but seek addition skills for building sustainable programs;
- Have degrees in healthcare professions and wish to enter the field of humanitarian healthcare; and/or
- Wish to pursue an MPH degree in the future and want to earn credits to apply later towards that goal

The certificate program is 15 semester credits, selected from the MPH degree program:
- 9 core credits
- 6 elective credits

All classes are conducted online.
MISSION

The mission of the College of Education and Rehabilitation is to develop and offer graduate education and rehabilitation programs preparing highly qualified professionals to support individuals who have, or are at risk for, disabilities by creating an interprofessional environment of practitioners committed to lifelong learning, critical thinking, and dedication to the individuals and communities they serve.

DEGREE AND CERTIFICATE PROGRAMS

DEPARTMENT OF BLINDNESS AND LOW VISION STUDIES

Master of Science, Low Vision Rehabilitation (LVR)
Certificate program, Low Vision Rehabilitation

Master of Science, Orientation and Mobility (O&M)
Certificate program, Orientation and Mobility

Master of Education, Blindness and Vision Impairment (TVI)
Certificate program, Education of Children and Youth with Visual Impairments

Master of Science, Vision Rehabilitation Therapy (VRT)
Certificate program, Vision Rehabilitation Therapy

(The maximum number of years to complete the above degrees is five.)

DEPARTMENT OF OCCUPATIONAL THERAPY

Master of Science, Occupational Therapy
Doctor of Occupational Therapy (post-professional degree)

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

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Master of Science, Speech-Language Pathology (SLP)

(The maximum number of years to complete the above degree is four.)
DEPARTMENT OF BLINDNESS AND LOW VISION STUDIES 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 a hybrid model that includes distance education (online learning) and a summer on-campus residency to facilitate hands-on experience and practice.

In addition, the Salus University College of Education and Rehabilitation, in partnership with other states, offers distance education programs in which courses can be taken online or in the students’ state of residence. States with which the University has contracts vary from year to year.

The maximum number of years permitted to complete a low vision studies master’s degree program is five.

ADMISSIONS

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 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.

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.
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:

- **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 graduate students to be computer literate upon entry into their respective programs of study. Most of the courses are online and require computer skills related to emailing, word processing, uploading and downloading files and assignments, searching the worldwide web, and interacting online among others.

Prior to entering the program, students who lack basic skills in using computers should complete a basic computer course from a computer education service, a community college, or university.

Master's degree candidates participate in research courses that may require skills in setting formulas for calculations in spreadsheets or databases and creating graphic representations of data.

**Access to Transportation (Orientation and Mobility Programs)**
Due to responsibilities required of Orientation and Mobility (O&M) specialists (e.g., transporting students and clients to appropriate learning environments – and traveling 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.

**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.
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 (1) essay and a Statement of Purpose are submitted with the application. The objective criteria are weighed according to recommendations of the the Blindness and Low Vision Studies 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.

Personal Index
These criteria are a subjective measure of an applicant's acceptability. The index is comprised of letters of reference and extracurricular activities, and the applicant's essay and Statement of Purpose.

Interview Index
An evaluation of the applicant's knowledge, interest and motivation to work in the field of vision impairment. The Blindness and Low Vision Studies 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 when necessary.

After the interview, the Blindness and Low Vision Studies 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. Every effort is made to provide decisions to applicants within two to four weeks of the scheduled interview. The University's Office of Admissions will send final notification to the applicant.

Students may take up to nine (9) credits as non-matriculants 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 Blindness and Low Vision programs:

- **Low Vision Rehabilitation Program**
  Dr. Duane Geruschat, Co-Director
dgeruschat@salus.edu or 215.780.1360

  Ms. Kerry Lueders, Co-Director
  klueders@salus.edu or 215.780.1366
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.

All application materials should be directed to the Office of Admissions.

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 Office of Admissions, regardless of whether a degree has been received from that particular institution or not. A transcript stamped “Issued to Student” is not acceptable, even when delivered in a sealed envelope.

International Students

Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure student/patient/client safety and/or effective communication with members of an education and rehabilitation team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.
All official college transcripts from foreign countries must be submitted in English to a credentialing agency such as the World Education Services, PO Box 5087, Bowling Green Station, New York, NY 10274-5087, USA; contact: +1.212.966.6311 or www.wes.org, for document-by-document evaluation before submission to the Salus University Office of Admissions.

**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 Office of Admissions. Test scores must be no more than seven (7) years old.

MAT: Please use the institution code “2556” to have your scores sent directly to Salus University.

GRE: Please use institution code is “2645” to have your scores sent directly to Salus University.

OAT: Please indicate Salus University as your designated institution.

**Letters of Reference**
Applications must include three (3) letters of reference highlighting your academic and professional skills and addressing applicant qualities in relation to working in the field of Blindness and Low Vision education and rehabilitation.

Applicants should direct the individual to send letters directly to:

Salus University  
Office of Admissions  
8360 Old York Road  
Elkins Park, PA 19027-1516

Electronic letters will be accepted by email to admissions@salus.edu. Please note the letter must be sent as an attachment, on letterhead, with signature.

**Statement of Purpose**
Applicants must submit a statement explaining their purpose and motivation in undertaking graduate studies in the selected program.

**Job Resumé/Curriculum Vitae**
All applicants must submit an educational and job resume (or curriculum vitae). 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 $100.00 in the form of a check or money order (made payable to Salus University) to: Salus University Office of Admissions, 8360 Old York Road, Elkins Park, PA 19027-1516. Please do not send cash. Do not send a check or money order in excess of the required amount.

Background Clearances
All applicants must submit copies of current Child Abuse History, State Police and Federal FBI clearances at the time of matriculation to the program. The clearance requirements process differs by state; please investigate the process for your state of residence. The Office of Student Affairs will contact the matriculated with further instructions on submitting these requirements prior to enrollment.

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 2017-2018
On-campus students: $790 per semester credit
Off-campus students: $890 per semester credit

“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 Office of the Registrar.
Fees

Student services fee is $300. Activity fee is charged on a pro-rated basis by term, depending on the number of credits being taken in the term.

Laboratory fee is $65 and is charged only for terms of resident certificate or master's degree students.

Technology fee: $135 per term.

Commencement fee is $225 and is due the first semester of the year in which the student will graduate.

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

TECHNICAL REQUIREMENTS

For a student to be successful in the Salus University's Blindness and Low Vision Studies blended on-line education program, access to appropriate hardware and software are key elements of the learning environment. You will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, you will be expected to have access to and use the hardware and software described below.

Please note that due to the rapid rate of change in information technology, we anticipate that hardware and software competencies will be updated on a regular basis.
Hardware & Peripherals
You are required to have use of a computer system with the following specifications and components:

- 2 GHz processor or faster
- 8GB RAM or greater
- 250GB hard drive or larger
- High Speed wireless & wired internet connection
- 1024x768 resolution monitor or greater and supporting video card
- Sound card with speakers or headset
- Computer microphone (headset preferred)
- Webcam (HD)

Software/Applications
You are required to have use of the following operating systems and applications:

- Operating system:
  - Windows 7 or later
  - Mac OS X 10.10 or later

- Productivity Software
  - Microsoft Office 365 2016 (Provided by Salus University) recommended
  - Instructions will be provided

- One of the following Internet browsers:
  - Mozilla Firefox – Latest Version (Recommended)
  - Google Chrome – Latest Version

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G (54mb) or wireless N (300mb-450mb) compatibility
- High-speed internet access
Computer Accessibility
The College of Education and Rehabilitation (CER) recommends the following options for computer accessibility in order to ensure that your computer’s operating system is up-to-date with the most recent accessibility technology.

The operating systems on some computers already have some features that include these accessibility technologies:

- Changing font size
- Changing size of desktop icons
- Magnification of portions of your screen
- Converting text to speech
- Altering background color
- Captioning for audio
- Speech recognition such as JAWS, Zoomtext

Accessibility for Operating Systems
Both Microsoft and Apple provide additional accessibility guides, tutorials, and tips for use on your computer. Visit the Microsoft or Apple website for information beyond the documents provided here.

Note: Due to the rapid rate of change in Information Technology, required hardware and software and technology skills are updated often. (Access, Excel, Internet Explorer, Microsoft, PowerPoint, Visio and Visual Studio are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries. All other trademarks are the property of their respective owners in the United States and/or other countries.)
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<td>VRT Internship</td>
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<td>VRT</td>
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<tr>
<td>VRT</td>
<td>CER BLV 6590 AA</td>
<td>VRT Comprehensive Examination</td>
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PROGRAMS IN LOW VISION REHABILITATION (LVR)

The University offers a certificate program and a Master of Science (MS) degree program in Low Vision Rehabilitation.

These programs prepare professionals in rehabilitation, eye care, education and other related fields, to work more effectively in clinical rehabilitation and educational settings with people who have low vision. 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 five (5) week summer residency program and an internship.

Both the Master of Science (MS) 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 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) in Low Vision Therapy. While fieldwork placements are generally local, internships in clinical rehabilitation and educational facilities may be located in other states.

MASTER OF SCIENCE DEGREE AND CERTIFICATE SEQUENCE OF COURSES

Please note: Courses marked as “blended” combine community-based, on-campus and/or online learning. LVR students are encouraged to begin their programming in the spring.

Master of Science in Low Vision Rehabilitation – 41 credits

Spring
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5200AA Principles of Low Vision Rehabilitation; 3.0 credits; blended
CER-BLV-5201AB Visual Impairment and Multiple Disabilities; 1.0 credit; distance education
Summer
CER-BLV-5100AA Introduction to Braille; 0.5 credit; on-campus
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-6200AB LVR Fieldwork; 1.0 credit; blended

Fall
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5132AB Low Vision Assessment & Intervention 3; 2.0 credits; distance education

Upon Completion of Didactic Courses
CER-BLV-5290AA LVR Independent Study; 1.0 or 2.0 credits; distance education
CER-BLV-6201AB-G LVR Internship; 6.0 credits; blended
CER-BLV-6200-AC LVR Fieldwork; 1.0 credit; blended
CER-BLV-6290AA LVR Comprehensive Examination; 0.0 credits; distance education or on-campus

Certificate Program in Low Vision Rehabilitation – 33.5 credits

Spring
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5200AA Principles of Low Vision Rehabilitation; 3.0 credits; blended
CER-BLV-5201AB Visual Impairment and Multiple Disabilities; 1.0 credit; blended

Summer
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-6200AB LVR Fieldwork; 2.0 credits; blended
Fall
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5132AA Low Vision Assessment & Intervention 3; 2.0 credits; distance education

Upon Completion of Didactic
CER-BLV-6201AA LVR Internship; 6.0 credits; blended

Successful 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 DEGREE

The Master of Science (MS) degree program in Orientation and Mobility (O&M) typically begins in January, although it is possible for a student to begin in the summer or fall semester with prior approval from the program’s director. The student may choose a full-time or part-time program.

The majority of this program’s curriculum is taught online, with a 10-week summer residency and one additional week in the fall on campus. Founded on evidence-based practice, the O&M coursework is 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 blind, and to work across generations. Students in the O&M program learn the importance of an interprofessional approach to 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). Fieldwork and Internship placements can typically be secured in the students’ area or nearby.

CERTIFICATE PROGRAMS IN ORIENTATION AND MOBILITY

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 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.

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

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

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

Master of Science Degree in Orientation and Mobility – 42.5 credits

Spring
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5330AA Principles of O&M 1; 2.0 credits; blended

Summer
CER-BLV-5100AA Introduction to Braille; 0.5 credit; on-campus
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5300AA O&M Techniques; 5.0 credits; blended

Fall
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5331AA Principles of O&M 2; 3.0 credits; blended
CER-BLV-5301AA O&M for Individuals with Low Vision; 2.5 credits; blended
CER-BLV-5302AA Beyond the Basics of O&M; 2.0 credits; blended
CER-BLV-6300AB-D O&M Fieldwork; 3.0 credits; blended

Upon Completion of Didactic

CER-BLV-6301AB-G O&M Internship; 6.0 credits; blended
CER-BLV-6390AA LVR Comprehensive Examination; 0.0 credits; distance
Certificate Program in Orientation and Mobility – 30.0 credits

Spring
CER-BLV-5330AA Principles of O&M 1; 2.0 credits; blended

Summer
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5300AA O&M Techniques; 5.0 credits; blended

Fall
CER-BLV-5301AA O&M for Individuals with Low Vision; 2.5 credits; blended
CER-BLV-5302AA Beyond the Basics of O&M; 2.0 credits; blended
CER-BLV-5331AA Principles of O&M 2; 3.0 credits; blended
CER-BLV-6300AA O&M Fieldwork; 3.0 credits; blended

Upon Completion of Didactic

CER-BLV-6301AA O&M Internship; 6.0 credits; blended
PROGRAMS FOR EDUCATORS OF CHILDREN AND YOUTH
WITH VISUAL IMPAIRMENTS (TVI)

MASTER OF EDUCATION DEGREE AND CERTIFICATE PROGRAMS

The College of Education and Rehabilitation offers a Master of Education (MEd) in Blindness and Vision Impairments degree program, and a certificate program for Education of Children and Youth with Visual Impairments. 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 four-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 Admissions Requirements) and the Pennsylvania Department of Education requirements, which must be met for certification in Pennsylvania. These requirements depend upon whether the individual already holds a teaching certificate in another area, or wishes to earn his or her initial certificate.

Teacher of Children with Visual Impairments

In order to obtain a Pennsylvania certificate as a teacher of children with visual impairments (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.

Candidates for both initial and advanced certification must have an undergraduate degree with a minimum GPA of 3.0.

Upon completion of the program, Pennsylvania requires that the applicant take the appropriate PRAXIS 2 examination in Visual Impairments. 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.

Students who reside in another state must follow that state’s requirements for
licensure and certification. Applicants to the Teacher of the Visually Impaired program must submit copies of current state, child abuse and federal background clearances at the time of application to the program.

Applicants who do not have certification in Special Education may have to take additional courses to obtain their master’s degree or certification.

**SEQUENCE OF TVI COURSES: MASTER OF EDUCATION AND CERTIFICATE PROGRAMS**

The program director and the student jointly plan an individualized program of studies that will accommodate either full- or part-time status, and 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.

Individuals who wish to receive the Master of Education (MEd) degree in addition to certification as a Teacher of the Visually Impaired must complete one additional course: Critical Analysis of Research and pass a TVI comprehensive examination. In general, students who are seeking to complete the master’s degree on a part-time basis may do so in approximately two years and one semester, depending upon the semester in which they begin classes. A student seeking to complete the master’s degree on a full-time basis may do so within one year and one semester – again, dependent upon the time of enrollment.

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

**Master of Education Degree, Blindness and Visual Impairment:** 47.0 credits

**Spring**

CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended

CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education

CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended

CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education

CER-BLV-5105AA Literacy Braille Code; 3.0 credits; distance education

CER-BLV-5430AB Principles of Teaching Students with Visual Impairment 1; 1.0 credit; blended
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Delivery</th>
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<td>CER-BLV-5101AA</td>
<td>Introduction to Independent Living Skills</td>
<td>1.0</td>
<td>on-campus</td>
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<td>CER-BLV-5102AA</td>
<td>Introduction to Orientation &amp; Mobility</td>
<td>1.0</td>
<td>on-campus</td>
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<td>CER-BLV-5106AA</td>
<td>Braille Literacy</td>
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<td>on-campus</td>
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<td>Low Vision Assessment &amp; Intervention 1</td>
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<td>CER-BLV-5131AA</td>
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<td>3.0</td>
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<td>CER-BLV-5402AA</td>
<td>Nemeth &amp; Other Specialized Codes</td>
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**Fall**

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<td>CER-BLV-5103AA</td>
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<td>2.0</td>
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<td>CER-BLV-5401AA</td>
<td>Teaching Students with Multiple Disabilities</td>
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<td>distance education</td>
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<td>Literacy for Students with Visual Impairment</td>
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<td>distance education</td>
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<td>CER-BLV-5431AB</td>
<td>Principles of Teaching Students with Visual Impairment 2</td>
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Upon Completion of Didactic

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<td>CER-BLV-6490AA</td>
<td>TVI Comprehensive Examination</td>
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<td>distance education or on-campus</td>
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Certificate program, Education of Children and Youth with Visual Impairments: 44.0 credits

For those without a special education background

Spring 1
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended

Summer 1
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended

Fall 1
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5105AA Literacy Braille Code; 3.0 credits; distance education
CER-BLV-5401AA Teaching Students with Multiple Disabilities; 2.0 credits; distance education
CER-BLV-5430AB Principles of Teaching Students with Visual Impairment 1; 1.0 credit; blended

Spring 2
CER-BLV-5403AA Literacy for Students with Visual Impairment; 3.0 credits; distance education
CER-BLV-5431AB Principles of Teaching Students with Visual Impairment 2; 2.0 credits; blended

Summer 2
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5400AB Expanding the Core Curriculum; 3.0 credits; blended
CER-BLV-5402AA Nemeth & Other Specialized Codes; 2.0 credits; on-campus
CER-BLV-5404AA Educating Emergent Bilinguals; 1.5 credits; online
CER-BLV-6400AB-C TVI Fieldwork; 2.0 credits; distance education

Upon Completion of Didactic
CER-BLV-6401AB- GTVI Internship; 6.0 credits; blended
For those with a special education background

Spring 1
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education

Summer 1
CER-BLV-5101AA Introduction to Independent Living Skills; 1.0 credit; on-campus
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended

Fall 1
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5105AA Literacy Braille Code; 3.0 credits; distance education
CER-BLV-5401AA Teaching Students with Multiple Disabilities; 2.0 credits; distance education

Spring 2
CER-BLV-5403AA Literacy for Students with Visual Impairment; 3.0 credits; distance education
CER-BLV-5431AB Principles of Teaching Students with Visual Impairment 2; 2.0 credits; blended

Summer 2
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5400AB Expanding the Core Curriculum; 3.0 credits; blended
CER-BLV- 5402AA Nemeth & Other Specialized Codes; 2.0 credits; on-campus
CER-BLV-5404AA Educating Emergent Bilinguals; 1.5 credits; online
CER-BLV-6400AB-C TVI Fieldwork; 2.0 credits; distance education

Upon Completion of Didactic
CER-BLV-6401AB- GTVI Internship; 6.0 credits; blended
PROGRAMS IN VISION REHABILITATION THERAPY

The College of Education and Rehabilitation offers a certificate program and a Master of Science (MS) (Vision Rehabilitation) 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 coursework and supervised field experiences required for Vision Rehabilitation Therapist certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

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

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

All didactic course work must be completed prior to entry into the off-campus internship. Each student designs an Individualized Program of Studies (IPS) to ensure appropriate course sequencing and integration.
VISION REHABILITATION THERAPY MASTER OF SCIENCE DEGREE AND CERTIFICATE PROGRAMS

SEQUENCE OF COURSES

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

Master of Science in Rehabilitation Teaching – 44.5 credits

Spring
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5004AA Critical Analysis of Research; 3.0 credits; distance education
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5500AA Principles of Vision Rehabilitation Therapy; 2.0 credits; blended

Summer
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5502AA Independent Living Skills for VRTs; 4.0 credits; blended
CER-BLV-5503AA Literacy for Adults with Visual Impairment; 2.0 credits; distance education
CER-BLV-5504AA Communication Skills for VRTs; 1.0 credit; blended

Fall
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance Education
CER-BLV-5105AA Literary Braille Code; 3.0 credits; distance education
CER-BLV-5501AA VRT and Multiple Disabilities; 2.0 credits; distance education

Upon Completion of Didactic
CER-BLV-6500AB-C VRT Fieldwork; 2.5 credits; blended
CER-BLV-6501AB-G VRT Internship; 6.0 credits; blended
CER-BLV-6590AA VRT Comprehensive Examination; 0.0 credits; distance education or on-campus
Certificate Program in Rehabilitation Teaching – 41.5 credits

Spring
CER-BLV-5000AA Foundations of Education and Rehabilitation; 2.0 credits; blended
CER-BLV-5001AA Clinical and Functional Implications of Visual Impairment; 3.0 credits; distance education
CER-BLV-5002AA Psychological & Social Dynamics of Visual Impairment; 1.0 credit; blended
CER-BLV-5104AA Visual Impairment from Brain Injury; 1.0 credit; blended
CER-BLV-5105AA Literary Braille Code; 3.0 credits; distance education
CER-BLV-5500AA Principles of Vision Rehabilitation Therapy; 2.0 credits; blended

Summer
CER-BLV-5102AA Introduction to Orientation & Mobility; 1.0 credit; on-campus
CER-BLV-5106AA Braille Literacy; 0.5 credit; on-campus
CER-BLV-5130AA Low Vision Assessment & Intervention 1; 3.5 credits; blended
CER-BLV-5131AA Low Vision Assessment & Intervention 2; 3.0 credits; blended
CER-BLV-5502AA Independent Living Skills for VRTs; 4.0 credits; blended
CER-BLV-5503AA Literacy for Adults with Visual Impairment; 2.0 credits; distance education
CER-BLV-5504AA Communication Skills for VRTs; 1.0 credit; blended

Fall
CER-BLV-5003AA Human Development Across the Lifespan; 2.0 credits; distance education
CER-BLV-5103AA Introduction to Assistive Technology; 2.0 credits; distance education
CER-BLV-5501AA VRT and Multiple Disabilities; 2.0 credits; distance education

Upon Completion of Didactic
CER-BLV-6500AA VRT Fieldwork; 2.5 credits; blended
CER-BLV-6501AA VRT Internship; 6.0 credits; blended
COURSE DESCRIPTIONS
Please note: Courses marked as “blended” combine in person and online learning.

Foundations of Education & Rehabilitation | 2 credits | Spring
CER-BLV-5000AA
This is survey course representing disciplines dedicated to the education and rehabilitation of individuals with visual impairments. The course introduces learners to history, definitions, legislation, referral processes, education and rehabilitation planning, procedures and resources (human, physical, financial), cultural diversity, learning theories and teamwork related to the needs of individuals with visual impairments. Learners will explore professionalism and ethics as well as issues related to accessibility, privacy, confidentiality, and advocacy.

Course Format: Blended (distance education and community-based)

Clinical and Functional Implications of Visual Impairment | 3 credits | Spring
CER-BLV-5001AA
The student will know the anatomy of the eye, visual pathways, optics, visual examinations, eye disorders, age-related changes in the eye, innervations of the eye, medications and their side effects, and disease of the eye as well at the functional and educational implications. The student will understand and be able to relate these topics functionally to an individual's visual performance.

Course Format: Distance Education

Psychological & Social Implications of Visual Impairment | 1 credit | Spring
CER-BLV-5002AA
This course explores the psychosocial factors affecting the process of adjustment to visual impairment across the life span. Through case analysis and consumer 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. An overview of the range of psychosocial interventions is provided including resources for referrals.

Course Format: Distance Education
Human Development Across the Lifespan | 2 credits | Fall
CER-BLV-5003AA
Learners study the course of human development from conception through late adulthood. Topics include normative changes in motor development, cognition, sensation and perception, physiology, and social development. Special emphasis is placed upon the critical role of vision and the accompanying process of visual changes across the life span. In addition, demographic trends and an in-depth study of the network of services for older adults are provided.

Course Format: Distance Education

Critical Analysis of Research | 3 credits | Spring
CER-BLV-5004AA
This course teaches learners the tools necessary for becoming critical readers of research and how to conceptualize and conduct basic research in their professional environments. Learners become familiar with the basic attributes of quantitative and qualitative methods of research and investigate the ethics involved in conducting research. Research designs covered include true experimental, quasi-experimental, descriptive, correlational, single-subject, survey, ethnographic and case study approaches.

Course Format: Distance Education

Introduction to Braille | 0.5 credit | Summer
CER-BLV-5100AA
This course involves learning uncontracted braille and the use a variety of tools to produce the basic braille alphabet, numbers and punctuation as well as raised line diagrams for labeling and maps. The course provides learners with information about Americans with Disabilities Act (ADA) signage regulations and resources for how to interpret contractions used in braille signage.

Course Format: On-Campus

Introduction to Independent Living Skills | 1 credit | Summer
CER-BLV-5101AA
Learners will be provided with online and hands-on instruction and rehabilitation training 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) time identification, (e) basic food preparation, (f) telephone skills, and (g) 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.

Course Format: On-Campus
Introduction to Orientation and Mobility| 1 credit | Summer
CER-BLV-5102AA
Students will learn about the role and impact of Orientation and Mobility (O&M) instruction on the development and quality of life of students/clients with vision impairments at different life stages. They will become aware of their role as vision professionals in the identification of O&M needs and goals, as well as the provision of instruction/reinforcement of basic mobility skills for their students/clients. Through practice under blindfold/low vision simulation and role-play situations, students will become proficient in basic indoor orientation and mobility techniques.

Course Format: On-Campus

Introduction to Assistive Technology | 2 credits | Fall
CER-BLV-5103AA
Learners are introduced to a wide variety of technology that assists children and adults with visual impairments and multiple disabilities to access information, support learning and activities of daily living. The course provides hands-on experience with a variety of technologies and affords learners the opportunity to observe and teach these technologies. Issues related to legislation, financing, assessment and instructional strategies for teaching access technology are discussed.

Course Format: Distance Education

Visual Impairment from Brain Injury | 1 credit | Spring
CER-BLV-5104AA
This course addresses evaluation and intervention for people of all ages experiencing difficulties secondary to visual processing impairment from acquired brain injury. When working with the brain injured population, intervention focuses on the remediation of deficits through neuro-rehabilitative methods and developing task and environmental adaptations. Topics include: evaluation and intervention for patients with acquired brain injuries related to visual acuity, visual field, oculomotor function, and visual attention and cognitive processing. Utilizing this information, students will understand the foundations of visual signs and symptoms following a brain injury, as well as the best method of rehabilitating and addressing these issues.

Course Format: Blended (distance education and community-based)
Literary Braille Code | 3 credits | Spring  
CER-BLV-5105AA  
This course is designed to teach students to read (visually and/or tactually) and write the Literary Braille Code, based upon the rules in the most recent rulebook, English Braille American Edition. Students will learn to write in both uncontracted braille and contracted braille. Students will learn to read single-sided braille material, as well as inter-point braille (braille which is embossed on both sides of the page). Students will learn to write braille using a slate and stylus (the braille user’s pencil) and the computer keyboard using Perky Duck braille emulation software.

Course Format: Distance Education

Braille Literacy | 0.5 credit | Summer  
CER-BLV-5106AA  
This is 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 notetaker, teaching the use of a labeling code such as Fishburne or Moon.

Course Format: On-Campus

Low Vision Assessment & Intervention 1 | 3.5 credits | Summer  
CER-BLV-5130AA  
This course focuses on two areas: 1) strategies for assessing the visual functioning of children and adults with low vision, and 2) strategies for stimulating and enhancing visual functioning and efficient use of vision without low vision optical devices. Initial areas of emphasis include techniques for the functional assessment of visual acuity and visual fields, and assessment of the functional performance of vision in day-to-day activities across different school, home, recreation and work environments. The second part of this course focuses on assessing and enhancing the functional visual developmental levels and visual efficiency of infants and children, including those with multiple impairments. Course content involves a combination of theory and practice assignments, low vision simulations, and in-class and online discussions centered on the assessment and enhancement of functional vision.

Course Format: Blended (distance education and on-campus)
Low Vision Assessment & Intervention 2 | 3 credits | Summer
CER-BLV-5131AA
This course focuses on intervention strategies for enhancing visual functioning of children and adults with low vision. Areas of emphasis include: detailed assessment and instructional strategies for the utilization of near, intermediate and distance optical devices; visual efficiency instruction without optical devices; interpretation of environmental cues for distance, depth and orientation; reading with low vision, and specialized topics such as low vision driving, visual field enhancement systems, and overview of vision rehabilitation for individuals with head injuries. Course content involves a combination of theory and practice assignments, low vision simulations, and in-class and online discussions centered on the assessment and enhancement of functional vision.

Course Format: Blended (distance education and on-campus)

Low Vision Assessment & Intervention 3 | 2 credits | Fall
CER-BLV-5132AB
This course offers participants the opportunity to apply the concepts addressed in the two pre-requisite courses (Low Vision Assessment & Intervention 1 and Low Vision Assessment & Intervention 2) and extend practical knowledge in the area of low vision rehabilitation. Course topics include but are not limited to literacy and low vision, video magnification evaluations, documentation procedures and implications for reimbursement, artificial vision, and the future of medical and technological advancements.

Course Format: Distance Education

Principles of Low Vision Rehabilitation | 3 credits | Spring
CER-BLV-5200AA
This course provides an overview of the field of low vision rehabilitation and helps define best practices for the type of low vision clinic/practice setting where students may envision themselves working. Explored are components of low vision rehabilitation services, various models of service delivery, the identification of needs for low vision rehabilitation services, and the management, funding and evaluation of low vision rehabilitation services. Principles of Low Vision Rehabilitation prepares students to develop and finance low vision services, and to assume greater responsibilities in current and future work settings in the field of low vision rehabilitation.

Course Format: Distance Education

Visual Impairment & Multiple Disabilities | 1 credit | Spring
CER-BLV-5201AB
Visual Impairment & Multiple Disabilities complements Human Development Across the Lifespan and is designed to provide a more thorough understanding of the impact of additional disabilities and chronic medical conditions in the low vision rehabilitation process.

Course Format: Distance Education
LVR Independent Study | 1 or 2 credits | Summer
CER-BLV-5290AA
LVR Independent Study provides master’s degree students with the opportunity to select and research an area of interest in low vision rehabilitation. Collaborating with an assigned faculty advisor, students select a topic of choice and prepare a professional document about this selected area of interest (e.g., article for publication, compendium, booklet or other professional product), and develop and enhance the permanent product for a particular audience.

Course Format: Distance Education

LVR Fieldwork | 2 credits | Summer
CER-BLV-6200AB-C
LVR Fieldwork assures that alumni of the Salus Low Vision Rehabilitation program have the basic skills necessary to provide quality low vision assessment and intervention services in their specific disciplines to individuals with low vision of all ages and abilities. Students observe the clinical low vision rehabilitation examination process under joint agency and Salus supervision. All students must have at least one Certified Low Vision Therapist (CLVT) as a supervisor (either on- or off-site). All internship sites and supervisors will meet Academy of Certification of Vision Rehabilitation and Education Professionals (ACVREP) certification criteria.

Course Format: Blended (distance education, on-campus and community-based)

LVR Internship | 6 credits | Any Semester (upon completion of didactic courses)
CER-BLV-6201AB-G
LVR Internship assures that alumni of the Low Vision Rehabilitation program have the skills necessary to provide quality low vision assessment and intervention services in their specific disciplines to individuals with low vision of all ages and abilities. Interns assess patient needs, formulate plans in cooperation with them, according to the policies and procedures of their respective service settings, and instruct under joint agency and Salus supervision.

Course Format: Blended (Distance Education and Community-Based)

LVR Comprehensive Examination | 0 Credits | Any Semester
CER-BLV-6290AA
Course Format: Distance Education
O&M Techniques | 5 credits | Summer
CER-BLV-5300AA
This course will provide instruction and practice in skills and techniques used in independent travel by individuals with visual impairments. Students will experience traveling in a variety of indoor and outdoor settings under blindfold and a variety of simulated vision losses. The course will also address instructional strategies, including lesson planning, proper sequencing, and pacing, as well as specific teaching tools. Students will apply these skills by planning and conducting lessons for each other, while receiving feedback from course instructors.

Course Format: On Campus

O&M for Individuals with Low Vision | 2.5 credits | Fall
CER-BLV-5301AA
This course provides assessment techniques and intervention strategies for enhancing the orientation and mobility performance of individuals with low vision. The first part of this course provides information on topics including: the history and development of the field of Low Vision Orientation and Mobility; O&M performance; choosing appropriate environments for assessments; functional mobility implications of clinical eye reports; common eye conditions and their functional effect on O&M performance; and mobility problems common to persons with low vision. The last part of this course focuses on assessment and intervention strategies working with both the unaided and aided visual system. Course content involves lectures on theory with field practice in areas such as instructional strategies for enhancing visual efficiency; distance and depth perception; analysis, modification and use of environments for visual awareness, orientation and safety; use of visual cues and landmarks; and night mobility lessons. Simulation experiences occur in a variety of environments during both day and evening conditions.

Course Format: Blended (distance education and on-campus)

Beyond the Basics of O&M | 2 credits | Fall
CER-BLV-5302AA
This course will provide a forum for learners to explore specific areas related to teaching O&M. Topics will include: intersection design and analysis; modern signalization; challenges for blind and visually impaired pedestrians at complex intersections; accessible pedestrian signals; detectable warnings; legislation related to the public rights-of-way; transit system accessibility; and advocacy. Online discussions and assignments are designed to encourage each learner to become an active participant in a collaborative learning process.

Course Format: Blended (distance education and on-campus)
Principles of O&M 1 | 2 credits | Spring  
CER-BLV-5330AA  
In this course learners are introduced to the philosophies, definitions, history of O&M, professional organizations, national certification and current issues in the field. The course also prepares students to understand, plan and conduct individualized O&M assessments and share the results with students, families and other professionals within a framework of cultural sensitivity. Fieldwork observations, through which students explore and learn about various service delivery settings and models, are also required as part of this course.

Course Format: Distance Education

Principles of O&M 2 | 3 credits | Fall  
CER-BLV-5331AA  
This course provides opportunities to gain knowledge and practical experiences regarding Orientation and Mobility. It includes required readings, materials and assignments that will increase the learner’s knowledge and capabilities in the following areas: transitioning from assessments to instruction; writing O&M goals and objectives; analyzing environments, planning appropriate and well sequenced mobility lessons; learning about mobility systems other than the long cane (e.g., guide dogs); modifying traditional O&M techniques for individuals from different age groups; and a thorough understanding of the impact of additional disabilities and chronic medical conditions in the O&M instructional process.

Course Format: Blended (distance education and on-campus)

O&M Independent Study | 1.0 or 2.0 Credits | Any Semester  
CER-BLV-5390AA  
This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of Orientation and Mobility. The course is designed to address the student’s individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes.

The project is typically completed within one semester. Course Format: Variable

Expanding the Core Curriculum | 3 credits | Summer  
CER-BLV-5400AB  
This course explores all areas of the expanded core curriculum, with special emphasis on assessment and instruction of social skills, recreation and leisure, career education, and self-advocacy skills needed by children and adults who are visually impaired. Hands-on experience with appropriate materials and assistive technology to be used by children who are visually impaired in each of these expanded core curriculum areas is provided.

Course Format: Distance Education
Educating Emergent Bilinguals | 1.5 credits | Summer
CER-BLV-5404-AA
This course provides an introduction to the basic theoretical concepts and principles underlying major approaches to second language (L2) teaching. Students gain knowledge and understanding the roles of the teacher and learner in L2 teaching, and the methods and techniques of L2 teaching. Students also learn about the impact of sensory impairments or multiple disabilities on second language acquisition.

Course Format: Distance Education

Teaching Students with Multiple Disabilities | 2 credits | Fall
CER-BLV-5401AA
Teaching Students with Multiple Disabilities addresses assessment and instruction of children with visual impairments who also have developmental delays (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 or septo-optic dysplasia).

Course Format: Distance Education

Nemeth and Other Specialized Codes | 2 credits | Summer
CER-BLV-5402AA
Nemeth and Other Specialized Codes is a hands-on course that provides learners with the ability to transcribe Nemeth Code using the Perkins braille and braille production software. Learners become proficient in teaching the abacus. Other materials and aids for instruction in mathematics and science are introduced. Students will also receive instruction and create assignments in the music braille code and foreign language braille code at the entry level.

Course Format: On-Campus

Literacy for Students with Visual Impairment | 3 credits | Fall
CER-BLV-5403AA
This course focuses on assessment of learning media, print and braille instruction, and the integration of technology in a literacy program. Students learn how to teach reading and writing with braille as the literacy medium to children and adults, including those with additional disabilities. This course covers various approaches of literacy instruction for this population.

Course Format: Distance Education
Principles of Teaching Students with Visual Impairment 1 | 1 credit | Spring
CER-BLV-5430AB
Principles of Teaching Students with Visual Impairment 1 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 include, but are not limited to, special 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 impairments.

Course Format: Distance Education

Principles of Teaching Students with Visual Impairment 2 | 2 credits | Fall
CER-BLV-5431AB
Principles of Teaching Students with Visual Impairments 2 focuses on being a professional. Students will explore the role of the TVI in communicating with the educational team including the student and parents. Ethical behavior, cultural biases, and the building of collaborative relationships will be discussed. The importance of continuing education and lifelong professional development will be covered, as well as opportunities to obtain ongoing staff development. As part of the course, students will articulate their personal philosophy of special education as it relates to working with visually impaired students and share it with the class.

Course Format: Blended (distance education and community-based)

TVI Independent Study | 1.0 or 2.0 Credits | Any Semester
CER-BLV-5490AA
This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of education of students who are visually impaired. The course is designed to address the student's individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes. The project is typically completed within one semester.

Course Format: Variable

Principles of Vision Rehabilitation Therapy | 2 credits | Spring
CER-BLV-5500AA
This course provides students with information, links, video clips, resources and periodic discussions that address the history and development of the Vision Rehabilitation Therapy (VRT) profession, and provide an in-depth examination of the techniques and skills involved in VRT-specific assessment, lesson planning and instruction. As the course progresses, make note of the emphasis upon United States-based assessment and instructional strategies that utilize the principles of adult learning theory.

Course Format: Distance Education
VRT and Multiple Disabilities | 2 credits | Fall
CER-BLV-5501AA
This course complements Human Development and provides students with information, links, video clips, resources and periodic discussions that address the impact of additional disabilities and chronic medical conditions in the VRT instructional process.

Course Format: Distance Education

Independent Living Skills for Vision Rehabilitation Therapists | 4 credits | Summer
CER-BLV-5502AA
This course is designed to provide the learner with hands-on instruction, web-based learning and rehabilitation training practice in the methodologies and adaptive techniques utilized by the professional rehabilitation teacher/vision rehabilitation therapist (VRT) in the following adaptive independent living skill areas: (a) eating skills, (b) stove top, oven, and microwave safety techniques, (c) basic meal preparation, (d) cleaning skills, (e) basic home mechanics, (f) diabetic management, (g) labeling techniques, including medication management and identification, (h) money identification and management, (i) grooming and hygiene, (j) time identification, (k) clothing care, (l) needle threading, (m) hand and machine sewing, (n) crafts, handicrafts and games.

Course Format: Blended (distance education and on-campus)

Literacy for Adults with Visual Impairment | 2 credits | Summer
CER-BLV-5503AA
In Literacy for Adults with Visual Impairment, students develop a deep understanding of teaching and learning of literacy skills for adults with visual impairment. This course focuses on assessment of learning media, print and braille instruction, and the integration of technology in a literacy program. Students learn how to teach reading and writing with braille as the literacy medium to adults with adventitious visual impairments.

Course Format: Distance Education
Communication Skills for Vision Rehabilitation Therapists | 1 credit | Summer  
CER-BLV-5504AA
This course is designed to provide the learner with hands-on instruction, web-based learning and rehabilitation training practice in the methodologies and adaptive techniques utilized by the professional rehabilitation teacher/vision rehabilitation therapist (VRT) in the following adaptive communication skill areas: (a) telephone skills and directory assistance, (b) writing skills, including signature, letter, list and check writing, (c) National Library Service/Library of Congress eligibility and certification requirements, (d) Talking Book/Cassette Playback Machine skills and Digital Talking Book skills, (e) recording skills, including maintenance and repair of recording devices, and tape indexing, (f) listening skills, (g) acquisition and use of readers, (h) radio reading services, and (i) postal regulations.

Course Format: Blended (Distance Education and On-Campus)

VRT Independent Study | 1.0 or 2.0 Credits | Any Semester  
CER-BLV-5590AA
This course provides an opportunity for students to complete an independent project/course of study that will enhance their knowledge of a specific aspect or area in the field of Vision Rehabilitation Therapy. The course is designed to address the student’s individual needs, interests and aptitudes. A supervising faculty member approves and/or helps design the project and its expected outcomes. The project is typically completed within one semester.

Course Format: Variable

O&M Fieldwork | 3 credits | Any Semester  
CER-BLV-6300AB-D
This course is a field practicum course. Learners will be mentored by an ACVREP Certified O&M Specialist to apply newly acquired knowledge and skills into serving individuals with visual impairments. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times and keep all appointments. Learners will also be assigned a Salus University faculty supervisor to monitor performance and progress. In addition, this course will provide an online forum (Blackboard) for students to discuss their experience, exchange ideas and strategies with one another and the course coordinator, and learn about new products, resources, or journal articles. Students are expected to log into the course’s Blackboard component at least twice a week for the duration of the semester.

Course Format: Blended (distance education and community-based)
O&M Internship | 6 credits | Any semester (upon completion of didactic courses)
CER-BLV-6301AB-G
This course is a field practicum course. Learners will be mentored by an ACVREP Certified O&M Specialist to apply newly acquired knowledge and skills into serving individuals with visual impairments. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times and keep all appointments. Learners will also be assigned a Salus University faculty supervisor to monitor performance and progress.

In addition, this course will provide an online forum (Blackboard) for students to discuss their experience, exchange ideas and strategies with one another and the course coordinator, and learn about new products, resources, or journal articles. Students are expected to log into the course’s Blackboard component at least twice a week for the duration of the semester.

Course Format: Blended (Distance Education and Community-Based)

O&M Comprehensive Examination | 0 Credits | Any Semester
CER-BLV-6390AA

Course Format: Distance Education or On-Campus

TVI Fieldwork | 2 credits | Any Semester
CER-BLV-6400AB-C
Fieldwork is an independent study experience designed to enrich the breadth of first-hand knowledge of the professional roles and service delivery systems likely to impact the education of children who are blind or visually impaired, including those with multiple disabilities. The course instructor and student design the fieldwork experience for each learner. The specific course requirements are determined based on the student’s experience in the field of general and special education and specifically education of infants, children and youth who are blind and visually impaired, including those with multiple disabilities.

Course Format: Blended (distance education and community-based)
TVI Internship | 6 credits | Any Semester (upon completion of didactic courses)
CER-BLV-6401AB-G
This course is a student teaching course. Learners will be mentored by a certified Teacher of Students with Visual Impairments (TVI) to apply newly acquired knowledge and skills into serving individuals with visual impairments and additional disabilities. The emphasis will be placed on techniques and strategies for providing quality assessment and instruction to a variety of individuals with visual impairments, including those with multiple disabilities. It is expected that the learners will conduct themselves in a professional manner at all times. Learners will be assigned a Salus University faculty supervisor to monitor performance and progress.

Course Format: Blended (distance education and community-based)

TVI Comprehensive Examination | 0 Credits | Any Semester (upon completion of didactic courses)
CER-BLV-6490AA

Course Format: Distance Education or On-Campus

VRT Fieldwork | 2.5 credits | Any Semester
CER-BLV-6500AB-C
This course 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.

Course Format: Blended (distance education and community-based)

VRT Internship | 6 credits | Any Semester (upon completion of didactic courses)
CER-BLV-6501AB-G
This course 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).

Course Format: Blended (distance education and community-based)
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. These scholarships have a work payback requirement. Payback agreement information and forms are provided to eligible students at the time of enrollment.

Scholarships are dependent upon eligibility and available funding at the time of registration.

COMMENCEMENT AWARDS

Salus University students of high academic standing are acknowledged during commencement activities for their outstanding academic and clinical achievements.

NOIR Low Vision Award
Awarded to student(s) who have achieved academic excellence in Low Vision Rehabilitation.

Ambutech Orientation and Mobility Award
Awarded to a graduate student in the O&M program who shows excellence throughout their program, particularly in their fieldwork/internship experience.

Dr. Audrey J. Smith/JVIB Award
Awarded to a student in the Blindness and Low Vision Studies program who has distinguished him/herself in scholarly work.

Excellence in Direct Service Award
Awarded to a student in the Blindness and Low Vision Studies program who has excelled in the provision of direct services to individuals in their chosen field who are blind or have low vision.
OCCUPATIONAL THERAPY PROGRAMS

The University offers a Master of Science degree in Occupational Therapy (MSOT) and a Post-Professional Doctorate in Occupational Therapy (OTD).

The Salus University Master of Science in Occupational Therapy (MSOT) degree program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). AOTA is located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number, c/o AOTA, is 301.652-AOTA (2682), and its web address is www.acoteonline.org.

MSOT 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. Our master’s degree OT program is designed to graduate entry-level occupational therapists who can contribute to the well-being of both their clients and their profession.

The Master of Science degree in Occupational Therapy (MSOT) at Salus University requires 64 semester hours for completion, typically over a period of 23 months beginning mid-August of year one and extending through June of year two. Our program uses a cohort model to build a community of learners “who learn by doing” in experiential classes and reflect upon their learning.

Prior to entering the program, applicants must provide evidence of a bachelor’s degree and completion of at least 18 credit hours of foundational prerequisite courses for partial completion of ACOTE standards.

To meet the required 64 graduate semester credits for the MSOT degree, students are required to complete 26 courses including all fieldwork Level II courses and a capstone project. Students must complete the entire program in no more than five (5) years.

After successfully completing the program, graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR).

Students will then be able to obtain a license to practice in the state of their choice. Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. (*Please note that a felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Examination or attain state licensure).*
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
- Letters of evaluation
- Communication skills, including a demonstrated command of the English language, both written and oral

When evaluating academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed, degree status and GRE (Graduate Record Exam) / MAT (Miller Analogies Test) scores are taken into consideration.

Individuals successfully meeting the required admissions selection criteria may receive an invitation to visit our campus for an interview, which provides further insight into the applicant’s character 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 faculty and students.

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

Prerequisites
The 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.

Credit by examination (such as AP credits) is permitted for any prerequisites needed to apply for the occupational therapy program except for the Anatomy and Physiology requirements. No credit is given for experiential learning.
**Prerequisite Courses**

*A total of at least 18 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 of Lifespan Psychology

Sociology (or Cultural Anthropology)

*Prerequisites 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 with 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

To be considered for the MSOT program, an applicant must:

- Submit a properly completed application to the Occupational Therapy Centralized Application Service (OTCAS) (www.otcas.org). Detailed instructions regarding the completion of the application and the essay are provided on the OTCAS website.

- 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.

- Submit satisfactory score results (50 percentile rankings or higher recommended) on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT).
  - Score results should not be more than three years old.
  - If you are submitting the GRE, you may submit results directly to OTCAS (Designated Institution code is 1999).
  - If you are submitting the MAT, you may submit results directly to the Office of Admissions (institution code is 2556).

Acquire a minimum of 50 hours of observation experience with an Occupational Therapist. Of these 50 hours, applicants must complete a minimum of 8 hours in both pediatric and adult settings (may be volunteer and/or employment).

- Three letters of evaluation are required. Arrange to have forwarded directly to OTCAS the following letters of evaluation:
  - One letter from a Registered Occupational Therapist (OTR) regarding your work, shadowing, or observation experience
  - One letter from a teaching faculty member (at the undergraduate level or above) or research supervisor assessing your ability to complete graduate work, and qualifications for a professional scholarly career.
  - One letter 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.
  - Additional letters will enhance the file but will not fulfill our required letters of evaluation.
• All credentials submitted on behalf of an applicant become a part of that applicant’s file with the University and cannot be returned.

• Candidates for the Drexel University 4+2 BS/MSOT program, please review any additional requirements and deadlines.

Immunization, Background Checks and Compliance Requirements
Students may be required to complete various compliance/immunization requirements in order to participate in clinical experiences and interact with patients at Salus-owned clinics. Please contact the Office of Student Affairs for the most up-to-date compliance requirements for a specific program.

Advanced Standing or Transfer Credit
As per the College of Education and Rehabilitation policy, credit by transfer may be accepted for any course within the curriculum when it is determined that the transfer course is substantially equivalent to that offered by the College and OT program. This equivalency will be determined by the course instructor and the program director. Only courses in which the student receives a grade of ‘B’ or above will be considered for transfer. The maximum number of semester hour credits a student may earn by transfer is six (6) semester hour credits. No credit is given for experiential learning.

Notification of Acceptance
An applicant may be notified of his or her acceptance as early as October, prior to the desired year of enrollment. 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 along with a $250 deposit within 14 days of the date of the acceptance letter.
• The balance of $750 for the matriculation fee is due April 1.
• All monies received above are non-refundable and will be applied toward first term fees.
Affiliate Undergraduate Occupational Therapy Program
4+2 BS/MSOT PROGRAM

Drexel University

Salus University has teamed with the Drexel University Health Sciences Department of the College of Nursing and Health Professions to acknowledge their commitment to the training of future occupational therapists by joining in an articulation agreement.

Under the joint agreement, up to four select undergraduate students from Drexel University, who successfully complete all necessary requirements, may continue their education in occupational therapy studies at Salus University in the 4+2 BS/MSOT degree program of study.

The 4+2 BS/MSOT Program is a sequential degree program that encourages qualified Drexel Health Sciences graduates to pursue a graduate degree in Occupational Therapy at Salus University. Students first complete a 4-year Bachelor of Science (BS) degree in Health Sciences from Drexel University and then enroll into the 2-year Master of Science in Occupational Therapy (MSOT) program at Salus University.

Those selected for the 4+2 degree program must be enrolled in the Drexel Health Sciences Program and complete all BS degree requirements before enrolling into the Salus MSOT program. Candidates must maintain good standing with a GPA of 3.25 or above. In addition, candidates must complete the Salus MSOT prerequisite course work with a grade of "B" or better and a successful interview by the Salus University Occupational Therapy Department.

By October 1st, the year before anticipated enrollment into the Salus MSOT Program, a candidate must complete application process and criteria to the program, including application through OTCAS, 50 hours of documented observation experience, letters of recommendation and entrance exam. For more details, please see the Application Process Criteria & Prerequisite page.

If you are a Drexel University health science student interested in this program, please contact admissions@salus.edu for further information or visit the Drexel University website.

Arcadia University

The Pre-Occupational Therapy program at Arcadia University offers four competitive seats in the two-year full-time Master of Science in Occupational Therapy (MSOT) program at Salus University to students who meet the criteria, according to an agreement between the two universities. Additional Arcadia applicants will be considered, along with all other non-Arcadia applicants, for admission to the MSOT program.

If you are a Arcadia student interested in this program, please contact admissions@salus.edu for further information or visit the Arcadia website.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7 or later or MAC OS 10.10 or later
- Internal or external DVD Drive available for required software installations
- One of the following internet browsers:
  - Mozilla Firefox – latest version
  - Google Chrome – latest version
- Microsoft Office 365 2016 (provided by Salus University)
- High-speed wireless and wired internet capability

Software/Applications Recommendations

- Latest Java version [www.java.com](http://www.java.com)
- Adobe® Reader latest version
- Adobe Flash latest version
- Adobe Shockwave Plugin latest version
- Apple QuickTime
- VLC Media Player
- System configured to allow installation of browser plug-ins as required
- Local administrative privileges (for required software installations)
- Anti-virus program (Provided by Salus University)
- Wireless adapter (Laptops) supporting at least wireless G(54mb) or wireless N (300mb-450mb) compatibility
- High speed internet access
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. Additional information relating to financial assistance can be found in the Student Handbook or by contacting the Office of Financial Aid, which can direct students to various sources of funding for their graduate education.

Tuition 2017-2018

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

Tuition: $31,360 per year

Fees

Student services fee is $450 per year. Fees are billed at the beginning of the first semester.

Laboratory fee is $70. Laboratory fees are billed each semester from fall of the first year through fall of the second year.

Technology fee is $135. Technology fees are billed every semester.

Background check fee: $75 for incoming students; $60 for returning students. Background check fees are billed in the first semester of the first year and in the summer semester of subsequent years. Compliance/background check/immunization requirements are required in order to participate in clinical experiences and interact with patients.

Please note: Students will be responsible for supplemental fees charged by outside companies who provide services necessary to complete compliance / background check/immunization requirements. Additional fees will be determined by a student's enrolled program of studies and country of residence.

Commencement fee is $225. Commencement fees are billed during the first semester of the year in which the student graduates.
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 $12.50 per hour and eligible students may work in a large variety of job situations located throughout the University.

Drop/Add Policy

Drop/Add 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/Add must be filed directly with the Registrar’s office.

Students may be required to complete various compliance/immunization requirements in order to participate in clinical experiences and interact with patients. Please contact the Office of Student Affairs for the most up-to-date compliance requirements for a specific program.
Curriculum

Master of Science Degree in Occupational Therapy (MSOT)

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<tr>
<th>Number</th>
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<td>Applied Tenets 1</td>
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<td>CER-OCT-5100-AA</td>
<td>Research Methods</td>
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**Core Program Totals**

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Course Descriptions

Foundations of Occupational Therapy (4 credit hours)
CER-OCT-5000-AA
This course provides students with foundational knowledge in occupation-based practice through reflection on curricular themes and participation in lecture and lab experiences. Course content emphasizes occupation-centered factors as students learn activity analysis and occupation-based concepts that are central to doing and define our scope of practice.

Physiology (3 credit hours)
CER-OCT-5001-AA
Provides occupational therapy students with an understanding of the body functions that support health or can underlie disease processes, including inflammatory aspects, infectious conditions and genetic mechanisms in health and disease. There is an emphasis on neurological functions and the structures that support these functions. Lectures proceed through organized systems with presentations emphasizing normal physiology of that system, followed by a brief introduction to pathophysiology of diseases important to that system.

Biopsychosocial Development Across the Lifespan (2 credit hours)
CER-OCT-5002-AA
Focuses on individual development from the pre-natal period through older adulthood. Interaction of physical, psychological, cultural and social systems on the individual’s adaptation will be examined. The interface of normative developmental issues and impairment will be explored. Changes in occupational engagement and impact of lifestyle choice, disability and chronic illness over the lifespan will be included. The course uses lecture and small group format to develop the knowledge, skills, and attitudes necessary for the understanding of, communication with clients and their families.

Functional Anatomy and Kinesiology (3 credit hours)
CER-OCT-5003-AA
Provides occupational therapy students with intensive instruction in gross human anatomy and functional kinesiology. Through lecture and guided experiential learning, this course has an emphasis on body structures supporting neuromusculoskeletal and movement-related structures. Laboratory instruction provides small group, instructor-guided experiences, including human cadaver dissection, manual muscle testing and goniometry.
Applied Tenets 1 (2 credit hours)  
CER-OCT-5030-AA  
Introduces the first 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. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will be to reinforce understandings of interdisciplinary teams. Students will be able to clearly define the scope of practice for OT’s while learning more about how to work with other professionals in clinical settings.

Applied Tenets 2 (2 credit hours)  
CER-OCT-5031-AA  
Applied Tenets 2 continues to develop competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will be to reinforce critical reasoning as it relates to practice. Clinical reasoning skills will be challenged this semester by increasing complexity of cases used in didactic teaching, as well as application within the clinic setting.

Applied Tenets 3 (2 credits)  
CER-OCT-5032-AA  
Applied Tenets 3 is the third and final Level I fieldwork experience. It continues to develop competency in application of critical analysis within the context of scholarship, humanism, and occupation-based practice. In all three Level I fieldwork rotations students build on their understandings of the curricular theme of occupation. In addition, the focus of this fieldwork experience will center on professional development and leadership in the field. Students will learn to identify ways to advocate for clients and understand how to take on professional development and leadership roles in a clinical setting.

Research Methods (3 credit hours)  
CER-OCT-5100-AA  
This course introduces the student to foundational components of occupational therapy research, including both qualitative and quantitative methodologies. The quantitative research part of this course will include searching, evaluating and synthesizing relevant research literature, identifying and developing a research question, exposure to the range of outcomes and measurements utilized in occupational therapy, sampling methods, research designs, and basic statistical analyses and interpretation. The course will provide skills and experience with systematically developing a quantitative research design proposal. The qualitative research part of this course will introduce the student to the major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in occupational therapy. Students will have an opportunity to participate in a qualitative research experience, culminating in a final project.
Ethics in Occupational Therapy (1 credit)
CER-OCT-5101-AA
This course provides students with an understanding of ethical dimensions related to practice in occupational therapy. Key official and legal documents that affect professional practice will be examined. Students will consider the interrelation between personal (moral), legal (public) and ethical decision-making and learn several conceptual approaches to understanding and resolving ethical dilemmas. Ethical dimensions of patient-caregiver-professional relationships, social contexts of healthcare, professional roles, professional documentation and communication, clinical research involving human subjects, and other ethical issues in scholarly inquiry.

Occupational Therapy Orthotics and Modalities (1 credit)
CER-OCT-5102-AA
This course will provide basic knowledge and skills in assessment and intervention techniques as they apply to orthotics and other modalities used in OT treatment. The student will have the opportunity to develop hands-on skills in an interactive laboratory with learning based in case study experiences.

Leadership and Management (2 credits)
CER-OCT-5103-AA
This course prepares students for varied roles within the healthcare delivery system including manager/program director, supervisor, advocate and entrepreneur. It includes an exploration of healthcare 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.

Assistive Technology and Emerging Practice (1 credit)
CER-OCT-5200-AA
This course provides students with an overview of assistive technology devices and services, including but not limited to: evaluation and assessment; selection; procurement; training, and follow up/follow along. Legislation and funding related to assistive technology will be discussed. Students will also explore emerging practice areas.

Evidence-Based Practice (2 credits)
CER-OCT-5201-AA
Using a combination of onsite and online instruction, students work through activities in this course that will help them understand how the EBP tools are applied to clinical training, clinical problem solving, and most importantly, clinical practice.
OT Theory and Practice in Mental Health and Community (3 credits)
CER-OCT-5202-AA
This course presents the theory and practice of community-based practice and prevention/transition services for the well population and populations at risk for specific mental, social, and/or environmental problems. Course material includes community context, multicultural competence, and principles of prevention, use of evidence to plan and evaluate services, and consultation and collaboration. Utilizing a life-span developmental perspective, information is presented on the needs of each target group and settings to access the population. The program development process is described in depth, with special emphasis on needs assessment and outcome evaluation.

Occupational Therapy Theoretical Perspectives (2 credit hours)
CER-OCT-5300-AA
This course provides students with professional knowledge in historical and current occupational theories, models of practice, and frames of reference. Comparing, contrasting and integrating a variety of occupation-based models and frames of reference is emphasized, as well as the development of therapeutic reasoning. Group theory and process are introduced and group leadership skills developed.

OT Theory and Practice for Children and Youth (4 credits)
CER-OCT-5301-AA
A lecture and lab format focuses on occupational performance in infancy, childhood, and adolescence. This course is a part of the professional and service delivery components of the curriculum and introduces occupational therapy theory, evaluation and intervention specifically relating to the pediatric population. Students will apply relevant theoretical constructs in problem based learning across a wide range of performance skill deficits and stages of pediatric development, emphasizing client and family centered care.

OT Theory and Practice for Adults (4 credits)
CER-OCT-5302-AA
This course presents an overview of the planning and implementation of occupational therapy services for adults while providing a continuation of the exploration and study of selected theories and frames of reference as applied to adults. Students will gain experiences in the practice of integrating occupational therapy frames of reference, activity analysis, theories of human development and human occupation and the process of clinical reasoning with the observation, evaluation, delivery and documentation of occupational therapy services for adults. Emphasis will be given to theoretical constructs as applied through occupation-based practice in adults.
OT Theory and Practice in Geriatrics (3 credits)  
CER-OCT-5303-AA  
A lecture and lab format 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.

Pediatric Clinical Conditions (2 credits)  
CER-OCT-5400-AA  
This course 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.

Adult Clinical Conditions (2 credits)  
CER-OCT-5401-AA  
Students will study selected diseases throughout the life span, including adult and older adult stages. Areas of focus include the fundamental facts, medical and surgical interventions in developmental, orthopedic, neurological and metabolic disorders. Disorders and medical and surgical interventions/treatments are discussed in addition to how they impact the client and their occupational roles and performances.

Behavioral Health Conditions (2 credits)  
CER-OCT-5402-AA  
This course addresses the etiology and symptoms of behavioral health conditions throughout the adult life span, commonly referred for occupational therapy services. The effects of trauma and disease on the biological, psychological, and social domains of occupational behavior are introduced. The influence of culture and diversity, environmental context and psychological issues, as well as the impact of occupation and health promotion in practice are examined. Disorders, medical, pharmacological, and therapeutic interventions are discussed including procedures and precautions necessary to ensure client and caregiver safety.

Capstone Project (1 credit)  
CER-OCT-6000-AA  
This course serves as a culminating experience in the occupational therapy program. Students are required to demonstrate critical thinking, leadership skills, and the ability to synthesize information gained through didactic and fieldwork components of the curriculum. This is accomplished through reflection papers and the development and presentation of a professional poster highlighting contributions of occupational therapy in addressing the health needs of individuals, families and communities. This course includes both didactic classroom time and a distance learning format.
Capstone Synthesis (1 credit)
CER-OCT-6001-AA
This course completes a culminating experience in the occupational therapy program. Students are required to demonstrate critical thinking, leadership skills, and the ability to synthesize information gained throughout the curriculum. This course takes place in a distance learning format.

Fieldwork Level 2A (6 credits)
CER-OCT-6030-AA
This course entails twelve (12) weeks of full-time, supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Fieldwork 2A is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and/or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course addresses the contextual application component of the curriculum; reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.

Fieldwork Level 2B (3 credits)
CER-OCT-6031-AA
This course entails six (6) weeks of full-time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Fieldwork 2B is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course advances the contextual application component of the curriculum, reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.

Fieldwork Level 2C (3 credits)
CER-OCT-6032-AA
This course entails six (6) weeks of full-time, supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the lifespan. Fieldwork 2C is an in-depth experiential field experience that is critical to occupational therapy education. In supervised settings, students apply their academically acquired body of knowledge. This occurs in varied settings where occupational therapy services are provided. This includes institutions, outpatient clinics, community-based services and or schools. These fieldwork sites deliver acute, sub-acute or chronic care. This course further advances and solidifies the contextual application component of the curriculum; reflecting the educational themes of occupation, professional development and leadership, interdisciplinary collaboration, and critical reasoning.
The Salus MSOT fieldwork education program (Levels I and 2) is designed to provide our students with opportunities to integrate academically acquired education with practice. It is during the students’ experiences in fieldwork that they can learn, apply, practice, and refine skills of observation, evaluation, treatment planning and implementation, documentation and communication.

In the fieldwork setting, the students begin to define their future role as practicing occupational therapists and develop the necessary personal and professional skills essential to meeting the demands of this challenging field. Fieldwork education, or apprenticeship, is an integral part of the MSOT program at Salus University. Participation in the authentic environment of practice allows our students to perform components of the work required an OT practitioner.

Fieldwork education is divided into Level 1 Fieldwork and Level 2. Fieldwork and is an essential and required component of the occupational therapy educational program. In order to graduate from the MSOT Program, each student must successfully complete three Level 1 fieldwork placements and two Level 2 fieldwork placements (the second Level 2 fieldwork is divided into two progressive halves).

**Fieldwork Level 1 Experiences**

The goal of Level 1 fieldwork is to introduce the student to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Each Salus University fieldwork Level 1 course has a specific focus based on a curricular theme that links it to the overarching curricular design of the program. All Level 1 Fieldwork experiences are embedded in an Applied Tenets course, which provides didactic classroom time to support the Level 1 fieldwork experience.
Fieldwork Level 2 Experiences
Level 2 Fieldwork is an exceptional opportunity for students to solidify their skills and competencies as they prepare to enter the profession. The goal of Level 2 Fieldwork in the MSOT program is to develop competent, entry-level generalists. In Level 2 Fieldwork, students have an in-depth experience in the delivery of occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. Salus University Level 2 Fieldwork courses are also designed to enable students to fully and confidently integrate the program’s four curricular themes and apply them to practice. Additionally, students are expected to be able to demonstrate, in Fieldwork Level 2 experiences, that they have mastered the learning objectives of the Salus program and can implement this learning in clinical settings. The Fieldwork Level 2 experiences serve as a culminating link between the didactic classroom portion of our curriculum and professional settings, building on a process started in the Fieldwork 1 courses (Applied Tenets 1, 2, and 3).
ADMISSIONS

Criteria

The College of Education and Rehabilitation is seeking individuals who have the educational background, interest and motivation for advancing their occupational therapy careers, consistent with the program’s stated mission, goals and objectives.

An applicant to the post-professional Doctor of Occupational Therapy (OTD) degree program must have completed a master's degree from an accredited college or university.

An applicant to the post-professional specialty Certificate Programs must have completed a bachelor’s degree in occupational therapy program, or a bachelor's degree in a related profession, from an accredited undergraduate college or university.

Admission procedures and policies include appropriate consideration of an individual applicant’s educational credentials and professional experience. In addition, it is expected that the successful candidate for the degree (OTD) program will possess:

1. A documented record of academic achievement.
2. Demonstrated academic competency in mathematics/quantitative methods.
3. English language skills (both written and oral) essential to the successful completion of the coursework.

During the review process, the academic background of the applicant is assessed to determine academic eligibility and his/her entry point into the Doctor of Occupational Therapy (OTD) or Certificate programs. Each candidate is evaluated by the College of Education and Rehabilitation Admissions Committee and the evaluation includes a formal interview. The interview will provide further insight into the applicant’s character and motivation, and allows an applicant the opportunity to speak with faculty within the College. Interviews may be held via phone conference or Skype.

APPLICATION PROCESS

Application Process

Applications to the post-professional Doctor of Occupational Therapy (OTD) and Certificate programs are accepted online through the MySalus portal. Applications are accepted on a rolling basis. For application deadlines and
intended program start dates, please contact the Office of Admissions (admissions@salus.edu). The Admissions Committee review and selection begins after applicants have sent all the necessary documents to the Office of Admissions. To receive priority consideration, applicants are encouraged to apply early and to complete the application requirements as soon as possible.

To be considered, an applicant must:

- Submit an online application, along with a non-refundable application fee of $100.00 (USD), to the Office of Admissions.

- 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 to the Office of Admissions from each institution, not to the student. A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.

- **OTD Applicants:** Submit copies of OT Licensure and NBCOT certification to the Office of Admissions (may be sent via email to admissions@salus.edu):
  - Proof of occupational therapy certification or eligibility for certification in the U.S. (copy of NBCOT certification, state license, or application for same)
  - Proof of licensure to practice (if applicable in the state of current practice)

- **Specialty Track Certificate Applicants:** Submit copies of your professional licensure to the Office of Admissions (may be sent via email to admissions@salus.edu)

- Educational Resume/Curriculum Vitae – the document should list, in chronological order, an applicant's education and work experiences, publications, honors and achievements to date.

- **Specialty Track Essay** – Identify which specialty track you are interested in and why.
  - Explain in detail how this specialty track intersects with your clinical experience and your professional goals.
  - Why are you pursuing doctoral or certificate education?

- **Personal and Professional Attributes** - Describe what personal and academic strengths you have that you think make you a good candidate:
  - Please be specific, and consider accomplishments you are most proud of, examples of perseverance and taking initiative, and the organizational and learning strategies you will utilize as an adult learner to be successful in this program.
  - Please share anything else you think is important for us to know that would enhance your application for this program or would help us know you better.
• Arrange for two letters of evaluation to be submitted on your behalf. When completing the online application, applicants must supply the name and email address of two people who are not related to the applicant and who will provide the University with a reference. References will be contacted by the Office of Admissions and provided with an evaluation form.
  o One letter must be written from a teaching faculty member (at the undergraduate level or above) or research/clinical supervisor assessing your ability to complete graduate work, and qualifications for a professional scholarly career.
  o One letter must be written from a person with authority (i.e. 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.
  o The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

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

Please note: It will be necessary for any OTD degree or certificate student to belong to the American Occupational Therapy Association (AOTA) in order to access certain library resources.*

*This requirement may be waived for the specialty-track Certificate programs only, as determined on a case by case basis.

Note: For OTD applicants who are Salus MSOT graduates, some admissions documents do not need to be re-sent, depending on how recently the student graduated. Salus MSOT graduates should contact the Office of Admissions to learn what documents are already on file and thus do not need to be resubmitted, as well as any alumni tuition benefits for which they might be eligible.
INTERNATIONAL TRANSCRIPTS
For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, 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 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212.966.6311
www.wes.org

ENGLISH LANGUAGE PROFICIENCY
Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and/or effective communication with members of a healthcare team. Official results from the TOEFL (or IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL (or IELTS) examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.
Advanced Standing or Transfer Credit
As per the College of Education and Rehabilitation policy, credit by transfer may be accepted for any course within the curriculum when it is determined that the transfer course is substantially equivalent to that offered by the College and OT program. This equivalency will be determined by the course instructor and the program director. Only courses in which the student receives a grade of ‘B’ or above will be considered for transfer. The maximum number of semester hour credits a student may earn by transfer is six (6) semester hour credits. No credit is given for experiential learning.

Notification of Acceptance
An applicant may be notified of his or her acceptance on a rolling admissions basis. Upon receipt of acceptance, an applicant to the OTD program 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 along with a $250 deposit within 14 days of the date of the acceptance letter.
- The balance of $750 for the matriculation fee is due November 15.
- All monies received above are non-refundable will be applied toward first term fees.

TECHNICAL REQUIREMENTS
Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:
- Minimum 4 GB RAM
- Windows 7, 8 or MAC (recent version)
- Wireless adapter
- Internal or external DVD Drive available for required software installations
- A current anti-Virus program with the latest updates
- Microsoft Office (recent version)
- High-speed Internet Connection
- Camera and a microphone

FINANCIAL INFORMATION
Tuition for the OTD program in the 2017-2018 academic year is $1,045 per credit hour.

For information about these programs, please contact the Office of Admissions (admissions@salus.edu).
DOCTOR OF OCCUPATIONAL THERAPY (OTD) DEGREE PROGRAM

The post-professional OTD program at Salus is designed to help licensed occupational therapists advance in their field by becoming content experts, transition to higher education teaching, assume leadership roles in the community, and add to scholarship in the profession of occupational therapy. The program’s curriculum was created to meet the needs of practicing occupational therapists and to take advantage of the unique strengths of Salus University. The program’s design also aligns with the vision and mission for the occupational therapy department and the university.

The OTD program is a 30 credit, part-time program, designed for working professionals, and is primarily online. It also contains two dynamic, five-day, on-campus residency courses* designed to provide hands-on and/or community-based experiences. Students may choose to pursue their OTD degree at two speeds, taking either two courses per semester for 16 months, or one course per semester for 27 months.

(*Residency courses are dynamic, face-to-face, five-day, full courses on campus in Elkins Park, PA and provide hands-on and/or community-based experiences.)

The following eight (8) core courses are taken by all OTD students:

- Interprofessional Approach to Health
- Teaching in Higher Education
- Advanced Occupation-Based Perspectives
- Grant Writing and Disseminating Scholarship
- Doctoral Capstone Design
- Doctoral Capstone Implementation
- Capstone Mentoring 1
- Capstone Mentoring 2

Students also choose one of three specialty tracks, each consisting of four courses:

- Specialty Track 1: Remedial Vision Rehabilitation
- Specialty Track 2: Low Vision Rehabilitation
- Specialty Track 3: Health and Wellness

Post-professional OTD Curriculum

Option 1: two courses per semester; 16-month program

Spring 1
Interprofessional Approach (3 credits)
Specialty Course 1 (3 credits)
Residency Specialty Course 2 (3 credits)
Summer 1
Doctoral Capstone Design (3 credits)
Specialty Course 3 (3 credits)
Residency Specialty Course 4 (3 credits)

Fall 1
Capstone Implementation** (3 credits)
Capstone Mentoring (1 credit)
Advanced Occupation-Based Perspectives (2 credits)

Spring 2
Teaching in Higher Education (2 credits)
Grant Writing and Dissemination Scholarship (3 credits)
Capstone Mentoring (1 credit)

Option 2: one course per semester; 27-month program

Spring 1
Specialty Course (3 credits)
Residency Specialty Course 2 (3 credits)

Summer 1
Specialty Course 3 (3 credits)

Fall 1
Residency Specialty Course 4 (3 credits)
Advanced Occupation-Based Perspectives (2 credits)

Spring 2
Interprofessional Approach (3 credits)

Summer 2
Doctoral Capstone Design (3 credits)

Fall 2
Capstone Implementation** (3 credits)
Capstone Mentoring (1 credit)

Spring 3
Teaching in Higher Education (2 credits)
Grant Writing and Disseminating Scholarship (3 credits)
Capstone Mentoring** (1 credit)

(**Some field study may be required, depending on selected specialty track).

Total Program Credits: 30
SPECIALTY CERTIFICATE PROGRAM

The Specialty Certificate program is designed to enable licensed occupational therapists to gain specialized, advanced content in an area of practice without completing a doctoral degree.

The program consists of four specialty courses in one of three content areas, which can be taken as a stand-alone program or as part of the OTD degree. Two specialty courses are online; the other two specialty courses are five-day residency courses.

Specialty Certificate students (and OTD students) choose one of three specialty tracks, each consisting of four courses:

- **Specialty Track 1: Remedial Vision Rehabilitation**
  1. Understanding Visual Deficits and Their Relationship to Occupation
  2. Vision Testing/Screening
  3. Visual Integrity and Visual Efficiency Problems
  4. Eye Movement and Visual Information Processing Problems

- **Specialty Track 2: Low Vision Rehabilitation**
  1. Diseases and Disorders of the Visual System: Functional Implications
  2. Low Vision Evaluation and Treatment 1
  3. Low Vision Evaluation and Treatment 2
  4. Special Topics in Low Vision

- **Specialty Track 3: Health and Wellness**
  1. Health and Wellness Across the Life Cycle
  2. Global and Cultural Perspectives of Health and Health Policy
  3. Health Promotion in Groups, Communities and Populations
  4. Innovative Occupational Therapy Health and Wellness Practices
COURSE DESCRIPTIONS

DOCTOR OF OCCUPATIONAL THERAPY CORE COURSES

Interprofessional Approach to Health (3 credits)
CER-OTD-7001-AA
This doctoral seminar exposes students to major theories and research about the process of interprofessional collaboration and looks at the features of successful interprofessional teams and team leaders. This course also will give students the opportunity to delve into specific topics in the literature on interprofessional collaboration that will inform their chosen specialty area of study in the OTD program.

Teaching in Higher Education (2 credits)
CER-OTD-7002-AA
This course prepares students for the role of teaching in graduate programs and courses. Students will learn how to develop syllabi, course content, and course assessment. Instructional methods and strategies for dealing with student issues will also be covered. All students will have the opportunity to guest lecture in the Salus MSOT program as part of this course.

Advanced Occupation-Based Perspectives (3 credits)
CER-OTD-7003-AB
This course examines the multifaceted aspects of human occupations. It will include perspectives from Occupational Science, Ecological Models of Occupation, the Model of Human Occupation, and the Canadian Models of Occupational Performance and Engagement, and PEO. The course will emphasize strength-based approaches, including enablement, relevant positive psychological constructs and interpersonal influences that facilitate participation in the clients’ meaningful roles and occupations. Participation a key component of health from the International Classification of Functioning, Disability and Health (ICF) and will be described as well as environmental factors of this model.

Doctoral Capstone Design (3 credits)
CER-OTD-8001-AA
This course is designed to prepare the student for the Occupational Therapy Doctoral Capstone project. A range of Doctoral Capstone options will be covered, including, but not limited to a systematic review, a qualitative or quantitative study, and program/manual development. Topics also will include searching, evaluating and synthesizing relevant research literature, developing a research question from the literature or from practice, introduction to systematically collecting and coding data (qualitatively or quantitatively), learning about an appropriate research or program evaluation design and data analysis method. The course will culminate in a well-developed idea for a doctoral capstone project (acceptable to the Doctoral Capstone Design instructor and a specialty tract faculty mentor).
Capstone Mentoring/Field Study* 1 and 2 (1 credit each)
CER-OTD-8030-AA
CER-OTD-8031-AA
Once the capstone mentor is assigned (and consents to the proposal), she/he will help the student refine and guide the project development and implementation to the final presentation (*including creating a field study component when appropriate).

Capstone Implementation (3 credits)
CER-OTD-8002-AA
This course links closely with the Doctoral Capstone Project course, which precedes it. The content emphasis for this course will focus on a) developing a capstone proposal that will be suitable for future dissemination, b) learning methods for data analysis or program assessment/outcomes, and c) following through with the capstone implementation process. Students will go through the IRB process as part of this course.

Grant Writing and Disseminating Scholarship (3 credits)
CER-OTD-7004-AB
How do you submit your capstone for publication or apply for grant funding to continue your project? This course will introduce students to the process of bringing their capstone work to the scholarly community. As part of this course, students will create a proposal or document that can be submitted to a conference, grant agency, or journal. This course is closely correlated to the Capstone Project and Capstone Implementation courses.

SPECIALTY TRACK COURSES

Remedial Vision Rehabilitation Track

Understanding Visual Deficits and Their Relationship to Occupation (3 credits)
CER-OTD-7501-AA
This course is designed to provide students with a strong understanding of the anatomy, physiology of the visual system and an understanding on the three-component model of vision, and the relationship between vision and occupation. The literature will be explored relative to the prevalence of vision problems in both the pediatric population and the acquired brain injury population. Important topical areas about vision in the pediatric and acquired brain injury populations will be explored.

Vision Testing/Screening (3 credits)
CER-OTD-7502-AA
This course is designed to provide students with an understanding of the history of vision screening and how to select appropriate screening tests. A battery of vision screening tests appropriate for both the pediatric and acquired brain injury populations will be presented. Students will be required to perform each screening test on a minimum of three subjects.
Remedial Vision Rehab 1: Visual Integrity and Visual Efficiency Problems (3 credits)  
CER-OTD-7530-AA  
Intensive/On Campus  
This course is designed to prepare students to provide remedial vision rehabilitation (vision therapy) for visual efficiency problems while working with optometrists. The course will begin with a complete review of the various treatment modalities available to eye care professionals when treating both visual integrity and visual efficiency problems in the pediatric and acquired brain injury populations. The history of vision therapy will be explored and areas of controversy will be discussed. Students will be required to review the literature to understand the current evidence about the effectiveness of vision therapy for various visual efficiency problems. Students will have an intensive five-day, on-site workshop designed to provide them with experience performing remedial vision rehabilitation. When returning home, students will be required to perform each vision therapy technique with a minimum of two subjects.

Remedial Vision Rehab 2: Eye Movement And Visual Information Processing Problems (3 credits)  
CER-OTD-7531-AA  
Intensive/On Campus  
This course is designed to prepare students to provide remedial vision rehabilitation (vision therapy) for eye movement, visual information processing, and visual field loss problems while working with optometrists. The course will begin with a complete review of the various treatment modalities available to eye care professionals when treating eye movement, visual information processing, and visual field problems in the pediatric and acquired brain injury populations. Students will be required to review the literature to understand the current evidence about the effectiveness of vision therapy visual information processing problems. Students will have an intensive five-day, on-site workshop designed to provide them with experience performing remedial vision rehabilitation. When returning home, students will be required to perform each vision therapy technique with a minimum of two subjects.

Low Vision Rehabilitation Track

Diseases and Disorders of the Visual System and Their Functional Implications (3 credits)  
CER-OTD-7601-AA  
This course examines the anatomy and physiology of the visual system, including vision development, a three-component model of vision, and the relationship between vision and occupation. Students learn about the elements of primary care and low vision eye examinations, including those for individuals with multiple impairments. Emphasis is placed on functional interpretation of eye reports and functional implications of common low vision diseases and disorders of the eye as each relates to performance in everyday home, school, work and leisure settings.
Low Vision Evaluation and Treatment 1 (3 credits)
CER-OTD-7630-AA
Intensive/On Campus
This hybrid course (intensive/on-campus) examines various methods for evaluating low vision, including interprofessional models and settings for low vision service delivery, professional vision screening tools and functional vision assessment procedures across the age span. Students learn how to perform and report on functional visual acuity, functional visual field, and functional vision performance as they relate to the daily living activities of individuals with low vision. Emphasis is also placed on assessing the functional vision performance of individuals, including those with multiple disabilities, and on techniques for simulating and enhancing functional vision performance at lower and higher levels of visual development. Students review evidence-based low vision literature and discuss the pros and cons of various assessment/evaluation tools and procedures.

Low Vision Evaluation and Treatment 2 (3 credits)
CER-OTD-7631-AA
Intensive/On Campus
This hybrid course (intensive/on-campus) focuses on low vision rehabilitation intervention techniques with optical and non-optical devices. Topics such as lighting, basic optics related to the eye, refractive errors, lenses and specialized low vision magnification and visual enhancement devices are addressed, with emphasis on their use and intervention strategies and adaptations promoting school, home, leisure and occupational performance. Students learn to assess and modify environments to enhance visual functioning, as well as specialized techniques for health promotion, including diabetes self-management. Students review evidence-based low vision habilitation and rehabilitation literature and discuss pros and cons of various instructional approaches with different ages.

Special Topics in Low Vision Rehabilitation (3 credits)
CER-OTD-7602-AA
This course addresses a variety of specialized topics in low vision rehabilitation, including a review of state-of-the-art prosthetic (artificial) vision technology, implantable telescopic systems and driving with low vision. Students will learn about referral systems for individuals with low vision, and will visit and interact with consumers and consumer advocacy organizations. Research and specialized assessments and intervention strategies for reading with low vision are addressed. Students also will learn about the psychosocial implications of vision impairment and living with low vision. Financial resources and coding for low vision services, as well as community support groups and assistance systems for persons with low vision are also covered in this eclectic course to assist OT professionals working in clinical settings, or as independent consultants working in client personal and occupation settings.
Health and Wellness Track

Health & Wellness Across the Life Cycle (3 credits)
CER-OTD-7701-AA
This doctoral seminar will examine major theories and research on bio-psycho-social health and wellness across the lifespan from childhood, through adulthood (relationship/family development and work years), post-work life and older adulthood, including new conceptions of a healthy retirement. These holistic perspectives will be integrated with occupational conceptual models and practice. Exploration of the health and wellness needs and vulnerabilities of people with disability or at-risk for disability will also be included. The class will integrate relevant concepts from the International Classification of Functioning, Disability and Health.

Global and Cultural Perspectives of Health and Health Policy (3 credits)
CER-OTD-7702-AA
This course provides students with an overview of global health and health policy and focuses on the social, economic and environmental factors that impact the health of populations around the world. Health problems discussed include, but are not limited to: malnutrition, injury, disasters, mental health disorders and chronic diseases. Emphasis is on the epidemiology of global health issues, and the policies and interventions that address these concerns. The role of the occupational therapist in global and population health is stressed throughout the course.

Health Promotion in Groups, Communities & Populations (3 credits)
CER-OTD-7003-AA
Intensive/On-Campus
This course is designed to provide student with concepts of community health and health promotion, as well as population prevention strategies. Also covered will be integration of epidemiological research with principles of collaboration, building partnerships, life style strategies and coalition development. Specific needs of certain groups or communities — particularly those with disabilities or chronic illnesses — that occupational therapists treat will be discussed. There will be site-visits to several unique health and wellness enhancing settings for people with disabilities.

Innovative Occupational Therapy Health and Wellness Practices (3 credits)
CER-OTD-7004-AA
This class is designed to explore contemporary health and wellness opportunities and envision future possibilities for Occupational Therapists brought about by the new healthcare funding mandates (ACA) and societal changes. Some of the topics will explore occupational therapy opportunities in primary care, defining the OT role in self-management of chronic conditions, advances in ergonomics, and transitional services and support for people with developmental disabilities, as well as e-health possibilities. This on-campus, intensive course intends to take students to an interdisciplinary primary care site (meeting with physicians assistants/nurse practitioners, etc.), work site (evaluating ergonomics) and progressive transition services for emerging adults.
SPEECH-LANGUAGE PATHOLOGY PROGRAM

Kathleen M. Youse, Ph.D. CCC-SLP, BC-ANCDS
Department Chair/Program Director

Program Overview

The intent of this graduate program in Speech-Language Pathology is to prepare entry-level speech-language pathologists who can provide speech, language, voice, cognition, and swallowing diagnostic and intervention services to pediatric and adult clients in medical and educational settings. The curriculum is driven by our five unique core themes: Cultural Competence, Evidence-Based Practice and Critical Thinking, Interprofessional Education and Practice, Interdisciplinary Practice, Medical and Educational Leadership and Prevention of Communication Disorders.

The core curriculum for the Master of Science degree in Speech-Language Pathology consists of five (5) semesters of coursework for a total of 60 credits. The entry point for each student cohort is fall semester of each year, called Year 1. Students who maintain continuous enrollment for the next four semesters, including summer term, will graduate in the spring semester of Year 2.
ACCREDITATION

All new programs seeking accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) are required to apply for Candidacy Status as the first step in the accreditation process leading to full accreditation status. The intent of this rigorous process is to ensure that the institution requesting a new graduate degree program is fully committed to the development and sustainability of a quality program. As a result of this process, the Master of Science degree program in Speech-Language Pathology at Salus University has been awarded Candidacy Accreditation by the CAA. This status with the CAA is awarded to all developing or emerging programs for a maximum period of five years. Candidacy accreditation provides students all of the rights and privileges given to a fully accredited CAA program including: coursework and clinical hours that count toward ASHA membership and certification (CCC-SLP); the right to sit for the Praxis II exam; and eligibility to apply for state licensure and certification as a speech-language pathologist in the school system.

The CAA is operated through the American Speech-Language-Hearing Association (ASHA). For more information about new program Candidacy or Accreditation, please contact: Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850-3289, or accreditation@asha.org.

Pennsylvania Department of Education

The Master of Science degree program in Speech-Language Pathology at Salus University is accredited by the Commonwealth of Pennsylvania Department of Education (PDE). This accreditation allows graduates of the program to obtain certification as an Education Specialist in Speech and Language Pathology in the state of Pennsylvania.

Additional information about the PDE and certification for speech-language pathologists working in the school setting in the Commonwealth of Pennsylvania may be found at: http://www.education.pa.gov/Pages/default.aspx#.VV3pyk9VhBc
ADMISSIONS

Admissions Process Criteria

The College of Education and Rehabilitation actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become speech-language pathologists. 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
- letters of recommendation
- communication skills, including a demonstrated command of the English language, both written and oral

When evaluating academic performance, the applicant’s grade point average, performance in prerequisite courses, number of college credits completed, degree status and Graduate Record Exam (GRE) scores are taken into consideration.

Individuals successfully meeting the required admissions selection criteria may receive an invitation to visit our campus for an interview. This provides further insight into the applicant’s character 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 faculty and students.

The Department of Speech-Language Pathology accepts applications to the Master of Science program only through the Communication Science and Disorders Centralized Application Service (CSDCAS).

The processing of applications by CSDCAS (csdcas.liaisoncas.com) begins in August, one year prior to the year of desired enrollment. Applications must be submitted on or before April 1st of the year of desired enrollment. Student application reviews begin when an application is verified by CSDCAS. Interviews are scheduled and initiated as early as October. Candidates meeting the requirements are admitted on a weekly basis until class capacity is reached. It is to an applicant’s advantage to apply as early as possible to ensure priority consideration for admission.
Prerequisites

The following prerequisites are based on the latest accreditation standards set forth by the CAA (approved February 2016, effective September 2017) and the standards of Salus University.

All required course work 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.

Credit by examination (such as AP credits) is permitted for any prerequisites needed to apply for the speech-language therapy program. No credit is given for experiential learning.

The applicant must have successfully passed three semester credits of each of the following courses with a ‘B-’ or better:

- Biological Science (Human Biology with Lab*, unless lab fulfilled with Physical Science) – 1 semester
- Physical Science (Physics or Chemistry with Lab*, unless lab fulfilled with Biological Science) – 1 semester
- Social/Behavioral Science (Psychology, Sociology, Anthropology or Public Health) – 1 semester
- Statistics (Math, Biology or Psychology) – 1 semester
- Introduction to Communication Disorders – 1 semester
- Anatomy and Physiology of the Speech and Hearing Mechanism – 1 semester
- Phonetics – 1 semester
- Speech and Hearing Science – 1 semester
- Introduction to Audiology – 1 semester
- Normal Speech-Language Development – 1 semester
- Articulation and Phonological Disorders – 1 semester
- Language Disorders – 1 semester
*One lab required for **either** Biological Science or Physical Science.

The University highly encourages - but does not require - additional coursework in Neurology of Communication Sciences (Neuroanatomy and Neurophysiology), Voice, Fluency, Diagnostics, Treatment Considerations, Communication Sciences and Disorders.

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

**Application Process**

To be considered for this program an applicant must:

- Submit a properly completed application to the Communication Science and Disorders Centralized Application Service (CSDCAS) (csdcas.liaisoncas.com). Detailed instructions regarding the completion of the application and the essay are provided on the CSDCAS website.

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

- Complete a Bachelor's degree from an accredited undergraduate college or university. It is recommended that an applicant have a minimum GPA of 3.0 on a 4.0 grade scale from their graduating institution. Students with less than a 3.0 GPA should consult with the Salus University Office of Admissions prior to applying.

- Complete admissions prerequisites (see above) at the college level with a grade of 'B-' or better.

- Report satisfactory score results (50 percentile rankings or higher recommended) on the verbal, quantitative and analytical writing sections of GRE offered by Educational Testing Services (ETS).
  - Results must be submitted directly to CSDCAS (Designated Institution code is 7157).
  - Score results should not be more than three years old.

- Obtain a minimum of 25 hours of directed clinical observation of an ASHA certified speech-language pathologist (CCC-SLP) in a live, interactive clinical setting with his/her client(s) present in that setting. Videotaped clinical session observations will not be approved to complete this prerequisite. A minimum of two (2) different SLP settings are highly recommended. Observations may be performed as a volunteer and/or via employment in a non-speech-language pathology capacity.
Submit three (3) letters of recommendation reflecting the applicant’s ability to handle the rigors of graduate studies as well as characteristics that support a future in health science in the discipline of speech-language pathology. Applicant’s should arrange to have the following letters of evaluation forwarded directly to CSDCAS:
- One letter from an ASHA-certified, state licensed speech-language pathologist regarding the applicant’s personality, work ethic, and shadowing/observation experiences;
- One letter from a college/university faculty member at the undergraduate level, post-baccalaureate pre-requisite coursework level; or a research supervisor who can assess the applicant’s ability to complete graduate studies and supports character traits necessary for success as a future speech-language pathology professional;
- One letter from another person of authority (i.e., faculty, clinically related work supervisor, speech-language pathologist) regarding the applicant’s work and assessment of qualifications for graduate studies, the applicant’s ability to complete graduate work and the contributions the applicant can make as a future speech-language pathologist serving adult and/or pediatric populations who are mentally and/or physically challenged.

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

International Students and Practitioners
For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, please provide the Office of Admissions with the following information:

A course-by-course credential review from an accredited agency that provides evidence that all post-secondary studies have been completed. Please consult the 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
P O Box 5087, Bowling Green Station
New York, NY 10274-5087
Phone: 212-966-6311
www.wes.org
English Language Proficiency
Fluency in written and spoken English is essential for success in a Salus University academic program as well as to help ensure patient/client safety and effective communication with members of a healthcare or educational team. Official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) examination are required for all students for whom English is a second language (ESL).

Exceptions will be made for ESL applicants who hold degrees or diplomas from accredited post-secondary institutions in countries where English is the official language and in which English is the language of instruction (e.g. the United States, Canada, England, Ireland, Australia and New Zealand).

The TOEFL or IELTS examination must be taken within two years prior to the start date of the entering class to which an applicant seeks admission.

Notification of Acceptance
An applicant may be notified of his or her acceptance as early as October, prior to the desired year of enrollment. Upon receipt of acceptance, the applicant is asked to confirm his or her decision to matriculate by submitting a $1,000 matriculation fee to the University prior to the start of classes. The process for securing a seat in the entering class is as follows:

- Return the matriculation form within 14 days of the date of the acceptance letter to indicate your intention to enter the program.
- A $1000 matriculation fee is due April 15.
- All monies received above are non-refundable and will be applied toward first term fees.

Enrollment in the SLP Program is a fixed number; therefore, Salus would prefer for each applicant to matriculate as soon as his or her decision is made. However, because the SLP Program abides by the Council of Academic Programs in Communication Sciences and Disorders’ (CAPCSD) resolution 98-5, a full matriculation deposit is not required until April 15th of the year of desired enrollment.

Immunization, Background Check and Compliance Requirements
Students may be required to complete various compliance/background check/immunization requirements in order to participate in clinical experiences and interact with patients at Salus-owned clinics. Please contact the Office of Student Affairs for the most up-to-date requirements for a specific program.
Technical Requirements

Minimum computer requirements

Students will need a desktop or laptop computer (tablets are insufficient) that meets the following requirements:

- Minimum 4 GB RAM
- Windows 7, 8 or MAC OS
- Wireless adapter
- Internal or external DVD Drive available for required software installations
- A current anti-virus program with the latest updates
- The latest version of one of the following internet browsers: Firefox or Chrome
- Microsoft Office 2010-2013
- High-speed Internet Connection (Highly Recommended)
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. Additional information relating to financial assistance can be found in the Student Handbook or by contacting the Office of Financial Aid, which can direct students to various sources of funding for their graduate education.

Tuition 2017-2018

Tuition and fees for the Master of Science degree in Speech-Language Pathology are due and payable two weeks prior to the start of each session and are subject to change.

Tuition: $26,980

Fees

Student services fee: $435. Activity fees are billed at the beginning of the first semester.

Laboratory fee: $70. Laboratory fees are charged for each semester from fall of the first year through fall of the second year.

Technology fee: $135. Technology fees are billed every semester.

Background check fee: $75 for the first year; $60 for the second year. These fees are billed in the first semester of the first year and in the summer semester of subsequent years. Compliance, background check and immunization requirements are required in order to participate in clinical experiences and interact with patients. Please note: Students will be responsible for supplemental fees charged by outside companies who provide services necessary to complete compliance, background check and immunization requirements. Additional fees will be determined by a student's enrolled program of studies and country of residence.

Commencement fee: $225. Commencement fees are billed during the first semester of the year in which the student graduates.

Tuition and fees are subject to change.
**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 $12.50 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.

**Drop/Adds**
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.
### Curriculum

**Master of Science Degree in Speech-Language Pathology**

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
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<tr>
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<tr>
<td>CER-SLP-5000-AA</td>
<td>Neuroscience</td>
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<td>CER-SLP-5100-AA</td>
<td>Articulation and Phonological Disorders</td>
<td>3.00</td>
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<tr>
<td>CER-SLP-5001-AA</td>
<td>Counseling Foundations in Communication Sciences &amp; Disorders</td>
<td>2.00</td>
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<td>CER-SLP-5300-AA</td>
<td>Motor Speech Disorders</td>
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<tr>
<td>CER-SLP-5130-AA</td>
<td>Prevention, Assessment &amp; Treatment of Communication Disorders in the Children: Zero to Five</td>
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<td>CER-SLP-5555-AA</td>
<td>Evidence Based Practice in Interprofessional Education: General Concepts</td>
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<td>CER-SLP-6000-AA</td>
<td>Clinical Foundations</td>
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<td><strong>Spring Semester</strong></td>
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<td>CER-SLP-5230-AA</td>
<td>Adult Language Disorders 1: Aphasia and Right Hemisphere Damage</td>
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<tr>
<td>CER-SLP-5400-AA</td>
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<td>CER-SLP-5401-AA</td>
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<tr>
<td>CER-SLP-5131-AA</td>
<td>Prevention, Assessment &amp; Treatment of Communication Disorders in School-Aged Children: Six to Twenty One</td>
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<tr>
<td>CER-SLP-5002-AA</td>
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**First Year Totals** 28.00
## SECOND YEAR

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<td>Adult Language Disorders 2: Traumatic Brain Injury and the Dementias</td>
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<td>CER-SLP-5301-AA</td>
<td>Autism Spectrum Disorders</td>
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<td>CER-SLP-5302-AA</td>
<td>Fluency Disorders</td>
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<td>CER-SLP-5303-AA</td>
<td>Voice Disorders</td>
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<td>CER-SLP-5003-AA</td>
<td>Communication Disorders in Culturally and Linguistically Diverse Populations</td>
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<td>CER-SLP-6031-AA</td>
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<tr>
<td>CER-SLP-5304-AA</td>
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<td>CER-SLP-5031-AA</td>
<td>Special Topics Seminar 2</td>
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<tr>
<td>CER-SLP-5402-AA</td>
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<td><strong>Second Year Totals</strong></td>
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## Core Program Totals

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The credit unit is equal to one semester hour.

### Electives:

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<td>CER-SLP-5556-AA</td>
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<td>(Variable options -- 1 credit, 2 credits or 3 Credits)</td>
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<tr>
<td>CER-SLP-5557-AA</td>
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COURSE DESCRIPTIONS

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

CER-SLP-5000-AA  Neuroscience (3 credits)
An overview of the anatomy and physiology (structure and function) of the central nervous system (CNS) and the peripheral nervous system (PNS). Special emphasis is placed on how these structures support the production of speech, language, cognition, voice and swallowing. Communication and swallowing disorders associated with pathophysiology the CNS and PNS are also presented.

CER-SLP-5001-AA  Counseling Foundations in Communication Disorders (2 credits)
An introduction of counseling skills needed by speech-language pathologists in their daily interactions with clients/patients and their families. A broad overview of counseling theories and techniques will be provided, with an emphasis throughout the course on “positive psychology” and a wellness perspective. Discussion and practice of effective communication techniques, including verbal, nonverbal, and interpersonal communication. Students will understand the emotional needs of individuals with communication disorders and their families, and how communication disorders affect the family system. Counseling needs of individuals with specific disorders will be discussed, including those with fluency disorders, autism spectrum disorders, hearing loss, acquired/adult language and cognitive disorders, and congenital disorders.

CER-SLP-5003-AA  Communication Disorders in Culturally and Linguistically Diverse Populations (2 credits)
Foundational issues involved in serving culturally and linguistically diverse populations with a focus on developing and exhibiting cultural competence when conducting interviews, patient/family education and counseling. Investigates how to collect data on relevant cultural and linguistic background and incorporate this information into the therapeutic process. Consideration is given to reliability and validity of standardized assessment tools based on those culturally distinct populations that were used by authors of the examinations upon which normative data were generated. Treatment approaches that respect and incorporate the cultural-linguistic background of the patient and family members will also be discussed.

CER-SLP-5002-AA  Applied Integrative Anatomy for SLP (2 credits)
Lecture and lab provide students with a background in gross human anatomy using prosected body parts of cadavers. Emphasis is on body structures supporting the speech, voice and swallowing mechanisms, including anatomical structures associated with respiration, phonation, articulation/resonance and mechanics of swallowing using upper and lower digestive systems.
CER-SLP-5004-AA  Professional Issues and Ethics in Speech-Language Pathology (2 credits)
Issues related to employment settings, job exploration/preparation, credentialing and licensure application and acquisition, trends in service delivery, ethics, legal considerations and professional advocacy including state, national and international politics associated with speech-language pathology. Course content parallels guidelines associated with the American Speech-Language-Hearing Association (ASHA) Scope of Practice, Code of Ethics, Preferred Practice Patterns and credentialing guidelines established by the ASHA Council for Clinical Certification. Professional leadership, volunteerism and patient/client advocacy will be discussed and encouraged.

CER-SLP-5030-AA  Special Topics Seminar 1 (2 credits)
Topics of current interest to the profession of speech-language pathology, centered around school-based practice. Guest lecturers and research literature related to speech, language, voice, swallowing and contemporary professional issues will be incorporated. The intent of this seminar is to expand upon the overall understanding of the discipline of speech-language pathology by covering topics not routinely covered in a standard speech-language pathology curriculum. Topics may vary from year to year depending on the current state-of-the art or ‘hot topics’ being discussed with the state and at the national and international levels.

CER-SLP-5031-AA  Special Topics Seminar 2 (2 credits)
Continuation of topics of current interest to the profession of speech-language pathology using guest lecturers and research literature to discuss speech, language, voice, swallowing and contemporary professional issues, centered around the medical aspects of practice.

CER-SLP-5100-AA  Articulation and Phonological Disorders (3 credits)
Articulatory phonetics, phonological processes and backward and forward co-articulation are presented. Contemporary assessment and intervention tools for articularatory and phonological delays and disorders, including specific remediation procedures are demonstrated.

CER-SLP-5130-AA  Prevention, Assessment and Treatment of Communication Disorders in Children: Zero to Five (2 Credits)
Etiologies, risk factors, inter-disciplinary assessment and analysis of language disorders in infants, toddlers, and preschool aged children using formal and informal measures. Language facilitation and intervention strategies are presented. Includes practice in the analysis of child speech and language samples.
CER-SLP-5131-AA  Prevention, Assessment and Treatment of Communication Disorders in School-Aged Children: 6-21 (2 credits)
A comprehensive study of children's phonologic, morphemic, syntactic, semantic, pragmatic and emerging literacy impairments with focus on etiologies, characteristics, and associated risk factors. Formal and informal assessment methods, service delivery models (i.e., classroom interactions between the teacher and speech-language pathologist) and intervention strategies in our culturally and linguistically diverse population are presented. The role of the speech-language pathologist in developing Individualized Education Plans (IEPs) is discussed.

CER-SLP-5230-AA  Adult Language Disorders 1: Aphasia and Right Hemisphere Damage (2 credits)
Definitions, characteristics, classifications, epidemiology, pathophysiology, etiologies, differential diagnosis of aphasia and cognitive-linguistic disorders associated with right brain hemisphere damage. Formal and informal assessment tools and intervention strategies will be presented.

CER-SLP-5231-AA  Adult Language Disorders 2: Traumatic Brain Injury and the Dementias (2 credits)

CER-SLP-5300-AA  Motor Speech Disorders (2 credits)
An overview of pathophysiology and the symptomatology of the dysarthrias and apraxia of speech. Assessment, differential diagnosis and treatment of developmental and acquired apraxia of speech and the dysarthrias are discussed. Classification schemes will be presented as will the best diagnostic and intervention practices using evidence-based practice research. Both perceptual and objective measures of the dysarthric and apraxic speech and vocal mechanism will be examined.

CER-SLP-5301-AA  Autism Spectrum Disorders (2 credits)
Current research on the epidemiology, etiologies and characteristics associated with various clients along the autism continuum. Assessment and clinical management strategies for pediatric and adult populations with autism are discussed. Family education and family and community intervention approaches and supportive resources are presented.

CER-SLP-5302-AA  Fluency Disorders (3 credits)
Etiologies, epidemiology characteristics and classifications of persons with fluency disorders are presented. Diagnosis and therapeutic intervention for both pediatric and adult populations who exhibit stuttering and cluttering behaviors are discussed.
CER-SLP-5303-AA  
**Voice Disorders (3 credits)**

Study of normal laryngeal physiology, vocal hyperfunction and vocal pathophysiology ranging from vocal nodules and polyps to vocal cord paralysis and cancer of the larynx. Includes functional/behavioral, organic and neurogenic etiologies of voice disorders. Perceptual and objective diagnostic measures and specific intervention techniques are presented. Research studies examining evidence-based practice, care of the professional voice and prevention of voice disorders will also be discussed.

CER-SLP-5304-AA  
**Technology in Speech-Language Pathology: Augmentative and Alternative Communication and Computer Applications (2 credits)**

Assessment strategies and AAC systems ranging from simple communication picture and alpha-numeric boards to highly technical and sophisticated electronic boards that ‘speak’ using artificial voices, all of which are used to improve the communication skills of individuals with limited or nonfunctional speech-language production will be discussed, demonstrated and used. Students will also be introduced to computer applications in speech-language pathology that can be incorporated in the diagnostic and therapeutic process.

CER-SLP-5400-AA  
**Research Design and Application of Evidenced Based Practice in Speech-Language Pathology (2 credits)**

Strategies and methodology in the design and analysis of research in communication sciences and disorders. Includes a module on how to find and identify the most efficacious and efficient evidence for clinical application in the diagnosis and treatment of communication disorders. Students will also identify a research topic that will be used throughout the remainder of their studies as their Capstone Project topic.

CER-SLP-5401-AA  
**Dysphagia (3 credits)**

Normal anatomy and physiology of mastication and deglutition (chewing and swallowing) as well as disrupted stages of feeding and swallow are presented for pediatric, adult and elderly patients. Discussion of etiologies and characteristics of swallowing disorders. Interprofessional education and inter-collaborative service models are described in the diagnosis and treatment of dysphagia along with current research indicative of best practices.

CER-SLP-5402-AA  
**Capstone Project in Speech-Language Pathology (2 credits)**

Culmination of research, special service delivery and/or community education and service project that is student directed. Projects are mentored into fruition by faculty in the Department of Speech-Language Pathology. Student presentations (poster and oral) to the faculty, student peers within the department and fellow students and faculty across the University.
CER-SLP-5500-AA Aural Habilitation/Rehabilitation (2 credits)
Application of methods and procedures for management of the individual with a hearing impairment and the role of the speech-language pathologist. Includes language, speech, auditory training, speech-reading, and subject-matter tutoring.

CER-SLP-5555-AA Evidence-Based Practice in Interprofessional Education: General Concepts (1 credits)
A highly interactive, interprofessional course taught across all of the health sciences academic programs at the University. Helps students understand how evidence based practice tools are applied to clinical training, clinical problem solving and most importantly, clinical practice.

CER-SLP-5556-AA Independent Study Course Description (1 to 3 credits)
This course is designed to allow SLP students to pursue in depth a professional area of interest in speech-language pathology. Topics to be studied may include additional research on an area covered in another class, a new area of didactic study that adds to the current body of research literature; or advanced or state-of-the-art techniques used for clinical interventions. The student selects an area of study and, under advisement or guided direction by a sponsoring faculty member, examines relevant research, actively engages in project development and implementation, and writes a report on their findings. The course is also used to support students who require additional topic- or course-specific work.

CER-SLP-5557-AA Professionally Speaking Course Description (1 credit)
The purpose of the course is to assist students, professors and staff across all academic disciplines to prepare for classroom and professional presentations (poster sessions, technical sessions, workshops, seminars and debate teams) as well as build confidence in themselves as speakers. The course will concentrate on four major public speaking formats: informative, persuasive, impromptu and debate. The course will also focus on accent modification for those individuals who want to improve the clarity, intelligibility and articulation of their General American English speaking and effective English writing skills.

CER-SLP-6000-AA Clinical Foundations (2 credit)
An introduction to clinical policies, procedures and processes including: development and recording a case history; conducting patient and family/caregiver interviews; basic principles of assessment; differential diagnosis; report writing with long- and short-term goals; development of clinical lesson plans; generating patient progress notations (e.g., SOAP notes, computerized progress checklists, narrative notes), and use of effective communication strategies (verbal, non-verbal and interpersonal ‘soft’ skills) when interacting with the patient and family members. Clinical problem solving cases using SimuCase, computerized simulation, and/or actors who mimic various communication disorders are included for individual and small group analysis. Direct and engaged student observations and analysis of diagnostic and therapeutic techniques and settings (videotaped and/or real-time) by trained, certified (CCC- SLP) speech-language pathologists.
CER-SLP-6030-AA  Clinical Management and Practicum 1 (2 credits)
Development of clinical decision-making skills and applying those skills to evaluate and treat pediatric, adult and elderly clients with various communication disorders. Includes the use of appropriate interview and counseling techniques with clients and family members from various cultural and linguistic backgrounds. Student-generated long- and short-term goal setting, diagnostic and treatment lesson planning, clinical session preparation of materials and reinforcement award systems for patient motivation and active participation; establishing measureable outcome data and incorporating clinical techniques used and resulting outcome data measures for progress notation and report writing under the close supervision of on-campus clinical educators. Clinical session planning and implementation will involve students working in pairs and individually.

CER-SLP-6031-AA  Clinical Management and Practicum 2 (2 credits)
Student-generated evaluation and treatment of children, adults and the elderly with communication disorders at the Salus University on-campus clinic under the supervision of ASHA certified faculty and clinical educators. Real-life application of clinic foundational knowledge, skills and materials while earning clinic hours under the supervision of ASHA-certified (CCC-SLP) and Pennsylvania state-licensed speech-language pathologists. More independent student clinicians who demonstrate expected didactic knowledge and clinical competencies at this stage will be placed in their first off-campus external placement site under certified and licensed speech-language pathologists who will serve as externship clinical supervisors.

CER-SLP-6032-AA  Clinical Management and Practicum 3 (3 credits)
External clinical placement site involving hospital, rehabilitation, private and public schools, pre-schools, skilled nursing facilities, home-based and private practice clinical settings. Students are under the supervision of a certified and licensed external placement speech-language pathologist. Adaptation of time-schedule for service delivery, workload requirements as well as the particulars involving report writing, individual education plans (IEPs) progress notation, billing procedures, interprofessional team patient care management using a case manager (usually a nurse or social worker), work related policies and procedures and other duties as assigned are experienced by the student clinician.

CER-SLP-6033-AA  Clinical Management and Practicum 4 (3 credits)
Full-time evaluation and treatment of pediatric, adult and/or elderly patients with communication disorders or dysphagia in an external clinical setting under supervision of an external site, certified and licensed speech-language pathologist.
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Doctor of Occupational Therapy
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Master of Science, Biomedicine
Master of Medical Science (Physician Assistant)
Master of Occupational Therapy
Master of Science:
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