Catalog 2022-2023

SALUS UNIVERSITY

THE FUTURE OF HEALTH SCIENCE SINCE 1919.

TABLE OF CONTENTS

A MESSAGE FROM THE PRESIDENT

At Salus University, you will help us change lives. As we carry out our mission of integrated healthcare through innovative education, research and clinical services, we continue to set the standard for health, education, and rehabilitation professionals, advancing the scope of practice and excellence across our academic programs, while setting a distinguished record of firsts.

We recently completed state-of-the-art teaching, workshop and fabrication spaces to launch our new Orthotics and Prosthetics program. This, along with a new Activities for Daily Living Lab and upgrades to our Speech-Language Institute and Pennsylvania Ear Institute, are just the latest physical transformations supporting student and patient outcomes. In the coming year, we will transform our dining and common areas to further enhance the student experience.

Our innovative curricula offer broad-based, interdisciplinary clinical education, presenting our students with a broad range of challenging primary care opportunities. Well-known for our excellent clinical education, our commitment to clinical training presented early in each program provides an advantage for students when externship and other clinical placements begin.

The future of healthcare delivery is dynamic and exciting. 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. We train you to be the next generation of leaders in healthcare.

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 Salus University indicates a desire to enter a profession experiencing unprecedented growth and development. Welcome to the Salus University family. The challenges will be great, but the rewards will be many.

Michael H. Mittelman, OD '80, MPH, MBA, FAAO, FACHE

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 an enduring impact beyond the confines of the University.

UNIVERSITY ACCREDITATIONS

Salus University is accredited by the Middle States Commission on Higher Education (MSCHE). It will undergo its Self-Study Evaluation in 2022-2023.

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.

Programmatic Accreditations

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

Osborne College of Audiology:
The clinical Doctor of Audiology (AuD) program at Salus University Osborne College of Audiology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) from July 1, 2019 through June 30, 2027.

Graduates are eligible for professional licensure in all states and eligible to apply for the American Speech-Language-Hearing Association clinical competence in audiology (CCC-A) and the American Board of Audiology (ABA) certification in audiology.

College of Health Sciences, Education and Rehabilitation:

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Salus University Physician Assistant (PA) Program sponsored by Salus University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2024. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The Master of Science degree program in Educators of Children and Youth with Visual Impairments at Salus University received full accreditation by the Commonwealth of Pennsylvania Department of Education (PDE) for the period 2016-2023. This accreditation allows graduates of the program to obtain certification in Special Education, VISUALLY IMPAIRED K-12– in the Commonwealth of Pennsylvania.

The Master of Science degree program in Vision Rehabilitation Teaching received full accreditation by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) for the period 2017-2022.

The Master of Science degree program in Orientation and Mobility received full accreditation by the Association for the Education and Rehabilitation of the Blind and Visually Impaired (AER) for the period 2017-2022.

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the **Salus University Physician Assistant (PA) Program** sponsored by Salus University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2024. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The University's **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) through 2025-2026. 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.

The University's **Master of Science in Speech-Language Pathology (SLP) degree program** is accredited by the American Speech-Language-Hearing Association's Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). Accreditation is awarded to a fully operational graduate education program that is in compliance with the Standards. The current period of accreditation is 2019 - 2024.

The Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) accredits eligible master’s degree programs in speech-language pathology. The CAA serves the public by

promoting excellence in the graduate education of speech-language pathologists. Learn more about the policies and procedures at caa.asha.org

Please note that 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 accredited by the Commonwealth of Pennsylvania Department of Education (PDE). This accreditation allows graduates of the program to obtain certification as an Educational Specialist – School Speech and Language Pathologist PK-12 in the Commonwealth of Pennsylvania. Additional information about the PDE and certification for speech-language pathologists working in the school setting in the Commonwealth of Pennsylvania, visit psha.org.

DEGREE PROGRAMS

The University awards 14 earned degrees:

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) -On-campus
- Doctor of Audiology -Bridge-Online program for practicing professionals
- Master of Science in Clinical Audiology

College of Health Sciences, Education and Rehabilitation

- Occupational Therapy
    - Doctor of Occupational Therapy (OTD)
    - Master of Science, Occupational Therapy (MSOT)
- Speech-Language Pathology
    - Master of Science, Speech-Language Pathology (SLP)
- Blindness & Low Vision
    - Master of Science, Low Vision Rehabilitation (LVR)
    - Master of Science, Vision Rehabilitation Therapy (VRT)
    - Master of Science, Orientation and Mobility (O&M)
    - Master of Education, Blindness and Visual Impairment (TVI)
- Physician Assistant
    - Master of Medical Science (MMS)
- Biomedicine
    - Doctor of Philosophy in Biomedicine
    - Master of Science in Biomedicine

TUITION & SCHOLARSHIPS

COST OF ATTENDANCE

A professional education carries variable costs that are dependent on a number of factors.

In addition to tuition and fees, there are books, equipment and incidental expenses to be considered. The cost of attendance also includes a living expense budget of approximately $2,000 per month plus an additional travel allowance for terms when students are on clinical externship rotations.

Please be advised that Salus University may provide all or a portion of your instruction virtually, either synchronously or asynchronously, due to the COVID-19 pandemic or based on other considerations intended to maximize educational instruction. No refund of tuition or fees will be issued as a result of a transition to virtual instruction, unless a student timely withdraws in accordance with the Institutional Refund Policy

The following tuition and fees are for the 2022-2023 year for first-year students:

PENNSYLVANIA COLLEGE OF OPTOMETRY
Optometry (Traditional Program)
Tuition: $45,150 ($1,081/credit)*
Student Services Fee: $440/year
Laboratory Fee: $95/term
Technology Fee: $170/term

Optometry (Scholars Program)
Tuition: $45,800 ($889/credit)*
Student Services Fee: $440/year
Laboratory Fee: $95/term
Technology Fee: $170/term

Advanced Placement OD Degree Program
Program Tuition: $180,500 ($1,081/credit)*
Student Services Fee: $440/year
Laboratory Fee: $95/term
Technology Fee: $170/term
**Tuition is based on the total cost of a four-year program at the annual Traditional Optometry tuition rate. Tuition is subject to change each year.*

Master of Science in Clinical Optometry (MSc) with Advanced Studies Certificate
Tuition: $55,000 ($1,447.36/credit)
Student Services Fee: $280/year
Laboratory Fee: $95/term
Technology Fee: $170/term

OSBORNE COLLEGE OF AUDIOLOGY
Doctor of Audiology (Four-Year Track On-Campus Program)
Tuition: $35,610 (1,040/credit)*
Student Services Fee: $435/year
Laboratory Fee: $95/term
Technology Fee: $170/term
**Renewable scholarships up to $15,000/year are available. Students historically have offset a portion of their final year's tuition with an externship stipend averaging $21,000.*

Doctor of Audiology (Three-Year Track On-Campus Program)
Tuition:$44,155 ($1,040/credit)*
Students Services Fee: $435/year
Laboratory Fee: $95/term
Technology Fee: $170/term

**Tuition cost offset by a first-year guaranteed $20,000 scholarship for all students who are qualified for the three-year track. The scholarship is renewable subject to maintaining a specified GPA. Students historically have offset a portion of their final year's tuition with an externship stipend averaging $21,000.*

Doctor of Audiology (Online Bridge Program)
Tuition: $450/credit
Technology Fee: $170/term

Master of Science in Clinical Audiology
Tuition: $515/credit
Technology Fee: $170/term

Audiology Advanced Studies Certificate (Cochlear Implants, Tinnitus and Hyperacusis, Vestibular Sciences and Disorders)
Tuition: $550/credit
Technology Fee: $170/term
**Tuition is charged on a flat rate per term based on the annual tuition, except for students not enrolled on a full-time basis.*

COLLEGE OF HEALTH SCIENCES, EDUCATION & REHABILITATION
Master of Occupational Therapy
Tuition: $42,100
Student Services Fee: $450/year
Laboratory Fee: $95/term
Technology Fee: $170/term

Post-professional Doctorate in Occupational Therapy and Occupational Therapy Advanced Specialty Certificate Programs
Tuition: $1,316/credit
Technology Fee: $170/term

Blindness and Low Vision Studies Certificate and Masters Program
Tuition: $925/credit
Student Services Fee: $280/year, pro-rated by term
Laboratory Fee: $95/term, Track A only
Technology Fee: $170/term

Orthotics and Prosthetics Program
Didactic Segment Tuition: $30,000/year ($984/credit)*
Residency Serment Tuition: $15,000/year ($227/credit)*
Student Services Fee: $420/year
Laboratory Fee: $95/term
Technology Fee: $170/term

Speech-Language Pathology Program
Tuition: $31,455
Student Services Fee: First year $435; Second year $405
Laboratory Fee: $95/term
Technology Fee: $170/term

Physician Assistant

	First Phase (12 months)	Second Phase (13 months)	Totals
Tuition	$48,500	$48,500	$97,000
Books & Instruments	$1,900	$800	$2,700
Fees			
Student Services	$405	$280	$685
Lab	$285	$0	$285
Technology	$510	$680	$1,190
Needle Stick Insurance	$41	$41	$82
Graduation	$0	$290	$290
Total	$51,641	$50.591	$102,232

Graduate Programs in Biomedicine
Tuition: $1,178/credit
Laboratory Fee: Charged on a case-by-case basis
Technology Fee: $170/term
International Student Fee: $3,000/year (only for students requiring J-1 visas)

Traditional Post-baccalaureate Program in Health Sciences
Tuition: $832/credit
Student Services Fee: $375/year (full-time), $70/term (part-time)
Laboratory Fee: $95/term
Technology Fee: $170/term

Post-baccalaureate Program in Health Sciences — Speech-Language Pathology track
Tuition: $750/credit
Student Services: $375/year (fulltime); $70/term (part time)
Technology Fee: $170/term
Laboratory Fee: Charged on a case-by-case basis
International Student Fee: $3,000/year (only for students requiring J-1 visas)

**Tuition is charged on a flat rate per-term based on annual tuition, except for students not enrolled on a full-time basis.*

SCHOLARSHIPS

PROVOST'S & DEAN'S SCHOLARSHIPS

The University offers the following merit-based scholarships to students in each of our Colleges. These awards are monetary gifts and do not require repayment.

Provost's Scholarship
At $10,000 per year, the Provost's Scholarship is awarded on a holistic basis. Individual programs determine the minimum GPA/test scores for eligibility as well as renewability. The admissions application serves as the scholarship application.*

Dean's Scholarship
At $5,000 per year, the Dean's Scholarship is also awarded on a holistic basis. Individual programs determine the minimum GPA/test scores for eligibility as well as renewability. The admissions application serves as the scholarship application.*

**Provost's and Deans' Scholarships for the MSOT, SLP and BLVS programs require a separate scholarship application. To learn more, contact admissions@salus.edu for further details.*

INTERNAL OPTOMETRY SCHOLARSHIPS

The University offers optometry students a number of grants and scholarships each year that provide incentives for learning and research. These awards are monetary gifts and do not require repayment. Students are automatically considered for scholarships administered by Salus University. No application is required. All scholarships are based on academic performance and financial need unless otherwise indicated below.

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 qualified student.

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

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

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

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

Alma L. Boben Memorial Scholarship
Established by the estate of Alma L. Boben, OD '28, in 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.

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.

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

Faculty Scholarship
Established by the University's Faculty Council.

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

H. L. Goldberger Memorial Scholarship
Established by the friends and professional colleagues of Herbert L. Goldberger, OD, a 1954 alumnus of PCO.
Lawrence G. Gray Memorial Scholarship
Established by the friends and colleagues of Dr. Larry Gray, former PCO professor and 1972 alumnus.
Florence and Martin Hafter Scholarship
Established by Martin Hafter, OD ’49 and his wife, Florence.
A. Michael Iatesta Scholarship
Established by Dr. Iatesta ’52, member of the University Board of Trustees.
Harry Kaplan Scholarship
Established by Dr. Kaplan ’49, a member of the PCO faculty, these scholarships are awarded to optometry students on the basis of academic performance and financial need.
J. Donald Kratz Memorial Scholarship
Established by family and friends in memory of Dr. Kratz ’37, former member of the PCO faculty and Board of Trustees.
Paul G. Matthews Memorial Scholarship
Established by Mr. and Mrs. George Matthews in memory of their son, Paul G. Matthews, OD ’81, the Matthews Scholarship is awarded to a first-year student selected on the basis of undergraduate academic performance, community service, and financial need. This is a four-year scholarship.
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.
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.
Pennsylvania College of Optometry Scholarship
Established by a member of the University’s Board of Trustees, who wishes to remain anonymous.
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.
Onofrey G. Rybachok Memorial Scholarship
Established by family and friends in memory of Dr. Rybachok, former member of the PCO faculty.
Maria T. Rynkiewicz Memorial Scholarship
Established by the PCO Alumni Association in memory of Dr. Rynkiewicz, ’79.
Boris I. and Bessie S. Sinoway Memorial Scholarship
Established by the estate of Bessie S. Sinoway in memory of her husband, Boris I. Sinoway, OD.
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.
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.

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.

EXTERNAL OPTOMETRY SCHOLARSHIPS

American Academy of Optometry Scholarships

The American Optometric Foundation offers many awards, grants, scholarships, and research opportunities. Most scholarships require nomination by the student’s institution; applications directly from the student are not accepted. The following scholarships are available through the AOF:

Antoinette Molinari Scholarship

Awarded to a first – third year student who has extraordinary financial needs. Academic and leadership potential are also considered. Eligible schools vary each year.

Vincent Salierno Scholarship

Awarded to current optometry students based on nominations by their school. Awards are primarily based on financial need, followed by academic performance. Eligible schools vary each year.

J. Pat Cummings Scholarship

Awarded annually to second or third year optometry students from each optometry school, based on a nominee selected by the school. Candidates must demonstrate the ideal eye care standards of practice, achievement in both academic performance and extracurricular activities, and participation with other professional pursuits such as involvement with patients through internships, community service, and other volunteer activities.

Award of Excellence in Contact Lens Patient Care

To recognize outstanding fourth-year student clinicians who have demonstrated excellence in contact lens patient care during their optometric education. Nominations are submitted directly from the school to the AOA.

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.

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.

Rick Bay Foundation Scholarship

The Rick Bay Foundation Scholarship is available to a Salus University optometry student based on qualities that embody Rick’s commitment to the profession, including integrity, compassion, partnership and dedication to the greater good. The award is $5,000.

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.

Donald H. Evans, OD Award

The Pennsylvania Vision Conservation Institute (VCI) will present annually a $1,000 award and plaque to a deserving fourth-year student from Pennsylvania attending Pennsylvania College of Optometry at Salus

University in recognition of outstanding service to PCO, the visual welfare of the public and the community.

Indian Health Service Loan Repayment Program

The IHS LRP awards up to $20,000 per year for the repayment of your qualified student loans in exchange for an initial two-year service obligation to practice full time at an Indian health program site.

HOYA Vision Care

HOYA Vision Care, a manufacturer of lenses, has established a program combining grants and scholarships given to third- and fourth-year students. Students enter the competition by submitting an e-Poster Case Study in which a HOYA product was used. Each participating school chooses one winner of a $1,000 grant, and after review by HOYA one of those students also receives a $6,000 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 scholarship 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 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.

National Eye Research Foundation Fellowship Award

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

National Optometric Association

The National Optometric Association (NOA) offers financial support to members of its student affiliate (the National Optometric Student Association, or NOSA), including the following scholarships:

The Dr. David W. White Jr. Memorial Scholarship

Sponsored by the Mississippi chapter of NOA, this scholarship awards $500 to a student in the first three years of an optometry program who has at least a 2.5 GPA and plans to practice in Mississippi after graduating.

Dr. C. Clayton Powell Georgia Student Award

Sponsored by the Georgia chapter of NOA, this scholarship is awarded to an active member of NOSA with a 3.0 GPA and leadership ability. Applicants must desire to practice in Georgia.

Nikon Scholar Awards

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

OneSight

OneSight Research Foundation supports optical research and education, granting more than $250,000 annually toward vision research focused on diabetic eye diseases and offering thousands of dollars in scholarships to students pursuing a degree in Optometry. The Cure Foundation will award 10 scholarships in the amount of $5,000 each through the Dr. Stanley Pearle Scholarship Fund.

Optometry Cares/The AOA Foundation

Optometry Cares and The AOA Foundation offer several scholarships each year to current optometry students.

Bernard Maitenaz Scholarship, sponsored by Essilor

This $10,000 scholarship for a third-year student honors Bernard Maitenaz, one of the foremost authorities in optical science and engineering.

InfantSEE® Scholarship, sponsored by Vision West, Inc.

Vision West, Inc. a leading national eye-care business group offering Optometric Business Services including group purchasing services to its members, and Optometry Cares offer a national scholarship program to promote InfantSEE. Scholarships are awarded to third-year students; first place $5,000, second place $2,500.

Dr. Seymour Galina Scholarship

Optometry Cares offers the $2,500 Dr. Seymour Galina Scholarship to a third-year student who best addresses the topic, “Qualities I have developed through my financial planning/work experience during and/or before optometry school, that I believe will be most useful to me in a professional optometric practice.”

Dr. Pat and Patrick Cummings Scholarship

Sponsored in part by Johnson & Johnson Vision Care

In tribute to father and son, the Cummings family has established the Dr. Pat and Patrick Cummings Memorial Fund through Optometry Cares. This scholarship fund allows the legacy of two amazing individuals to live on. Open to fourth-year students, the national winner is awarded $5,000.

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 may be eligible for a PHEAA grant. To apply, complete the State Grant Form online directly from your FAFSA confirmation page. Look for the link that reads "Optional Feature—Start your state application—Click here if you want to apply for Pennsylvania state-based financial aid." If you have further questions, contact PHEAA at 1-800-692-7392.

Review of Optometry Scholarship

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

State Grants and Scholarships

Typically for undergraduate students, several states have programs that award grant monies to qualified 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.

Also, several state optometric associations offer scholarships to optometry students. Check with your state’s chapter for information.

Vision Service Plan/AOF Practice Excellence 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.

Walman Scholarship Program

The Walman Optical Company has established a scholarship program to encourage and assist students at schools and colleges of optometry. Scholarships are offered each year for full-time study at participating schools selected by Walman Optical Company.

Wal-Mart Scholarship

Established and administered by the Wal-Mart Corporation.

AUDIOLOGY SCHOLARSHIPS

INTERNAL SCHOLARSHIP

George S. Osborne Memorial Scholarship

Established to honor the founding dean of the College of Audiology, this scholarship is awarded to selected first-year students in the on-campus Doctor of Audiology (Au.D.) program. Awards are merit-based, ranging from $5,000 to $15,000 per year, and are renewable for four years. Recipients will be selected in late February and notified of their award prior to the start of the program. Applicants to the program are encouraged to complete admissions requirements prior to February of the year of desired enrollment into the program to be considered for this scholarship.

EXTERNAL SCHOLARSHIPS

Audiology Foundation of America Outstanding AuD Student Scholarship

The AFA Outstanding Third Year AuD Student Scholarship provides funds for one student pursuing the Doctor of Audiology (Au.D.) degree from institutions in the U.S. or Canada and who are entering the third year of an AuD program. Students are recognized for their academic achievement and professional

potential. One scholarship of $4,500 will be given this year. The program is made possible through donations to the Audiology Foundation of America.
Each nominee must:

- Be a citizen or permanent resident of the U.S. and its territories or Canada.
- Not be a licensed (or registered) practicing audiologist.
- Be enrolled in a four-year AuD program.
- Currently in the second year of an AuD program.
- Be a full-time student.
- Be nominated by their program director or a faculty member.

American Speech-Language-Hearing Foundation's Minority Student Scholarship
Racial/ethnic minority students who are U.S. citizens, who are accepted for graduate study in speech-language pathology or audiology, and who demonstrate outstanding academic achievement are eligible to compete for a scholarship. This scholarship is supported by the ASH Foundation's Minority Fund.
AMBUCS Scholarship Program Information
For more than 50 years, National AMBUCS™, Inc. has been awarding scholarships to therapy students in their junior/senior year in a bachelor's degree program, or a graduate program leading to a master's or doctoral degree.
Awards range from $500 to $1,500 annually. There is one two-year award in the amount of $6,000. Approximately $150,000 is awarded annually. Award monies are deposited each semester to the student's credit account with the financial aid office of the educational institution. Students must be accepted in an accredited program by the appropriate health therapy profession authority in physical therapy, occupational therapy, speech language pathology, and hearing audiology. Assistant programs are not eligible. Awards are based on financial need, US citizenship, commitment to local community, demonstrated academic accomplishment, character for compassion and integrity, and career objectives. National AMBUCS™, Inc. will accept applications from mid-January until April 15 annually. **Note:** students will not be notified of their semi-finalist status by mail, they must check the on-line listing. Final scholarship winners will be announced in late June. Chapters will be mailed the award certificates after awards are announced.
National Black Association For Speech, Language And Hearing
The National Black Association for Speech-Language & Hearing (NBASLH) invites black students to submit a research paper to compete for a scholarship award. A panel of professionals will use a blind review process to select one recipient for a $1,000 scholarship. The scholarship will be awarded at NBASLH's annual convention. The recipient will receive a travel allowance to attend the convention and present the research paper.
ELIGIBILITY: Any black student who is enrolled at least half time in a master's degree program in speech-language pathology, audiology or speech and hearing sciences. Post baccalaureate students who are working toward completing the professional academic requirements for entry to a master's program may also apply. Please note that the competition is not available to undergraduate or doctoral students. The student must be enrolled in school at the time the award is made.
Sertoma Communicative Disorders Scholarship Program
$1,000 scholarship to cover tuition, books and supplies. The funds may be used for any term, including the summer term, during the awarded academic school year. Support from Sertoma provides the funding for the scholarships.
Applicants must be a citizen of the United States of America, must be accepted into a graduate level program in speech-language pathology and/or audiology at a college or university in the United States, accredited by ASHA's Council on Academic Accreditation, and must have a minimum cumulative 3.2 on a 4.0 scale for all undergraduate and graduate level coursework.
Canadian Association of Speech-Language Pathologists and Audiologists (CASLPA) Scholarship Programs
CASLPA has three scholarship categories offering 17 scholarships ranging from $1,000 to $2,500. Applicants must be enrolled in a master's degree program in speech-language pathology or audiology and will be evaluated based on level of academic work, clinical practicum, references, and an essay that includes the applicant's career goals.

Applicants must be a student member of CASLPA.

National Association of Junior Auxiliaries

Started in 1962, the NAJA Scholarship Program has awarded more than 429 grants totaling more than $881,865.00 for graduate study in fields which address the special needs of children and youth. The Betty W. Robbins Endowed Scholarship was established in 1995 by the Robbins family in memory of Betty Robbins of Ruston, Louisiana, who served the National Association of Junior Auxiliaries, Inc. as Director of Region V, First Vice-President and President (1992-1993). Contributions from Junior Auxiliary Chapters, the National Association, memorials, and honorary gifts from individuals and groups support the program. The Robbins family makes matching funds available annually to challenge chapters to increase their support of scholarship.

Scholarships are awarded each April. If more than one scholarship year is required to complete studies, the recipient may reapply, provided all previous agreements have been fulfilled satisfactorily.

Applicant must be:

- Working or planning to work DIRECTLY with children.
- Pursuing graduate level studies for one year in fields which address the special needs of children and youth. Graduate fields of study include, but are not limited to: Counseling, Psychology, Mental Health, Special Education, Speech Pathology, Exceptional Children, Remedial Skills Development, Hearing Impaired, Gifted and Talented, etc. Scholarships are NOT awarded for graduate work in administration or general education.
- A U.S. citizen and a permanent resident of a state with a Junior Auxiliary Chapter: Alabama, Arkansas, Florida, Louisiana, Mississippi, Missouri, Tennessee, and Texas.
- Planning to attend a U.S. college or university for full-time or part-time study.

The application and re-application forms are available online ONLY between September 1 and February 1 from the NAJA website.

Indian Health Service Scholarship

Indian Health programs need dedicated health and allied health professionals to fill staffing needs - people like you who envision a career with a purpose and mission, and who are willing to commit to working in Indian communities where they can truly make a difference.

The mission of IHS is to raise the physical, mental, social, and spiritual health of American Indians and Alaska Natives to the highest level. Because of the IHS scholarship program, many qualified health professionals are given the opportunity to pursue their career, as well as help their own communities.

PHYSICIAN ASSISTANT SCHOLARSHIPS

EXTERNAL SCHOLARSHIPS

American Academy of Physician Assistants (AAPA)

The AAPA website contains a list of scholarships and traineeships along with a list of AAPA Constituent Organization scholarships.

Association of Family Practice Physician Assistants (AFPPA)

The Association of Family Practice Physician Assistants offers four student scholarship awards. Scholarship awards go to first-year and to second-year Physician Assistant students. Awards are made to those who are student members of the AFPPA, have demonstrated a special interest in primary care medicine, and are currently in good academic standing.

National Health Service Corp (NHSC)

- **The NHSC Scholarship Program (SP):** This program awards scholarships each year to students pursuing careers in primary care. In return, students commit to serving for two to four years, upon graduation and completion of training.
- **NHSC Loan Repayment Program:** This program is open to licensed primary care medical, dental, and mental and behavioral health providers who are employed or seeking employment at approved sites.

Pennsylvania Society of Physician Assistants (PSPA)

- **The Nathaniel Alston Student Achievement Scholarship Award:** This award has been established by the PSPA to recognize students who have demonstrated the highest standards of the PA profession through their experience and knowledge by promoting goodwill, public

recognition and professional development of the PA profession. An award of $2,000 will be presented to three PA students. These awards will be selected on a competitive basis. Each student applicant will be competing against other student applicants from their respective PA Programs in Pennsylvania.

- **Thomas J. Lemley Award for Health Disparity:** The PSPA Diversity Council sponsors this annual award competition. Entrants must submit an essay, video, PowerPoint, or photo slide presentation related to the selected topic. Winners are awarded $1,500 for first place and $1,000 for second place.

Physician Assistant Foundation

The Physician Assistant Foundation is the philanthropic arm of the American Academy of Physician Assistants (AAPA). The PA Foundation offers competitive scholarships for physician assistant students who are currently attending an accredited PA program, are in the professional phase of the program, and are student members of the AAPA. PA Foundation scholarships are designed to help students complete their education.

The AAPA offers two scholarships:

- **Johnson & Johnson Scholarship** was established to provide financial aid to deserving underrepresented minority PA students, with the goal of increasing diversity in the physician assistant workforce and alleviating disparities in access to healthcare among underserved populations. Scholarship recipients are selected based on financial need, academic performance, community service and commitment to providing care in underserved communities.
- **PA Foundation Scholarships:** The PA Foundation supports PA students through its annual Student Scholarship program, and PA doctoral candidates who are making a contribution to research on the influence of PAs in medical care.

Society of Army Physician Assistants (SAPA)

The Society of Army Physician Assistants honors the memory of Capt. Sean P. Grimes, a physician assistant who was killed in action while serving as the battalion physician assistant in Korea, through the annual scholarship, the Captain Sean P. Grimes Physician Assistant Educational Scholarship Award. Applications and details about the scholarship and Capt. Sean Grimes' life can be found on the SAPA website. The scholarship will be awarded at the annual SAPA conference to a deserving student selected by the SAPA Board of Directors. Must be an Army veteran, retiree, active duty, active National Guard, or active army reservist.

The United States Navy

- **Navy Health Professions Scholarship Program (HPSP):** Receive 100% tuition assistance while completing an eligible physician assistant education program, plus a monthly stipend.
- **Navy Health Services Collegiate Program (HSCP**): Receive up to $134,600 while finishing your degree. This amount includes a generous monthly salary and housing allowance.
- **Navy Health Professions Loan Repayment Program (HPLRP):** Receive up to $80,000 to help repay your graduate school loans by applying to receive $40,000 each year for up to two years. To be eligible, you must serve as an Active Duty Medical Service Corps Officer for each year you receive the loan payment.

United States Public Health Service (USPHS)

- **The Commissioned Officer Student Training and Extern Program (COSTEP):** COSTEP offers students in health professions the chance to gain professional experience for periods of 31 to 120 days at sites around the country through a program called the Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP).
- **The Senior Commissioned Officer Student Training and Extern Program (SRCOSTEP):** This highly competitive program is available to full-time students about to begin their final year of academic study or professional training. Those selected for the program will become Commissioned officers in the U.S. Public Health Service (USPHS) and receive full pay and benefits of an active duty officer for up to 12 months just for finishing their education and training. In return for financial assistance, SRCOSTEP participants agree to work for the USPHS sponsoring agency as a Commissioned Corps officer immediately after graduation. The service obligation is equal to twice the time sponsored.

OCCUPATIONAL THERAPY SCHOLARSHIPS
EXTERNAL SCHOLARSHIPS

AMBUCS

Since 1955, National AMBUCS™, Inc. has been awarding scholarships to therapy students in their junior/senior year in a bachelor's degree program, or a graduate program leading to a master's or doctoral degree. To date, more than $7.7 million in scholarships have been awarded to more than 4,000 students pursuing degrees in physical therapy, occupational therapy, speech pathology and audiology. Students must be accepted in an accredited program by the appropriate health therapy profession authority in physical therapy, occupational therapy, speech language pathology, and hearing audiology. Assistant programs are not eligible. Awards are based on financial need, US citizenship, commitment to local community, demonstrated academic accomplishment, character for compassion and integrity, and career objectives.

National AMBUCS™, Inc. accepts applications from February 1 until April 15 annually.

American Occupational Therapy Association

- **AOTA E.K. Wise Scholarship: Building a Diverse Occupational Therapy Workforce:** Previously known as the E.K. Wise Loan Program, the fund was established in the 1960s through the bequest of Elizabeth K. Wise to support women pursuing higher education degrees. The scholarship fund reflects the changes that have occurred in the education of entry-level occupational therapists over the last several decades while remaining true to the intent of the original bequest. The focus of the scholarship will be to support students from diverse backgrounds who can meet E.K. Wise's and the Association's objectives of developing a workforce to meet society's diverse occupational needs in underserved areas or communities.

The scholarship supports female students pursuing a post baccalaureate entry-level degree program in occupational therapy. Two awards will be granted annually in the amount of $5,000. Students may apply for a second year.

Qualified Applicants must:

- Be enrolled (or accepted) in a post baccalaureate entry-level occupational therapy educational program on a full-time basis
- Be enrolled in the entry-level occupational therapy educational program for the full academic year
- Demonstrate a sustained record of outstanding academic achievement
- Demonstrate leadership and community service
- Able to contribute to a diverse workforce
- Be a member of AOTA
- Be a U.S. citizen or permanent resident

The American Occupational Therapy Foundation

More than 50 scholarships are available this year from AOTF and its collaboration with state occupational therapy associations. The scholarships range in value from $150 to $5,000. Applicants must be currently enrolled full time in either a professional occupational therapy educational program or an occupational therapy assistant program and must meet all eligibility requirements.

Qualified applicants must:

- For post-baccalaureate scholarships, this must be the first degree in Occupational Therapy;
- Have a sustained record of outstanding scholastic achievement;
- Supply application data including: (1) Two references and (2) Program Director's statement;
- Applicants for post-baccalaureate scholarships must be enrolled at the professional level (Master's or OTD) in an accredited or developing Occupational Therapy educational program and have completed one full year of Occupational Therapy coursework.

Daughters of the American Revolution National Society

- **The Occupational/Physical Therapy Scholarship:** This scholarship is awarded to students who are in financial need and have been accepted or are attending an accredited school of occupational therapy (including art, music, or physical therapy).

The DAR Scholarship Committee awards scholarships to qualified applicants regardless of race, religion, sex or national origin. All multi-year scholarships, typically renewable up to four years, must be for

consecutive years of attendance at an accredited college or university in the United States. All applicants must be citizens of the United States and must attend or plan to attend an accredited college or university in the United States. DAR chapter sponsorship is not required; however, a chapter or state chairman may work with the applicant to put the information together to send to the DAR Scholarship Committee.

- **Pennsylvania Occupational Therapy Foundation:** Each year the Scholarship Committee accepts applications from Pennsylvania Occupational Therapy Association (POTA) student members who are enrolled in an accredited OT education program. Details about application procedures are available late fall each year. Winners are announced in the spring and scholarships are presented during the awards ceremony during our annual conference.

Scholarships are available only to POTA student members who are enrolled full-time in an entry-level occupational therapy education program (either OTA or OTR). A letter of support and verification of your cumulative GPA from the OT Education Program Director is required, along with two confidential reference letters. These letters need to be printed on letterhead, signed and sent via email to scholarship@pota.org.

SPEECH-LANGUAGE PATHOLOGY SCHOLARSHIPS
EXTERNAL SCHOLARSHIPS

American Speech-Language-Hearing Foundation's Minority Student Scholarship
Racial/ethnic minority students who are U.S. citizens, who are accepted for graduate study in speech-language pathology or audiology, and who demonstrate outstanding academic achievement are eligible to compete for a scholarship. This scholarship is supported by the ASHFoundation's Minority Fund.
ASH Foundation
2200 Research Boulevard
Rockville, MD 20850-3289
Emily Diaz, Project Assistant
301-296-8703
E-mail: ediaz@asha.org
Website: http://www.ashfoundation.org

Pennsylvania Speech-Language-Hearing Association Von Drach Memorial Scholarship
The Pennsylvania Speech-Language-Hearing Association (PSHA) established the Von Drach Memorial Scholarship in memory of Dr. Robert Von Drach and in recognition of his dedication and years of service to the profession. The scholarship is awarded annually to a qualified student who is enrolled full-time in an entry level academic degree for professional level certification candidacy in speech-language pathology, audiology, or education of the hearing impaired within the Commonwealth of Pennsylvania. All qualified students are encouraged to apply.

Nominee Guidelines:

- The nominee shall be a full-time student in an entry level academic degree program for professional level certification candidacy in speech-language pathology, audiology or education of the hearing impaired within the Commonwealth of Pennsylvania.
- The nominee shall be a student member of PSHA.
- The nominee shall have a minimum grade point average of 3.25 and have completed at least nine semester credit hours of the program.
- The nominee shall have demonstrated (a) a desire to grow professionally, (b) participation in professional activities, and (c) leadership qualities within departmental/community activities (e.g., committee or organization membership such as NSSHLA or volunteered time in professional events).

For more information go to: http://www.psha.org/student-info/student-awards.htm or contact PSHA@psha.org or 412-366-9858.

Council of Academic Programs in Communication Sciences & Disorders

- **Plural Publishing Research Awards**: This $3,000 award is intended for master's/AuD level students who are pursuing research in speech-language pathology or audiology.

Eligibility: Graduate students who are currently enrolled in a graduate program at a CAPCSD member institution.

A complete application requires two components:

1. Completed application form available online at the CAPCSD website.
2. Electronically submitted PDF containing a description of a research project.

For more information, e-mail admin@capcsd.org or
visit: http://www.capcsd.org/funding-opportunities/scholarships/plural-scholarship/.

- **Frances Laven Scholarship**: This $5,000 award is intended for graduate students in a professional program (AuD or Master's) who have shown exemplary service. Examples of service may include (but are not limited to) community service, service to the department or university, or service to the greater discipline.
    - Eligibility: Graduate students who are currently enrolled in a graduate program at a CAPCSD member institution.

For more information, e-mail admin@capcsd.org.

AMBUCS Scholarship Program Information

For more than 50 years, National AMBUCS™, Inc. has been awarding scholarships to therapy students in their junior/senior year in a bachelor's degree program, or a graduate program leading to a master's or doctoral degree.

Awards range from $500 to $1,500 annually. There is one two-year award in the amount of $6,000. Approximately $150,000 is awarded annually. Award monies are deposited each semester to the student's credit account with the financial aid office of the educational institution. Students must be accepted in an accredited program by the appropriate health therapy profession authority in physical therapy, occupational therapy, speech language pathology, and hearing audiology. Assistant programs are not eligible. Awards are based on financial need, US citizenship, commitment to local community, demonstrated academic accomplishment, character for compassion and integrity, and career objectives. National AMBUCS™, Inc. will accept applications from Mid-January until April 15 annually.*Note: students will not be notified of their semi-finalist status by mail, they must check the on-line listing. Final scholarships winners will be announced in late June. Chapters will be mailed the award certificates after awards are announced.

National AMBUCS, Inc/Amtryke LLC
P.O. Box 5127
High Point, NC 27262
(800) 838-1845
http://www.ambucs.com/scholarship-program-information/

National Black Association For Speech, Language And Hearing

The National Black Association for Speech-Language & Hearing (NBASLH) invites black students to submit a research paper to compete for a scholarship award. A panel of professionals will use a blind review process to select one recipient for a $1000 scholarship. The scholarship will be awarded at NBASLH's annual convention. The recipient will receive a travel allowance to attend the convention and present the research paper.

Eligibility: Any black student who is enrolled at least half time in a master's degree program in speech-language pathology, audiology or speech and hearing sciences. Post-baccalaureate students who are working toward completing the professional academic requirements for entry to a master's program may also apply. Please note that the competition is not available to undergraduate or doctoral students. The student must be enrolled in school at the time the award is made.

NBASLH Office
800 Perry Hwy, Suite 3
Pittsburgh, PA 15229
Contact: Bernadette Mayfield-Clarke
(336) 334-7616
E-mail: bc62489@sbcglobal.net
Website: http://www.nbaslh.org/scholarships.htm

Sertoma Communicative Disorders Scholarship Program

$1,000 scholarship to cover tuition, books and supplies. The funds may be used for any term, including the summer term, during the awarded academic school year. Support from Sertoma provides the funding for the scholarships.
Qualifications:

- Must be a citizen of the United States of America.
- Must be accepted into a graduate level program in speech language pathology and/or audiology at a college or university in the United States, accredited by ASHA's Council on Academic Accreditation.
- Must have a minimum cumulative 3.2 on a 4.0 scale for all undergraduate and graduate level coursework.
- Must submit an application and all required materials in a single envelope by deadline date.

Sertoma Headquarters
Attn: Communicative Disorders Scholarship
1912 E. Meyer Blvd.
Kansas City, MO 64132
Amy Ellington
(816) 333-8300, ext. 214
E-mail: aellington@sertomahq.org
Website: www.sertoma.org

AMBI Scholarship in Science & Medicine

The AMBI® Scholarship in Science & Medicine is open to African-American and Hispanic women, ages 21 or older, who are residents of the United States including the District of Columbia and Puerto Rico. Applicants must plan to attend an accredited post-secondary school and plan to enroll in an undergraduate or graduate program of study in the fields of science or medicine. Applicants must be high school graduates, or equivalent. U.S. citizenship required.
The scholarship is for $10,000. Applications are available online. Applicants can apply at: https://www.scholarshipadministrators.net
Access key: AMBI.
Scholarship Program Administrators, Inc.
Fax: 615-320-3151

CASLPA Scholarship Programs

CASLPA has three scholarship categories offering 17 scholarships ranging from $1,000 to $2,500. Applicants must be enrolled in a master's degree program in speech-language pathology or audiology and will be evaluated based on level of academic work, clinical practicum, references and an essay including career goals.
Applicants must be a student member of CASLPA.
Canadian Association of Speech-Language Pathologists and Audiologists
920 - 1 Nicholas St.
Ottawa, Ontario, Canada K1N 7B7
(613) 567-9968 / 1-800-259-8519
fax: (613) 567-2859
E-mail: caslpa@caslpa.ca
Website: http://www.caslpa.ca

Charles A. Frueauff Foundation Scholarships

Deadline: March 15
With the mission of empowering those on the front lines of the daunting challenges facing our society in the fields of education, health, and human services, the Charles A. Frueauff Foundation awards annual scholarships for up to $10,000 to outstanding graduate students pursuing a degree in occupational therapy, physical therapy, speech-language pathology, audiology, or therapeutic recreation. Qualified candidates must be enrolled in an accredited U.S. institution, demonstrate financial need, and have a minimum GPA of 3.25 or better.
Contact:
Charles A. Frueauff Foundation Scholarships
200 River Market Avenue Suite 100

Little Rock, AR 72201
(501) 324-2233

Students Preparing for Academic-Research Careers Award (SPARC)

The goal of the Students Preparing for Academic-Research Careers (SPARC) Award is to foster students' interest in PhD education and academic research careers, in support of the PhD pipeline in communication sciences and disorders (CSD). The SPARC Award provides opportunities for students to participate in mentored teaching and research activities.

You are eligible to apply if your current education status is:

- junior or senior undergraduate student enrolled in a CSD program
- first-year master's student enrolled in a CAA-accredited [PDF] CSD program
- first- or second-year entry-level clinical doctoral (e.g., AuD) student enrolled in a CAA-accredited [PDF] program
- holder of a BA degree and an offer of admission for enrollment to an entry-level graduate degree program in CSD for the 2015–2016 academic year

You are not eligible to apply if you have been admitted to or are currently enrolled in a research doctoral (e.g., PhD) program. The goal of the SPARC award is to foster students' interest in the pursuit of a PhD education and a career in academia. The award is, therefore, limited to undergraduate, first-year master's, and first- and second-year entry-level audiology clinical doctoral students.

You are eligible to receive the award if you will be a part-time or full-time student in academic year 2015–2016 as follows:

- senior undergraduate
- first- or second-year student in a CAA-accredited master's speech language pathology program
- first-, second-, or third-year entry-level student in a CAA-accredited clinical doctoral (e.g., AuD) program
- Awardees must be National NSSLHA members at the time of the SPARC award allocation.

How to Apply:

Applicants must complete an online application, upload several PDF documents, and submit the entire application package by the established deadline. See the application instructions for details on the required documents and application deadline date.

Questions? Please refer to the SPARC FAQs. Still have questions? Please contact Academic Affairs and Research Education at academicaffairs@asha.org.

http://www.asha.org/Students/SPARC-Award/

Student Ethics Essay Award (SEEA)

The SEEA program is conducted as part of ASHA's efforts to enhance ethics education activities. The goal of the program is to encourage students to think about ethical decision-making and create greater awareness of situations that could pose ethical dilemmas as they prepare to start careers in audiology, speech-language pathology, or speech, language, and hearing sciences.

The essay competition is open to students who are enrolled in any undergraduate, post-baccalaureate, or entry-level graduate program in communication sciences and disorders (CSD). Participating students write an essay on the selected ethics topic and submit it to their CSD program director or his/her designee for initial review; each program director/designee may select up to five student essays for submission to ASHA for the final review and selection process. Members of ASHA's Board of Ethics review the essays and select three winning authors.

Visit the ASHA website at: http://asha.org/practice/ethics/essay_award.htm for more information about the essay topic, deadlines, and instructions for applying.

Cumberland Bilingual Spanish Speech Scholarship

Deadline: May 1

As a nationwide leader in providing quality therapy services to school districts and private therapeutic schools for more than two decades, Cumberland Therapy Services has created the Bilingual Spanish Speech Scholarship to award $2,500 annually to one deserving graduate student enrolled in an accredited master’s program in speech-language pathology. Applicants must be fluent in both English and Spanish, have experience working in programs for Spanish-speaking children, and intend to pursue a career providing Spanish speech therapy.

Contact:

Cumberland Bilingual Spanish Speech Scholarship
3701 North Ravenswood Avenue Suite 248
Chicago, IL 60613
(800) 337-5965 ext. 624
scholarships@cumberlandtherapy.com

Kala Singh Memorial Scholarship for International Students

Deadline: May 23

In honor of a beloved audiologist and pioneer publisher of speech-language publications who was killed during an attempted hijacking of a Pan Am jetliner in Karachi, Pakistan, the Kala Singh Memorial Scholarship for International Students is provided by the American Speech-Language-Hearing Association (ASHA). In order to qualify for the $5,000 award, candidates must be full-time international graduate students studying speech-language pathology in the United States with outstanding academic achievement.

Contact:
Kala Singh Memorial Scholarship for International Students
2200 Research Blvd.
Rockville, MD 20850
(301) 296-8703
foundationprograms@asha.org

Karlind T. Moller Cleft/Craniofacial Scholarship in Speech Pathology

Deadline: February 1

Sponsored by the American Cleft Palate-Craniofacial Association (ACPA), the Karlind T. Moller Cleft/Craniofacial Scholarship in Speech Pathology is designed to offer $500 to help current undergraduate or graduate students in accredited speech-language pathology programs nationwide fund their research projects involving patients with cleft palate or other craniofacial anomalies. Eligible projects include master's thesis, doctoral dissertations, undergraduate research projects, clinical projects, or family support initiatives.

Contact:
Karlind T. Moller Cleft/Craniofacial Scholarship in Speech Pathology
1504 East Franklin St. Suite 102
Chapel Hill, NC 27514
(919) 933-9044
nsmythe@acpa-cpf.org

Lorraine T. Cole Minority Student Scholarship Fund

Deadline: May 23

Founded by a minority speech-language pathologist who felt an inherent responsibility to hold professional doors open for American Indian, Asian, African American, and Hispanic students, the Lorraine T. Cole Minority Student Scholarship Fund is sponsored by the American Speech-Language-Hearing Association (ASHA) to provide $5,000 for racial/ethnic minority students. Applicants must be U.S. citizens, be accepted for accredited graduate studies in speech-language pathology, and demonstrate exceptional professional promise.

Contact:
Lorraine T. Cole Minority Student Scholarship Fund
2200 Research Blvd.
Rockville, MD 20850
(301) 296-8703
foundationprograms@asha.org

McLaren-Flint Speech Language Pathologist Scholarship

Deadline: Varies

Developed to address the national shortage of qualified speech-language pathologists, the McLaren-Flint Health Care Corporation offers the Speech Language Pathologist Scholarship for up to $6,000 each calendar year to graduate students currently admitted to an accredited U.S. Masters in Speech-Language Pathology program. Eligible candidates must maintain an overall GPA of 3.0 for satisfactory degree progress and commit to a year of employment with McLaren-Flint post-licensure for each year of funding.

Contact:
McLaren-Flint Speech Language Pathologist Scholarship
401 South Ballenger Highway
Flint, MI 48532
(810) 342-2333
scholarship@mclaren.org

NBASLH Supporting Career Growth through Mentoring Scholarship

Deadline: February 15

Each year, the National Black Association for Speech-Language and Hearing (NBASLH) provides the Supporting Career Growth through Mentoring Scholarship for $2,500 to black students studying speech-language pathology to provide services to children in school or early intervention settings after graduation. Eligible applicants must be enrolled in an ASHA-accredited master's degree program in speech-language pathology in the United States and have experience developing strong mentoring relationships in school-based services.

Contact:
NBASLH Supporting Career Growth through Mentoring Scholarship
700 McKnight Park Drive Suite 708
Pittsburgh, PA 15237
(855) 727-2836
nbaslh@nbaslh.org

Progressus School Therapy Career Vision Scholarships

Deadline: February 23

As the nation's leading provider of school-based speech-language pathology, occupational therapy, and physical therapy services, Progressus awards the School Therapy Career Vision Scholarships annually for $3,000 to high-performing graduate students who are pursuing a master's degree in speech-language pathology. Eligible candidates must demonstrate financial need, be enrolled full-time in an accredited U.S. institution, and be committed to working with K-12 students with communication disabilities in school settings upon completion.

Contact:
Progressus School Therapy Career Vision Scholarships
2701 North Rocky Point Drive
Tampa, FL 33607
(800) 892-0640
Jennifer.Raposo@ProgressusTherapy.com

National Association of Junior Auxiliaries

Begun in 1962, the NAJA Scholarship Program has awarded more than 429 grants totaling more than $881,865.00 for graduate study in fields which address the special needs of children and youth. The Betty W. Robbins Endowed Scholarship was established in 1995 by the Robbins family in memory of Betty Robbins of Ruston, Louisiana, who served the National Association of Junior Auxiliaries, Inc. as Director of Region V, First Vice-President and President (1992- 1993). Contributions from Junior Auxiliary Chapters, the National Association, memorials, and honorary gifts from individuals and groups support the Program. The Robbins family makes matching funds available annually to challenge chapters to increase their support of scholarship.

Scholarships are awarded each April. If more than one scholarship year is required to complete studies, the recipient may reapply, provided all previous agreements have been fulfilled satisfactorily.

Applicant must be:

- Working or planning to work DIRECTLY with children.
- Pursuing graduate level studies for one year in fields which address the special needs of children and youth. Graduate fields of study include, but are not limited to: Counseling, Psychology, Mental Health, Special Education, Speech Pathology, Exceptional Children, Remedial Skills Development, Hearing Impaired, Gifted and Talented, etc. Scholarships are NOT awarded for graduate work in administration or general education.
- A U.S. citizen and a permanent resident of a state with a Junior Auxiliary Chapter: Alabama, Arkansas, Florida, Louisiana, Mississippi, Missouri, Tennessee, and Texas.

- Planning to attend a U.S. college or university for full-time or part-time study.

The application and re-application forms are available online ONLY between September 1 and February 1 from the NAJA website.
National Association of Junior Auxiliaries, Inc.
P.O. Box 1873
Greenville, MS 38702-1873
845 South Main Street
Greenville, MS 38701
Phone: 662-332-3000
Fax: 662-332-3076
Website: www.najanet.org

Indian Health Service Scholarship

Indian Health programs need dedicated health and allied health professionals to fill staffing needs - people like you who envision a career with a purpose and mission, and who are willing to commit to working in Indian communities where they can truly make a difference.
The mission of IHS is to raise the physical, mental, social, and spiritual health of American Indians and Alaska Natives to the highest level. Because of the IHS scholarship program, many qualified health professionals are given the opportunity to pursue their career, as well as help their own communities.
Contact:
The Reyes Building
801 Thompson Avenue, Ste. 400
Rockville, MD 20852
Visit the website for phone and e-mail contact information, as it varies by state
Website: http://www.ihs.gov/JobsCareerDevelop/DHPS/Scholarships/

Tylenol Scholarship

As a company dedicated to helping people feel better, we're proud to support the future of healthcare with our annual TYLENOL® Scholarship program. Now in its 17th year, the program helps students who are pursuing careers in the healthcare, life sciences, or related fields manage the rising costs of education. This year, we'll be awarding $250,000 in scholarships based on leadership qualities and academic performance, including ten $10,000 and thirty $5,000 grants.
Additional scholarship details:

- Scholarships awarded to students pursuing healthcare-related education at an accredited institution.
- Ten students will be awarded $10,000 scholarships.
- Thirty students will receive $5,000 grants.

http://www.tylenol.com/page.jhtml?id=tylenol/news/subptyschol.inc

National Hispanic Scholarship Fund

HSF/ General College Scholarships are designed to assist students of Hispanic heritage obtain a college degree. Award amounts generally range from $1,000 to $5,000.
Eligibility Requirements

- Be of Hispanic heritage
- Be a U.S. citizen or legal permanent resident with a permanent resident card or passport stamped I-551 (not expired)
- Have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale
- Have plans to enroll FULL-TIME in a degree seeking program at a two or four year U.S. accredited institution in the U.S., Puerto Rico, U.S. Virgin Islands or Guam
- Must apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA)
- Be pursuing first undergraduate or graduate degree

55 Second Street, Suite 1500
San Francisco, CA 94105
1-877-HSF-INFO (1-877-473-4636)
Fax: 415-808-2302

E-mail: info@hsf.net
Website: www.hsf.net

GENERAL SCHOLARSHIPS
EXTERNAL SCHOLARSHIPS

AMBI Scholarship in Science & Medicine

The AMBI® Scholarship in Science & Medicine is open to African-American and Hispanic women, ages 21 or older, who are residents of the United States including the District of Columbia and Puerto Rico. Applicants must plan to attend an accredited post-secondary school and plan to enroll in an undergraduate or graduate program of study in the fields of science or medicine. Applicants must be high school graduates, or equivalent. U.S. citizenship required. The scholarship is for $10,000.

Americorps

Each year, AmeriCorps offers 75,000 opportunities for adults of all ages and backgrounds to serve through a network of partnerships with local and national nonprofit groups. As an AmeriCorps member, you'll gain new skills and experiences—and you'll also find the tremendous satisfaction that comes from helping others. In addition, full-time members who complete their service earn a Segal AmeriCorps Education Award to pay for college, graduate school, or to pay back qualified student loans.

Health Research and Educational Trust of New Jersey

The Health Research and Educational Trust of New Jersey (HRET), an affiliate of the New Jersey Hospital Association (NJHA), believes it is particularly important to encourage and enable New Jersey residents to pursue health careers and, therefore, has established a scholarship fund (minimum of $2,000 each to one or more applicants) to assist in meeting this need. Minorities and women are encouraged to apply.

Applicants must meet the following eligibility criteria:

- Be a New Jersey resident;
- Have been accepted in a graduate or undergraduate (juniors and seniors only) program in hospital or healthcare administration or a graduate or undergraduate (junior or senior only) program in Nursing or Allied Health Profession;
- Have maintained a grade point average of at least 3.0 (on a 4 point system or equivalent);
- Demonstration of financial need with a FAFSA document and financial aid application and/or federal tax return from the previous year.

Indian Health Service (IHS)

- **The Health Professions Scholarship**: This provides financial aid covering tuition, required fees and other educational and living expenses for qualified American Indian and Alaska Native students (members of federally recognized Tribes only) applying to, accepted by or enrolled in health professions programs. Students incur service obligations and payback requirements on acceptance of their scholarship award. Graduate students and junior-and senior-level students receive priority unless otherwise specified.
- **Loan Repayment Program:** The IHS LRP was created to provide health professionals like you the financial freedom to fulfill your career goals. The IHS LRP awards up to $20,000 per year for the repayment of your qualified student loans in exchange for an initial two-year service obligation to practice full time at an Indian health program site.

National Hispanic Scholarship Fund

HSF/ General College Scholarships are designed to assist students of Hispanic heritage obtain a college degree. Award amounts generally range from $1,000 to $5,000.

Eligibility Requirements:

- Be of Hispanic heritage
- Be a U.S. citizen or legal permanent resident with a permanent resident card or passport stamped I-551 (not expired)
- Have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale
- Have plans to enroll FULL-TIME in a degree seeking program at a two or four year U.S. accredited institution in the U.S., Puerto Rico, U.S. Virgin Islands or Guam

- Must apply for federal financial aid by completing the Free Application for Federal Student Aid (FAFSA)
- Be pursuing first undergraduate or graduate degree

Tylenol Future Care Scholarship
For 23 years, the makers of TYLENOL® have awarded more than $8.9 million in scholarships to students pursuing an education in healthcare. We are proud to support those dedicated to a lifetime of caring for others.

AFFILIATE UNDERGRADUATE INSTITUTIONS

PENNSYLVANIA COLLEGE OF OPTOMETRY

3 + 4 DOCTOR OF OPTOMETRY PROGRAM

The program permits the qualified student to earn the Doctor of Optometry degree in seven years instead of the usual eight. The first three years are spent at a participating undergraduate institution, the next four at the Salus University Pennsylvania College of Optometry. The student is awarded a bachelor's degree by the undergraduate institution upon the successful completion of the first professional year and a Doctor of Optometry degree by the University at the conclusion of the professional degree program.

PARTICIPATING UNIVERSITIES/COLLEGES

Pennsylvania

- Arcadia University
- Delaware Valley College
- Elizabethtown College
- Gannon University
- Gettysburg College
- Indiana University of Pennsylvania
- Juniata College
- Keystone College
- La Roche College
- Messiah College (4+4 agreement)
- Millersville University of Pennsylvania
- Rosemont College (see below)
- Seton Hill University
- Shippensburg University
- Saint Francis University of Pennsylvania
- University of Pittsburgh at Bradford
- University of Pittsburgh at Johnstown
- University of the Sciences (see below)
- Villanova University
- Washington and Jefferson College
- Widener University
- Wilkes University

Maine

- Saint Joseph's College of Maine

Maryland

- Salisbury State University

New Jersey

- Caldwell College
- Rowan University

- Seton Hall University

New York
- Ithaca College
- Le Moyne College
- St. John Fisher College
- Siena College

North Carolina
- Bennett College
- Johnson C. Smith University

Virginia
- Old Dominion University

PENN STATE EARLY ASSURANCE ADMISSION PROGRAM
Established in 2017, this is a memorandum of understanding between the **Eberly College of Science (ECoS)** and Salus University Pennsylvania College of Optometry (PCO).

University Park students can apply to Salus PCO via the ECoS Director of Premedicine and Science majors after their second year. Because there is some flexibility in prerequisite course selections, interested students are encouraged to discuss their intentions as early as possible with the director to optimize course selection plans that will fit with the student's intended academic major.

ASSURED ADMISSION PROGRAMS
Direct entry and a fast track to the optometry profession is available to students through an articulation agreement between the following institutions and Salus University Pennsylvania College of Optometry (PCO):

Rosemont College
Each year, six (6) eligible Rosemont students are selected for guaranteed seats for the Doctor of Optometry Traditional degree program. Program options include a 3+4 BS/OD degree track or a 4+4 BS/OD degree track (three seats are reserved for each degree track).

University of the Sciences
Each year, 25 eligible USciences students are selected for guaranteed seats for the Doctor of Optometry Traditional degree program. Program options include a 3+4 BS/OD degree track or a 4+4 BS/OD degree track.

As a student in either track, you'll complete either three or four years at the above institutions before matriculating to PCO, earning both your bachelor of science (BS) and doctor of optometry (OD) degrees.

DREXEL UNIVERSITY POST-BACCALAUREATE ADMISSION PROGRAM
Under this Articulation Agreement, students who successfully complete the Post-baccalaureate Interdisciplinary Health Sciences Program (IHSP) at Drexel University with a 3.0 GPA or above may apply for admission to the Salus University Doctor of Optometry (OD) degree program.

This educational pathway is referred to as the Post-baccalaureate + Doctor of Optometry Degree Program and is comprised of two phases, Phase I and Phase II:

- Phase I is comprised of the student earning a Master of Science in Interdisciplinary Health Sciences degree at Drexel, in addition to satisfying the undergraduate prerequisite coursework required for the Doctor of Optometry Program at Salus, and
- Phase II is comprised of the Doctor of Optometry Degree Program at Salus.

OSBORNE COLLEGE OF AUDIOLOGY

4+4 DOCTOR OF AUDIOLOGY PROGRAM

Under a 4+4 Articulation Agreement, students who successfully complete the 120 semester credit Pre-Audiology curriculum at a participating undergraduate institution and meet all admissions requirements may apply for admission to the Salus University Doctor of Audiology Program.

This educational pathway is referred to as the 4+4 Audiology Degree Program and is comprised of two phases, Phase I and Phase II:

- Phase I is comprised of the Pre-Audiology curriculum at the participating undergraduate institution, and
- Phase II is comprised of the Doctor of Audiology Degree Program at Salus University.

The following institutions have formed an agreement with Salus:

- Messiah College
- Rosemont College
- Seton Hill University
- University of the Sciences

3+4 DOCTOR OF AUDIOLOGY PROGRAM

This program permits the qualified student to earn the Doctor of Audiology degree in seven years instead of the usual eight. The first three years are spent at a participating undergraduate institution, the next four at the Salus University Osborne College of Audiology. The student is awarded a bachelor's degree by the undergraduate institution upon the successful completion of the first professional year at Salus and a Doctor of Audiology degree by the University at the conclusion of the professional degree program.

The following institutions have formed a 3+4 agreement with Salus:

- Cedar Crest College
- Indiana University of Pennsylvania
- University of the Sciences

DREXEL UNIVERSITY POST-BACCALAUREATE ADMISSION PROGRAM

Under this Articulation Agreement, students who successfully complete the Post-baccalaureate Interdisciplinary Health Sciences Program (IHSP) at Drexel University with a 3.0 GPA or above may apply for admission to the Salus University Doctor of Audiology (AuD) degree program.

This educational pathway is referred to as the Post-baccalaureate + Doctor of Audiology Degree Program and is comprised of two phases, Phase I and Phase II:

- Phase I is comprised of the student earning a Master of Science in Interdisciplinary Health Sciences degree at Drexel, in addition to satisfying the undergraduate prerequisite coursework required for the Doctor of Audiology Program at Salus, and
- Phase II is comprised of the Doctor of Audiology Degree Program at Salus.

COLLEGE OF HEALTH SCIENCES, EDUCATION AND REHABILITATION
DEPARTMENT OF BLINDNESS & LOW VISION PROGRAMS

4+2 BACHELOR'S/MASTER'S PROGRAM

Under these agreements, a select number of seats will be reserved for students of the partner institution, who successfully complete all necessary requirements, according to each individual agreement, may continue their education in one of the blindness and low vision studies programs at Salus University in the 4+2 Bachelor's and Master's degree program of study.

These Master's programs include:

- Master of Education, Blindness and Visual Impairment (TVI)
- Master of Science, Low Vision Rehabilitation (LVR)
- Master of Science, Orientation and Mobility (O&M)
- Master of Science, Vision Rehabilitation Therapy (VRT)

A candidate must complete the application process and criteria to the program by the published application deadlines, in order to be considered for the 4+2 degree program. In addition, eligible students must be in good academic and social standing at Rosemont College and have completed a bachelor's degree from Rosemont College with a minimum cumulative undergraduate GPA of 3.0 on a 4.0 scale.

Participating Institutions:

- Cedar Crest College
- Rosemont College

DEPARTMENT OF OCCUPATIONAL THERAPY

4+2 BS/MSOT PROGRAM

Salus University has teamed with the following institutions to acknowledge their commitment to the training of future occupational therapists by joining in an articulation agreement.

Under these agreements, a select number of seats will be reserved for students of the partner institutions, who successfully complete all necessary requirements, according to each individual agreement, may continue their education in occupational therapy studies at Salus University in the 4+2 BS/MSOT degree program of study.

By ***October 1***, the year before anticipated enrollment into the Salus MSOT Program, a candidate must complete the application process and criteria to the program.

Participating Institutions:

- Arcadia University
- Drexel University
- Rosemont College

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

3+2 PHYSICIAN ASSISTANT PROGRAM

Western New England University

Under the joint agreement, up to four select undergraduate students from Western New England University (WNE), who successfully complete specific core course requirements, may continue their education in physician assistant studies at Salus University in the 3+2 degree program of study.

Those selected for the 3+2 degree program will complete the first three years of the Pre-Physician Assistant Studies Curriculum at WNE, which consists of 101 semester hours of undergraduate education, including prerequisites. Candidates must maintain good standing with a GPA of 3.0 or above. The next

two years will be completed at Salus University in the Physician Assistant Studies program. The student is awarded a Bachelor's degree by WNE upon the successful completion of the first year at Salus and a Master of Medical Science degree by Salus University at the conclusion of the graduate degree program.

4+2 PHYSICIAN ASSISTANT PROGRAM

Under a 4+2 Articulation Agreement, students who successfully complete the 120 semester credit Pre-Physician Assistant curriculum at a participating undergraduate institution and meet all admissions requirements, according to each individual agreement, may apply for admission to the Salus University Physician Assistant Master of Medical Science degree program.

This educational pathway is referred to as the 4+2 Degree Program and is comprised of two phases, Phase I and Phase II:

- Phase I is comprised of the Pre-Physician Assistant curriculum at the participating undergraduate institution, and
- Phase II consists of the Master of Medical Science Degree in Physician Assistant Studies Program at Salus University.

The following institutions have formed an agreement with Salus:

- **Cedar Crest College**
- **Indiana University of Pennsylvania**
- **Keystone College**
- **Messiah College**
- **Rosemont College**
- **University of the Sciences**

If you have any questions regarding the above agreements and requirements for each, please contact admissions@salus.edu

UNIVERSITY POLICIES AND PROCEDURES

**more information can be found at salus.edu/policies*

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 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.

More information, Class of 2020 and beyond

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.

More information

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 coursework (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.

More information

College of Health Sciences, 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 Health Sciences, Education and Rehabilitation or his/her designee, in conjunction with the appropriate Program Director, must approve any exceptions to this total length of program.

More information

Physician Assistant Studies
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.

More information

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.

Post-baccalaureate Program in Health Sciences
All required curricula must be completed with a cumulative grade point average of 3.0 or better. Students must also pass each individual course with a grade of "C" or higher for didactic courses, and satisfactorily complete all required clinical observational activities. Students may not obtain their certificate with more than two "C" grades on their transcript.

Normally, coursework and clinical observations are completed in two consecutive semesters. A matriculated student may complete the didactic coursework in no more than two years. Students must, at all times, demonstrate satisfactory academic progress. Individual exceptions to the total length of the program must be approved by the Program Director.

More information

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

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.

More information

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

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.
More information

Security

Salus University complies with the Clery Act (1988). The security report is available upon request from the Office of Security.

INSTITUTIONAL REFUND SCHEDULE

**more information can be found at salus.edu/refund-policy*

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:

Number of days attended

Divided by

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.

SALUS UNIVERSITY
Pennsylvania College of Optometry

PENNSYLVANIA COLLEGE OF OPTOMETRY

Melissa E. Trego, OD, PhD, Dean

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

MISSION

The Pennsylvania College of Optometry (PCO) innovates and leads in the development of optometrists who advance health and health care 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.

GOALS

Goal 1: PCO will recruit, develop, and retain highly qualified faculty best suited to deliver the curriculum.

Objectives:

1.1 Conduct faculty salary and full time equivalent (FTE) analysis.

1.2 Train and support faculty to become established campus leaders in outcomes and assessment that enrich the College's programs and prestige.

1.3 Increase faculty awareness of educational pedagogy and innovation that enhances the College's scholarly impact.

1.4 Support and promote lifelong learning and growth opportunities that cultivate leadership, discovery, and scholarly activity.

1.5 Assess and identify needs for basic science/research/non-optometrist faculty recruitment.

Goal 2: PCO will implement a progressive curriculum that prepares students for patient-centered, problem-oriented, and evidence-based patient care which includes appropriate structures and delivery systems such as educational information technology (IT), didactic and clinical equipment, and institutional/staff support (2015-2018).

Objectives:

2.1 Identify Curriculum Committee including Committee Chair, Oversight Committee Members, Sub-Committees, and charges to members and sub-groups.

2.2 Initiate curriculum mapping to identify gaps, redundancies, and areas of potential expanded instruction.

2.3 Implement revised curricular changes.

2.4 Identify and incorporate educational IT resources for electronic reference materials and evaluation/testing into optometry didactic and clinical educational programs.

2.5 Modernize the College's clinical skills training and evaluation environments to include emerging diagnostic/therapeutic equipment, modern patient care space, and e-technology and related resources, to address current and future trends in health care evaluation and management.

2.6 Maintain a maximum class size of 150 for the next 3 years with attrition of no more than 2% and full year re-enrollment of no more than 3% (2015-2018).

Goal 3: PCO will identify and implement student learning assessment strategies, analyses, and appropriate interventions for the traditional and accelerated scholars doctor of optometry degree programs.

Objectives:

3.1 Assess scope and quality of the didactic education experience.

3.2 Assess scope and quality of the on-campus clinical education experience.

3.3 Assess scope and quality of the off-site externship program experience.

3.4 Assess scope and quality of the Advanced Certificates experience.

Goal 4: PCO will develop graduates at the cutting edge of progressive optometric practice who are competent and diversified; value integrated health care; and are prepared to practice in any healthcare setting.

Objectives:

4.1 Provide students with diverse clinical experiences during their training.

4.2 Increase core competencies in areas including minor surgical procedures (i.e. lasers), electrophysiology, and interdisciplinary patient-centered health medical home.

4.3 Improve first-time pass rate on national board scores.

4.4 Instill an understanding and appreciation for community-based service including health-care delivery, organization, and implementation.

Goal 5: PCO will maintain full accreditation by the ACOE.
Objectives:
5.1 Identify Self-Study Committee including Oversight Committee, Members, individual Standards Workgroups and charges to members and groups.
5.2 Develop a self-study document in preparation for 2016 ACOE Accreditation site visit that includes analysis, assessment, and implementation of processes (2015).

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 organizations.
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 PROGRAM OVERVIEWS

Doctor of Optometry (OD) – Traditional Program

The Traditional Program for the Doctor of Optometry degree at Salus University, Pennsylvania College of Optometry (PCO) follows a legacy that began in 1919, when PCO created a four-year degree program that set the standard for all other institutions of optometry that exists today.

The Traditional Program offers PCO students a cohort curriculum and includes the early clinical experience and extensive externships for which the College is recognized. Other features of this program include small group learning experiences, traditional semester breaks, and a learning environment in which what you learn in the classroom is practiced in the labs and applied to actual patients under the guidance and supervision of faculty.

The Traditional Program can be enhanced with advanced studies and electives courses and/or a residency program. Qualified students gain additional expertise in expanding areas of patient care provided by optometric leadership in the health care system.

Innovation continues to drive PCO's Traditional Program. This is most recently reflected in exciting renovations recently made to the core curriculum. By anticipating how optometry's role in the 21st century health care arena will continue to evolve, the curriculum is carefully crafted in a dynamic way to utilize cutting edge educational approaches and incorporate key competencies to provide you with the skills needed for contemporary practice.

Doctor of Optometry (OD) – Accelerated Scholars Program
The Accelerated Scholars Program at Salus University Pennsylvania College of Optometry (PCO) is an opportunity for highly motivated and well-qualified applicants to earn a Doctor of Optometry degree designed specifically with them in mind. This program provides students the opportunity to complete all of the same traditional program optometry degree requirements in an accredited 36-month, year-round, campus-based program.

Each year, an entering class begins on July 1, and students enrolled in the Accelerated Scholars Program earn the same credit equivalency as that of students in the Traditional Program.

Drawn from key features of our Traditional Program and consistent with PCO's reputation for innovation and commitment to excellence, this unique curriculum emphasizes:

- guided independent learning
- lecture and laboratory instruction
- small group learning
- case-based learning
- online and web enhanced instruction

International Optometry Programs
Salus University offers a variety of educational programs and initiatives in response to the needs of international students and ophthalmic practitioners. For nearly 20 years, Salus has delivered education around the world, which has resulted in:

- Improvement of optometry practice standards
- International professional harmonization via cooperation with colleges and universities
- Advancement and improvement of optometric legislation
- Advancement and improvement of optometry's role as a primary health-care profession

International Optometry Programs offered:
International Advanced Placement OD Degree Program
The Advanced Placement Doctor of Optometry degree (APOD) program offers an additional pathway to the OD degree specifically for interested and qualified international practitioners. Eligible applicants will be given a customized course of study that is designed based upon the applicant's previous educational and clinical experience as well as their career goals.
Master of Science in Clinical Optometry (MSCO) with an Advanced Studies Certificate Degree Program
Salus University Pennsylvania College of Optometry offers a Master of Science in
Clinical Optometry (MSCO) with an Advanced Studies Certificate Degree program for international ophthalmic practitioners desiring to advance their knowledge and skills in optometric care and to experience specialized training within a specific content area. This degree program features biomedical and visual sciences, clinical sciences, research design and application, and small group learning experiences, delivered in 38 semester hour credits over a 12-month period. This program is delivered in a full-time program of study taking place at Salus University, Elkins Park, PA, USA.

Advanced Studies Program
The Advanced Studies program offers an option for preparing students beyond the entry level, enhancing their knowledge and skills in distinct areas of practice or research, and expanding their breadth and concentration in selected knowledge bases. The PCO graduate with an Advanced Studies program

certificate is able to apply these competencies and advanced technologies confidently, at a level of proficiency that surpasses basic entry-level expectations.

DOCTOR OF OPTOMETRY (OD) – TRADITIONAL PROGRAM

ADMISSIONS

Pennsylvania College of Optometry accepts applications only through the Optometry Centralized Application Service (OptomCAS).
The processing of applications by OptomCAS begins the end of June, one year prior to the year of desired enrollment. Applications must be submitted on or before March 31 of the year of desired enrollment.

- Student application reviews begin when an application is verified by OptomCAS
- Interviews are scheduled and initiated, beginning in September
- Candidates meeting the requirements are admitted on a rolling basis until class capacity is reached.

Salus University Pennsylvania College of Optometry actively seeks applicants from every state in the nation as well as worldwide. Students currently attending represent many states, as well as Canada and several other countries.

TO BE CONSIDERED, AN APPLICANT MUST:
Please note: Admissions requirements to the Traditional OD Program have changed for the Entering 2020 admissions cycle, to include a supplemental application process. Please review all listed requirements thoroughly. (updated: 6/10/19)

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) at **www.optomcas.org**, beginning June 27. Detailed instructions regarding the completion of the application and the essay are provided on the OptomCAS website.
- Complete the supplemental application process (Traditional OD Program applicants only) by arranging to take the online **CASPer Test** (Computer-Based Assessment for Sampling Personal Characteristics). For detailed instructions, please click on the Supplemental Application Process drop down below.
- Submit official transcripts from all colleges and universities attended (or currently attending) directly to OptomCAS.
- Complete admissions prerequisites (listed below) 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 July and December of the application cycle is highly recommended.
    - Information and registration for online testing: **www.opted.org**
    - OAT exam must 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 2019-20 application cycle, you must have taken the OAT on or after June 27, 2017.
    - Applicants now have the option to take the **General GRE** (Graduate Record Exam), in lieu of taking the OAT. Please contact the Office of Admissions with any questions.
        - In order to submit GRE scores directly to OptomCAS, use Designated Institution (DI) Code: 4566.
- Three letters of evaluation are required and should be forwarded directly to OptomCAS. Any three of the following options will be accepted in order to fulfill the letter requirement:

        - A 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 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 a 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.
- Acquire a minimum of 25 hours of shadowing/observation in the field of optometry or ophthalmology in order to be familiar with the role of the optometrist as a member of the healthcare team.
- International Students, please review for any additional requirements below.
- All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

It is recommended that applicants with less than a 2.5 (C+) overall grade point average should consult the Office of Admissions prior to applying.

PREREQUISITES
Prerequisite credits completed 10 or more years prior to the anticipated entrance date will be reviewed for approval on an individual basis.

- General Biology or Zoology (with labs) – one year
- General Chemistry (with labs) – one year
- Organic Chemistry (with labs) – one year ***or***
    - ½ year Organic Chemistry with lab, plus ½ year of either Biochemistry or Molecular Biology (lab highly recommended)
- General Physics (with labs) – one year
- Microbiology or Bacteriology (with lab) – ½ year
- English Composition or English Literature – one year
- Mathematics – one year
    - ½ year Calculus fulfills math requirement; however, ***one year Calculus highly recommended***)
- Psychology – ½ year
- Statistics (Math, Biology, or Psychology) – ½ year

We encourage, but do not require, additional upper level science coursework in such areas as Biochemistry, Anatomy, Physiology, Histology, Cell Biology, Genetics and Experimental and Physiological Psychology.

SUPPLEMENTAL APPLICATION PROCESS – TRADITIONAL OD PROGRAM
Salus University Pennsylvania College of Optometry is now requiring a supplemental application for the Traditional OD Program, beginning with the 2019-2020 admissions cycle.

For this new supplemental application process, all applicants to the Traditional OD Program are required to complete an online assessment known as the CASPer Test (Computer-Based Assessment for Sampling Personal Characteristics), to assist with our selection process for the 2019-2020 Application Cycle. If you are applying for the admission start date of August, 2020, please select the 2019-2020 cycle. Successful completion of CASPer is mandatory in order to maintain admission eligibility.

CASPer is an online test which assesses non-cognitive skills and interpersonal characteristics that we

believe are important for successful students and graduates of our program, and will complement the other tools that we use for applicant screening. In implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process beyond grades and test scores.

In order to take CASPer, you will be responsible for securing access to a computer with audio capabilities, a webcam, and a reliable internet connection on your selected test date. CASPer can be taken practically anywhere that you can satisfy the aforementioned requirements. No exceptions will be provided for applicants unable to take CASPer online due to being located at sites where the internet is not dependable due to technical or political factors.

- Please go to www.takeCASPer.com to sign up for the American Professional Health Sciences test (CSP10101) and reserve a test using your OptomCAS ID Number and a piece of government-issued photo ID.
- You will be provided with a limited number of testing dates and times. Please note that these are the only testing dates available for your CASPer test. There will be no additional tests scheduled. Please use an email address that you check regularly; there may be updates to the test schedule.
- The latest possible date to take the CASPer test is May 4, 2020. ***It is highly encouraged that an applicant take the assessment as early on in the application cycle as possible.***
- There is a $20 (USD) fee in order to take the CASPer test - a $10 (USD) test fee and a $10 (USD) distribution fee. All fees are paid directly to CASPer and are non-refundable.

Please direct any inquiries on the test to support@takecasper.com. Alternatively, you may use the chat bubble in the bottom right hand corner of your screen on the takecasper.com website.

The CASPer test is comprised of 12 sections of video and written scenarios. Following each scenario, you will be required to answer a set of probing questions under a time contract. The test typically takes between 75-90 minutes to complete. Each response is graded by a different rater, giving a very robust and reliable view of personal and professional characteristics important to our program. No studying is required for CASPer, although you may want to familiarize yourself with the test structure at takeCASPer.com, and ensure you have a quiet environment to take the test.

CASPer test results are valid for one admissions cycle. Applicants who have already taken the test in previous years will therefore be expected to re-take it. Applicants from Canada who may have taken the Canadian CASPer Test will need to sit for the American CASPer Test to be considered for Salus University Pennsylvania College of Optometry.

INTERNATIONAL STUDENTS & PRACTITIONERS

International Transcripts

For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to OptomCAS.
    - Instructions for submitting a foreign credential evaluation, visit salus.edu/traditional-od-admissions.

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.

ADMISSIONS SELECTION PROCESS

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
- Communications 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 results of the Optometry Admissions Test (OAT)/Graduate Record Exam (GRE) are carefully considered.

When evaluating non-cognitive skills and interpersonal characteristics the CASPer (Computer-Based Assessment for Sampling Personal Characteristics) Test is considered, among other criteria, as listed above. We believe these characteristics are important for successful students and graduates of our program, and in implementing CASPer, we are trying to further enhance fairness and objectivity in our selection process.

Interview Process

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.

Please note it is an applicant's responsibility to respond promptly to an interview invitation, either to accept or to decline. Information will be shared with all schools and colleges of optometry if an applicant is a "no show" for a scheduled admissions interview. Please contact the Office of Admissions with any questions regarding the interview process.

Notification of Acceptance and Matriculation Fee

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.

Please note that all applicants are to respond promptly to all offers of admission. Once an applicant has accepted an offer, it is the applicant's obligation to immediately notify and withdraw any outstanding applications or to decline offers of admission from other schools and colleges of optometry. Salus University participates in Shared Acceptance Reports during the OptomCAS cycle.

Deferment of Admission
An accepted student with unforeseen, extenuating circumstances prohibiting them from matriculating may request a deferment of admission in writing. The request must be directed to both the Dean of Student Affairs and the Dean of PCO, made via the Office of Admissions.

For deferment consideration, the following is required:

- **A deferment request submitted in writing by May 15,** before the August start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.
- All non-refundable deposit fees and the matriculation supplement must be received (as directed in the University's official Letter of Acceptance).

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions**, in writing, by April 1** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation (this may be done in person or via phone/online).

If deferment is denied:

- A student has the option to withdraw acceptance from the Program, and reapply through OptomCAS for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu

CURRICULUM

Course Schedule

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Semester (2S)		
OPT 7030	Health Care, Professionalism, and Diversity	2.00
OPT 7101	Biochemistry and Genetics	1.50
OPT 7103	Systemic Pathology and Physiology	2.00
OPT 7105	General Anatomy and Histology	1.00
OPT 7106	Ocular Anatomy and Histology	2.50
OPT 7400	Head and Neck Anatomy with Laboratory	2.50
OPT 7503	Ophthalmic Optics with Laboratory 1	1.00
OPT 7505	Geometric Optics with Laboratory 1	1.50
IPE 7701	Interprofessional Evidence Based Practice	1.00
OPT 8630	Clinical Skills 1	2.00
OPT 8640	Patient Care 1	0.50
		17.50
Spring Semester (4S)		
OPT 7130	Systemic Pharmacology 1	2.00
OPT 7405	Neuroanatomy with Laboratory	2.50
OPT 7406	Ocular Physiology and Biochemistry	2.00
OPT 7407	Systemic Immunology and Microbiology	1.00
OPT 7408	Public Health Optometry and Research Methods	1.50
OPT 7504	Ophthalmic Optics with Laboratory 2	1.50
OPT 7506	Geometric Optics with Laboratory 2	1.50
OPT 7600	Vision Science and Perception 1 with Laboratory	1.00

OPT 8631	Clinical Skills 2	3.50
OPT 8641	Patient Care 2	0.50
		17.00
First Year Total	**The credit unit is equal to one semester hour.**	**34.50**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Semester (1S)		
OPT 7131	Systemic Pharmacology 2	1.00
OPT 7340	Anterior Segment Disease 1	1.50
OPT 7409	Neurologic Examination and Imaging with Laboratory	1.00
OPT 7410	Diagnostic Imaging and Technology with Laboratory	1.00
OPT 7601	Visual Science and Perception 2 with Laboratory	2.00
OPT 7730	Clinical Problem Solving 1	1.00
OPT 8632	Clinical Skills 3	1.50
OPT 8642	Patient Care 3 - Optical Clerkship	1.50
		10.50
Fall Semester (2S)		
OPT 7109	Ocular Immunology and Microbiology	1.00
OPT 7140	Ocular Pharmacology 1	1.50
OPT 7341	Anterior Segment Disease 2	2.50
OPT 7402	Ocular Motility with Laboratory	2.00
OPT 7404	Neuro-Ophthalmic Disease 1 with Laboratory	1.50
OPT 7500	Physical Optics with Laboratory	1.00
OPT 7507	Physiological Optics with Laboratory	1.00
OPT 7602	Vision Science and Perception 3 with Laboratory	1.50
OPT 7732	Clinical Problem Solving 2	1.00
OPT 8530	Contact Lens 1 - Soft Contact Lenses	1.50
OPT 8635	Clinical Skills 4	2.50
OPT 8643	Patient Care 4	1.00
		18.00
Spring Semester (4S)		
OPT 7141	Ocular Pharmacology 2	1.00
OPT 7232	Clinical Optics	1.00
OPT 7350	Posterior Segment Disease 1	2.50
OPT 7414	Neuro-Ophthalmic Disease 2 with Laboratory	1.00
OPT 7603	Vision Science and Perception 4 with Laboratory	1.50
OPT 7734	Clinical Problem Solving 3	1.00
OPT 8500	Pediatric and Infant Vision with Laboratory	2.50
OPT 8531	Contact Lens 2 - Rigid and Advanced Contact Lenses	3.00
OPT 8644	Patient Care 5	3.50
		17.00
Second Year Total	**The credit unit is equal to one semester hour.**	**45.50**
Third Year 2024-2025		
Course Number	**Course Title**	**Credits**

Summer Semester (1S)		
OPT 7320	Binocular Vision 1 with Laboratory	2.00
OPT 7342	Systemic Medicine and Disease 1	1.50
OPT 7351	Posterior Segment Disease 2	1.50
OPT 7424	Neuro-Ophthalmic Disease 3	1.00
OPT 7710	Practice Management	1.00
OPT 7736	Clinical Problem Solving 4	1.00
OPT 8645	Patient Care 6	5.00
		13.00
Fall Semester (2S)		
OPT 7300	Management of the Glaucomas	1.50
OPT 7301	Ocular Emergencies and Differential Diagnoses	1.00
OPT 7321	Binocular Vision 2 with Laboratory	2.50
OPT 7343	Systemic Medicine and Disease 2	2.50
OPT 7737	Clinical Problem Solving 5	1.00
OPT 8501	Low Vision and Vision Rehabilitation with Laboratory	2.50
OPT 8636	Advanced Clinical Skills	1.00
OPT 8646	Patient Care 7	6.00
		18.00
Spring Semester (4S)		
OPT 7502	Environmental & Sports Vision	1.00
OPT 7508	Interprofessional Management of Acquired Brain Injury	2.00
OPT 7509	Ophthalmic Lasers and Minor Surgical Procedures	2.50
OPT 8540	Integrated Decision Making/NBEO Prep	2.00
OPT 8647	Patient Care 8	2.50
OPT 8800	Externship 1	5.50
		15.50
Third Year Total	**The credit unit is equal to one semester hour.**	**46.50**
Fourth Year 2025-2026		
Course Number	**Course Title**	**Credits**
Fourth Year		
Summer Quarter (1Q)		
OPT 8801	Externship 2	10.0
Fall Quarter (2Q)		
OPT 8802	Externship 3	10.0
Winter Quarter (3Q)		
OPT 8803	Externship 4	10.0
Spring Quarter (4Q)		
OPT 8804	Externship 5	10.0
		40.00
Fourth Year Total	**The credit unit is equal to one semester hour.**	**40.00**
	Program Total	**166.50**

Course Descriptions

OPT-7030 | Health Care, Professionalism, and Diversity | 2.00 credits

Health Care: The course introduces the evolution of the US healthcare system, health care reform, the current challenges facing the implementation of the Affordable Care Act (ACA), and their implications for the future of optometry. It presents optometry as a primary health care profession and includes a detailed description of the profession and its practitioners -- numbers, characteristics, distribution, modes of practice and professional associations. The role of the American Optometric Association (AOA) in advocacy and leadership in integrating optometry in our national debate is underscored. The course provides insight into the impact of technology, macroeconomics, population trends, managed care, and the emerging value-based health care on clinical practice. It introduces the concept of population health, inter-professional coordinated care models, the evolving scope of practice and its financial, political and professional implications. This course is designed to engage students in the many challenging issues and dynamic changes facing the US healthcare system and their roles as future optometrists.

Professionalism: Professionalism is a core competency of optometry. This course will introduce students to the attributes of professionalism, demonstrate the importance of professionalism, and allow students to reflect upon common professionalism presentations and pitfalls.

Diversity: This course will stress the importance of cultural competence in the profession of optometry. Specifically, this course will prepare students to understand and respect the values, beliefs, and expectations of their patients, and help students apply the requisite attitudes, knowledge, and skills to each patient encounter to achieve improved clinical outcomes. This course will examine ways in which culture intersects with health, and how public health efforts can be most productive by understanding cultural processes.

OPT-7101 | Biochemistry and Genetics | 1.50 credits

The course is separated into two components. The first component is genetics and we will look at the basics of DNA, RNA, and proteins examining their structures and how they are synthesized. We will discuss mutations and how they are repaired. We will examine the different inheritance patterns and be able to predict the likely phenotypic and genotypic outcomes from indicated alleles. During the biochemistry portion of this course we will examine cells and some of their biochemical functions. We will examine the structure, function, and metabolism of the three major macromolecules; carbohydrates, proteins and lipids. In addition, we will see how vitamins play an important role in these processes. And finally, we will learn the basics of enzymology.

OPT-7103 | Systems Physiology and Pathology | 2.00 credits

This course provides a comprehensive introduction to the systemic physiology and pathology of the human body. It describes the core principles that will allow students to develop an understanding of the unique role of each organ and body system in maintaining normal body functions starting from the molecular level and proceeding to the cellular, tissue, organ, body systems and finally the organism level. The course will integrate anatomy, histology and physiology to form the basis for the understanding of normal and pathological function whether caused by pathogens or non-infectious physiological disorders. The body systems covered in this course include nervous, muscular, circulatory, respiratory, renal, endocrine and gastrointestinal.

OPT-7105 | General Anatomy and Histology | 1.00 credit

The General Histology course will introduce the microscopic structure of cells and tissues. It begins with an overview of the differentiation of cells and their organization into tissues. The structure and function of the basic tissue types will be presented. Emphasis is placed on normal structure (histology of cells, extracellular components and tissues) as a basis for understanding normal physiological and biochemical functions. It follows that knowledge of normal structure and function provides a framework for understanding abnormal findings and the pathogenesis of disease processes. The General Anatomy then

follows with an introduction to the Organ systems. The structure and function of each organ is presented. Emphasis is placed on normal anatomy of the organs beginning with the heart, then proceeding to the lungs, the kidneys, the endocrine system, the gastro-intestinal system and finally ending with the integument. Normal anatomical structures will be presented prior to abnormal and pathological in subsequent courses. Clinical consequences of cell and tissue related diseases as well as organ disease may be presented for context and understanding.

PT-7106 | Ocular Anatomy and Histology | 2.50 credits
Ocular anatomy and histology forms the framework for many of the biomedical aspects of primary vision care by presenting the gross and microanatomy of ocular tissues and fluids. The course provides the knowledge base in ocular tissue structure which enables 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 part of the course presentation. The course includes a laboratory component, which is designed to give the student an opportunity to reinforce classroom material through the utilization of anatomic specimens, as well as clinical slides, which reinforce the clinical application of the course.

OPT-7400 | Head and Neck Anatomy with Laboratory | 2.50 credits
Head and Neck Anatomy is an introductory course, and serves as a prerequisite to Neuroanatomy, Neurological Examination and Neuro-ophthalmic Disease courses in the curriculum. 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 that supports the understanding of visual/ocular emergencies and morbidity as well as common problems of the visual system. This course is designed to specifically facilitate the understanding and integration of normal function and pathological changes in the eye and the nervous system.

OPT-7503 | Ophthalmic Optics with Laboratory 1 | 1.00 credit
This course, which is the first part of a two-term sequence, introduces the student to the fundamentals of ophthalmic optics. In this course, students will learn a variety of optical skills that are critical for optometric clinical practice. The course begins with an introduction to frames. Students will learn about frame materials, adjustments, and repairs. Students will be introduced to the eye and refractive error within the context of exploring the properties of ophthalmic lenses. We will look at the refraction of light through spherical and sphero-cylindrical lenses as well as the lens manufacturing process. In our weekly laboratory sessions, we will explore the various methods of lens neutralization including hand neutralization, manual lensometry, and power approximation using a lens clock, and students will learn to perform these skills. Students will gain additional confidence with the course material via 2 problem solving sessions (PSS). These sessions will be an opportunity to work through concepts and calculations in smaller groups with instructor assistance.

OPT-7505 | Geometric Optics with Laboratory 1 | 1.50 credits
This course, which is the first part of a two-term sequence, introduces the student to the fundamentals of geometric optics. The course begins with an introduction to the properties and behavior of light. We will look at how light bends across different surfaces and the resulting images that are produced. In particular we will discuss the imagery of single spherical refractive surfaces, thin lenses, mirrors, and cylindrical surfaces both from a mathematical perspective, as well as visually through the use of ray diagrams. We will also discuss the properties of the prism, and imagery of light through the prism. These basic properties of lenses and prisms will support the discussion of refractive error and ophthalmic lenses discussed in the ophthalmic optics course. These optical theories also form the basis for skills and examination techniques and procedures used in clinical practice. Students will gain confidence with the course material as they work through concepts and calculations in weekly instructor-led problem solving sessions (PSS). We will also work with the material more closely during two laboratory sessions. In these labs, we will demonstrate and replicate the optical principles discussed in lecture.

IPE-7701 | Interprofessional Evidence Based Practice | 1.00 credit
This course is taught in an interprofessional, team-based environment and utilizes a combination of onsite and online instruction. Students enrolled in this course will work through assignments culminating in an interprofessional team project and oral presentation. This course will facilitate understanding of how the available evidence based practice tools are applied in clinical training, clinical problem solving, and most importantly, clinical practice.

OPT-8630 | Clinical Skills | 2.00 credits
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 visual acuity, pupillary distance, ocular dominance, color vision, stereopsis, extra-ocular motility testing, confrontation fields, automated equipment use, cover test, keratometry, retinoscopy and optometric history. These will be presented in a lecture and laboratory setting.

OPT-7130 | Systemic Pharmacology 1 | 2.00 credits
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 is weaved through the above areas where available and appropriate. This course will cover an introduction to pharmacology and therapeutic terminology, routes of administration, pharmacokinetic and pharmacodynamic principles, processes of drug development, antimicrobials (anti-bacterials, antifungals, anti-virals, anti-parasitics), drugs that affect platelets and coagulation factors, cardiovascular medications, lipid medications, endocrine medications, and prescription writing principles.

OPT-7405 | Neuroanatomy with Laboratory | 2.50 credits
The Neuroanatomy Course covers the anatomy of the nervous system in addition to neuroanatomy and neuroscience principles. This course offers students the opportunity to learn the important basic science concepts that will later be applied clinically. Specifically, this course covers pathways of the brain and spinal cord, cranial nerves, and specifics regarding the brainstem, cerebrum, and cerebellum. This course builds on the information taught in the Head and Neck Anatomy course.

OPT-7406 | Ocular Physiology and Biochemistry | 2.00 credits
Ocular physiology forms the framework for many of the biomedical aspects of primary vision care by presenting the development and physiology/biochemistry of ocular tissues and fluids. The course provides 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 part of the course presentation. The course includes a laboratory component, which is designed to give the student an opportunity to reinforce classroom material through the utilization of anatomic and embryologic specimens, as well as clinical images, which reinforce the clinical application of the course. The laboratory setting, the smaller lab student numbers, along with the assistance of the laboratory instructors will enhance the students' understanding of the course lecture content.

OPT-7407 | Systemic Immunology and Microbiology | 1.00 credit
This course provides a comprehensive introduction to systemic immunology and microbiology. The immunology aspect of the course will focus on basic and clinical immunology. The basic immunology content will focus on basic concepts of immunology, innate and adaptive immunity, the complement system, and lymphocyte development and effector function. Clinical immunology will provide a brief overview of clinical immunological disorders such as autoimmune disease, transplant rejection, tumor immunology, immunodeficiency, and hypersensitivity. The microbiology aspect of the course will focus on microbial structure, microbial replication, pathogenic mechanisms of microbes, diagnostic/laboratory studies, and major antimicrobial targets. This course will emphasize major themes in the four core areas of microbiology such as bacteriology, virology, mycology, and parasitology.

OPT-7408 | Public Health Optometry and Research Methods | 1.50 credits
Public health professionals care for populations while individual health care providers, including primary care optometrists, care for individual patients. Primary care optometrists also practice within the population based public health community. This course introduces the student to the frequency and distribution of common systemic, eye, and vision conditions as well as public health law and some controversies in eye care. The student will also learn skills to evaluate observational studies, experimental studies, basic biostatistics, and principles of screening.

OPT-7504 | Ophthalmic Optics with Laboratory 2 | 1.50 credits
This course is the second part of a two-term sequence that introduces the student to advanced ophthalmic optics. In this course, students will learn a variety of optical principle skills that are critical for optometric clinical practice. The course begins with an introduction to ophthalmic prism then moves into multifocal lens options including bifocal, trifocal and progressive lenses. Students will be introduced to lens fabrication, digital surfacing, tints, polarization, and lens coatings. In weekly laboratory sessions, students will perform lensometry on multifocal lenses and learn how to measure prisms in spectacles. Students will also troubleshoot ophthalmic complaints of patients. Students will gain additional experience with the course material via two problem-solving sessions (PSS). These sessions will provide an opportunity to work through concepts and calculations in smaller groups with instructor assistance.

OPT-7506 | Geometric Optics with Laboratory 2 | 1.50 credits
This course, which is the second part of a two-term sequence, continues our study of geometric optics. In geometric optics 1, we simplified our concepts by working with thin lenses. In this course, we will learn Gaussian optics where we will examine the behavior of light through thick lenses and multiple lenses in series. We will introduce the concept of model eye or schematic eye, which we can use to understand axial and refractive ametropias. As we learn about spectacle magnification and relative spectacle magnification, we will examine the effect of glasses and contact lens prescriptions on the size of the retinal image. All of these concepts will come together in a final discussion of aniseikonia, where we will discuss how and why differences in retinal image size can be problematic, and strategies for diagnosis and management. Students will gain confidence with the course material as they work through concepts and calculations in weekly instructor-led face-to-face problem solving sessions (PSS).

OPT-7600 | Vision Science & Perception 1 with Laboratory | 1.00 credit
The purpose of Vision Science and Perception I (VS & P I) is to guide student study of the functional aspects of the visual, vestibular and auditory systems and to introduce methods and techniques of research in visual physiology and general psychophysics. VS & P 1 includes introductory concepts of monocular visual perception, its physiological basis and application to clinical practice. Concepts will be applied to understanding dark and light adaptation and increment thresholds. VS & P 1 serves as a foundation for continuation of these concepts on a more expanded basis in VS & P 2 through VS & P 4. Students 2 will also study the basics of sensory perception in the modalities of auditory and vestibular sensitivity. Psychophysical measurements will be an important emphasis of this course and this begins with specification of the stimulus and techniques of eliciting data from human observers through the auditory and visual systems. Laboratory exercises will demonstrate how to clinically measure psychophysical functions and how dark adaptation is measured in a clinical setting.

OPT-8631 | Clinical Skills 2 | 3.50 credits
This course will focus on the theory and clinical application of Clinical Skills for Patient Care. The topics reviewed in this portion of the course include visual acuity, pupillary distance measurement, extraocular muscle testing, automated refraction/keratometry, near point of convergence, noncontact tonometry, color vision, stereopsis, manual keratometry, cover testing, retinoscopy and direct ophthalmoscopy. The topics presented in this portion of the course are subjective refraction, external testing of pupil responses, slit lamp biomicroscopy, photometry, accommodative testing, near point testing, history taking, cycloplegic refraction techniques, and dyes/stains used in biomicroscopy. There will also be continued use of the

simulation lab – direct ophthalmoscopy and an introduction to simulation lab - binocular indirect ophthalmoscopy. These topics will be presented in a lecture and laboratory setting.

OPT 8641 | Patient Care 2 | 0.50 credit
The Traineeship stage of the Patient Care program of the Pennsylvania College of Optometry at Salus University is a series of clinical sessions for patient care in the Salus University clinical settings. The intent of the Traineeship Program is to provide the optometric student the opportunity to observe and begin training by upperclassmen and faculty/resident practitioners in primary eye care. The Traineeship Program is an integral part of the curriculum and is designed to develop the novice optometric student into a student intern who will begin to examine patients. Salus University is committed to providing students with the highest quality clinical education. Entrance into the clinical facilities of Salus University adds a special dimension of personal and professional responsibility for the student of optometry, who must be in good clinical and academic standing in order to participate in the program. The student-clinician assumes responsibility for the care and welfare of patients assigned for care and to the College in the service component of its mission as a provider of eye care. The student is expected to practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct. Competent and successful optometric health care 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 multiple courses, but especially in the Clinical Skills courses. The Traineeship Program represents the theory and clinical application of Clinical Skills in optometric medicine.

OPT 7131 | Systemic Pharmacology 2 | 1.00 credit
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 is weaved through the course where available and appropriate. This course will cover drugs utilized in the gastrointestinal tract, respiratory tract, select cardiovascular medications, immunomodulators, anti-seizure medications, antidepressants, anxiolytics, sleep agents, pain medications and addiction, neurodegenerative disorders, and prescription writing principles.

OPT 7340 | Anterior Segment Disease 1 | 1.50 credits
The Anterior Segment Disease I course will explore the etiology, pathogenesis, clinical presentation, differential diagnosis, treatment and management of diseases of the orbits, eyelids, eyelashes, and nasolacrimal system. Anterior segment tumors and anterior uveitis will also be covered. Course material will be presented in lecture with supplemental recitation sessions to enhance diagnostic evaluation of the conditions presented.

OPT 7409 | Neurologic Examination and Imaging with Laboratory | 1.00 credit
In this course students will learn the basics of a neurologic examination and the clinical implications that these tests have in optometric care. This course will review and apply concepts from neuroanatomy through a case-based approach.

OPT 7410 | Diagnostic Imaging and Technology with Laboratory | 1.00 credit
The Diagnostic Imaging and Technology course provides introductory knowledge on functionality of commonly employed diagnostic imaging methods in optometric practice. The basic skills acquired in this course will be built during additional advanced disease courses in the curriculum. This course will cover imaging principles, acquisition techniques, and imaging interpretations. The imaging procedures and diagnostic testing presented will include optical coherence tomography with and without angiography (OCT, OCT-A), visual field perimetry, ocular photography with and without the use of contrast dye, fundus auto-fluorescence (FAF), and ophthalmic ultrasound. The material will be presented in lecture (either synchronous or asynchronous sessions) while hands-on acquisition techniques will be elaborated on during laboratory and workshop sessions.

OPT 7601 | Visual Science and Perception 2 with Laboratory | 2.00 credits

The purpose of Vision Science and Perception 2 (VS & P 2) is to further guide student study of the anatomical, physiological and functional aspects of the visual system and to continue to introduce clinical and research methods and techniques in visual physiology and general psychophysics in order to elicit data from human observers. VS & P 2 reviews and delves further into concepts in retinal physiology that relate directly to both objective and psychophysical testing of retinal and visual pathway functions and their application to clinical practice. VS & P 2 serves as a foundation for continuation of these concepts on a more expanded basis in VS & P 3 and VS & P 4. Laboratory exercises will demonstrate how to clinically measure and interpret retinal and visual pathway function through objective electrophysiological testing and how contrast sensitivity of a psychophysical function is measured and applied in a clinical setting.

OPT 7730 | Clinical Problem Solving 1 | 1.00 credit
Clinical Problem Solving (CPS) courses provide the opportunity for students to work together in a small group setting as the collective mind of a Doctor of Optometry to explore optical conditions and ocular health conditions that impact the optical system as presented in case-based scenarios. Students will conduct a complete optometric history on each patient as well as evaluate how the results of entrance testing, keratometry, objective and subjective refraction, common binocular and accommodative testing all combine to contribute to determine the functional status of the visual system. During each session, as case information is progressively disclosed, students develop critical thinking and clinical reasoning skills, applying and integrating their knowledge in support of the clinical decisions they propose. Where knowledge is lacking, students identify specific learning issues that are then researched, ideally during the session as time allows, or prior to the next scheduled session, at which time findings are discussed and applied to diagnosis and management of the patient's problems.

OPT 8632 | Clinical Skills 3 | 1.50 credits
This course will focus on the theory and clinical application of Clinical Skills in Patient Care. The topics and techniques covered in CS1 and CS2 will be reviewed/ reemphasized in this course. The topics presented in this portion of the course are Cycloplegic refraction techniques Binocular Indirect Ophthalmoscopy, Goldmann tonometry and other forms of Tonometry, Slit lamp Biomicroscopy illumination techniques, Binocular vision testing, Gonioscopy and dilated retinal assessment with a 3 mirror Goldmann lens. These topics will be presented in asynchronous lectures and face-to-face laboratory settings.

OPT 8642 | Patient Care 3 - Optical Clerkship | 1.50 credits
The Summer Clerkship is a two-week (70 hours) optical rotation in a Pennsylvania College of Optometry (PCO) approved clinical setting. It is designed to reinforce skills acquired during first year coursework in ophthalmic materials and management. The student is expected to practice, under the instruction and guidance of the preceptor (optometrist or optician) according to the highest standards of clinical, moral, and ethical conduct.

OPT 7109 | Ocular Immunology and Microbiology | 1.00 credit
This course builds on the knowledge attained in the Systemic Immunology and Microbiology course. Lectures on ocular immunology and microbiology provide the framework for understanding the etiology, epidemiology, pathogenesis, diagnosis and management of immune-mediated inflammatory and microbial ocular diseases. The ocular immunology aspect of the course will focus on immunopathogenesis/immunopathology of immune mediated ocular diseases, epidemiology, clinical manifestations of immune-mediated ocular diseases and ocular correlates of systemic immune-mediated diseases, and pharmacotherapy. The ocular microbiology aspect of the course will focus on microbial structure/classification, epidemiology, microbial pathogenesis, clinical manifestations of ocular infections and ocular correlates of systemic infections, diagnostic/laboratory studies, and antimicrobial pharmacotherapy. This course will emphasize major themes in the four core areas of ocular microbiology (bacteriology, virology, mycology, and parasitology). Major themes will be applied and highlighted through reading of the required/recommended textbooks and lectures.

OPT 7140 | Ocular Pharmacology 1 | 1.50 credits

Ocular Pharmacology I provides students with a thorough understanding of ocular drug classifications and mechanisms of action employed by ophthalmic drugs. The student learns indications, off-label indications, contraindications, appropriate dosing, and adverse effects of pharmaceutical agents employed in an eye care setting. Drug interactions and diagnostic uses are also examined in addition to basic pharmacology concepts and terminology. Emphasis is placed on the clinical utilization of drugs in optometric practice.

OPT 7341 | Anterior Segment Disease 2 | 2.50 credits
The Anterior Segment Disease 2 course will explore the etiology, pathogenesis, clinical presentation, differential diagnosis, treatment, pharmacological and surgical management of diseases of the conjunctiva, cornea, dry eye, lens, sclera, episcleral, and uvea. Course material will be presented in lecture with supplemental recitation sessions to enhance diagnostic evaluation of the conditions presented.

OPT 7402 | Ocular Motility with Laboratory | 2.00 credits
This course emphasizes the basic mechanisms of the 5 major classes of eye movements (vestibulo-ocular reflex, optokinetic reflex, saccades, pursuits and vergence eye movements). In addition it covers ocular fixation and accommodative eye movements. While the student will mainly learn the functional and neurophysiological aspects of ocular motility, it is expected that the student will also be able to integrate this information with previously learned anatomical sites and structures. This will provide continuity in the student's learning experience and serves as a basis for acquiring new and future knowledge about ocular motility in disease and dysfunction. Key clinical examples of eye movement disorders will be discussed along with their neural substrates and mechanisms.

OPT 7404 | Neuro-Ophthalmic Disease 1 with Laboratory | 1.50 credits
Neuro-ophthalmic disease is an area that focuses on specific testing of the afferent and efferent visual systems, ocular health assessment, and neurologic examination to observe and correlate clinical signs and symptoms. These signs and symptoms are used to aid in anatomic localization of the problem as it relates to the visual and nervous system. Accurate information and assessment is critical in determining the necessary diagnostic work-up, which often includes neuro-imaging and laboratory testing.

OPT 7500 | Physical Optics with Laboratory | 1.00 credit
This course is a continuation of the coursework in the optics sequence. It presents the students with physics principles and properties which are relevant to optometry and to the optical devices used in clinics. Aberrations and other limitations to good optical clarity and visual acuity are discussed.

OPT 7507 | Psychological Optics with Laboratory | 1.00 credit
This course is a continuation of the coursework in the optics sequence. The first half of the course describes a mathematical approach to clinical tests and the second half begins to explore the optics of the eye. It presents the students with optical principles as they relate to visual function and optical devices.

OPT 7602 | Vision Science and Perception 3 with Laboratory | 1.50 credits
The purpose of Vision Science and Perception 3 (VS & P 3) is to further guide student study of the anatomical, physiological and functional aspects of the visual system and to continue to introduce clinical and research methods and techniques in visual physiology and general psychophysics in order to elicit data from human observers. VS & P 3 builds upon concepts covered in VS&P 1 and 2 to introduce measurement of light and how we perceive light and color and their application to clinical practice. A summary of psychophysical measures applicable to optometry as well as an overview of the development and changes in visual skills covered in VS & P 1-3 will conclude this course. VS & P 3 also serves as a foundation for the vision science of amblyopia and binocular vision in VS & P 4. Laboratory exercises will include a demonstration lab for Photometry and Radiometry, measurement of color and color vision beyond Ishihara testing as well as demonstrations of color anomalies.

OPT 7732 | Clinical Problem Solving 2 | 1.00 credit

Clinical Problem Solving (CPS) 2 serves as an integrative educational bridge between basic science courses and patient care experiences. As with CPS 1, the case scenario discussions provide students with opportunities to identify clinical issues, develop analytical skills, and communicate effectively. In addition, students will continue developing the knowledge, skills, and attitudes necessary to attain proficiency as clinicians. The educational emphasis in CPS 2 is on utilizing critical thinking, clinical reasoning, and related abilities inherent in appropriate and effective patient care. The ultimate goal is to develop the ability to distinguish abnormal clinical findings from normal ones, understand the mechanisms underlying clinical presentations, accurately diagnose visual and ocular pathologic conditions, identify related systemic conditions, and develop appropriate patient assessments and management plans consistent with the education and clinical training to date of students enrolled in CPS 2. The small group format of CPS 2 provides an opportunity for students to develop effective communication skills, including the verbalization of ophthalmic/medical terminology as well as personal and clinical confidence. Student research on case related topics serves to enhance the knowledge base and application of basic science principles.

OPT 8530 | Contact Lens 1 - Soft Contact Lenses |1.50 credits
This course, which is the first part of a three-term sequence, introduces the student to the fundamentals of soft contact lenses. Historical development of contact lenses will be reviewed and placed in context of modern developments. This course will develop the principles of contact lens physiology and optics, and integrate them with the student's understanding of the cornea, tear film, and adnexal anatomy. Ocular measurements necessary for contact lens design will be correlated with on-eye evaluation of soft contact lenses. Oxygen requirements for safe lens wear will be contrasted for daily wear (soft and rigid lenses), extended wear hydrogel. Students will learn how to design, fit, and manage standard daily wear soft lenses, silicone hydrogel lenses worn for extended and/or continuous wear, and toric soft lenses for the correction of astigmatism. Students will also learn about contact lens cleaning and disinfection solutions that are used in order to maintain healthy contact lens wear. Students will have the opportunity to work through calculations and fitting procedures during weekly laboratory sessions. During these labs, students will work with a variety of different lens types and materials in order to gain confidence with fitting principles and problem solving prior to entering patient care at The Eye Institute.

OPT 8635 | Clinical Skills 4 | 2.50 credits
This course will focus on the theory and clinical application of Clinical Skills in Patient Care. The topics and techniques covered in CS1, CS2 and CS3 will be reviewed/ reemphasized in this course. The topics presented in this portion of the course are Electronic Medical Recording in NextGen, additional refractive techniques, additional binocularity testing techniques, and Visual Field testing. There will also be continued use of the Simulation lab – binocular indirect ophthalmoscopy. These topics will be presented in a lecture and laboratory setting.

OPT 8643 | Patient Care 4 | 1.00 credit
The Traineeship stage of the Patient Care program of the Pennsylvania College of Optometry at Salus University is a series of clinical sessions for patient care in the Salus University clinical settings. The intent of the Traineeship Program is to provide the optometric student the opportunity to observe and begin training by upperclassmen and faculty/resident practitioners in primary eye care. The Traineeship Program is an integral part of the curriculum and is designed to develop the novice optometric student into a student intern who will begin to examine patients. Salus University is committed to providing students with the highest quality clinical education. Entrance into the clinical facilities of Salus University adds a special dimension of personal and professional responsibility for the student of optometry, who must be in good clinical and academic standing in order to participate in the program. The student-clinician assumes responsibility for the care and welfare of patients assigned for care and to the College in the service component of its mission as a provider of eye care. The student is expected to practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct. Competent and successful optometric health care 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 multiple courses, but especially in the Clinical Skills courses. TheTraineeship Program represents the theory and clinical application of Clinical Skills in optometric medicine.

OPT 7141 | Ocular Pharmacology 2 | 1.00 credit
Ocular Pharmacology 2 provides students with a thorough understanding of ocular drug classifications and mechanisms of action employed by ophthalmic and systemic drugs. The student learns indications, off-label indications, contraindications, appropriate dosing, and adverse effects of pharmaceutical agents employed in an eye care setting. Ocular side effects of systemically delivered drugs are also emphasized in the course. The student will also learn considerations in prescribing topical ophthalmic and oral drugs in special populations including pregnant patients, children, and elderly patients. Additionally, the use of compounding pharmaceuticals will be reviewed and their place in optometric eyecare will be discussed.

OPT 7232 | Clinical Optics | 1.00 credit
This course completes the optics sequence. It continues to present the student with concepts regarding the eye as an optical instrument and the optical characteristics of vision. Students will learn how to apply optical principles to the ocular structures and to visual function. Ocular biometry, the measurement of the eye, is discussed in reference to intraocular lenses (IOL) calculations and refractive surgery.

OPT 7350 | Posterior Segment Disease 1 | 2.50 credits
Posterior Segment I sets the stage for the evaluation and management of retinal disorders with an introduction to special testing of the posterior segment (fluorescein angiography and optical coherence tomography) and examination of the peripheral retina, as well as management of retinal breaks and retinal detachments. In addition, commonly encountered developmental abnormalities and their embryologic basis are reviewed. Various retinal vascular diseases and disorders, as well as macular pathologies, are discussed with emphasis on treatment and management.

OPT 7414 | Neuro-Ophthalmic Disease 2 with Laboratory | 1.00 credit
The Neuro-Ophthalmic Disease Course Series builds on the foundation laid in the Head and Neck Anatomy, Neuroanatomy, and Neurologic Examination Courses. This course series consists of 3 courses which take place in the Fall and Spring terms of the second year (Neuro Ophthalmic Disease 1 and 2, respectively) and the summer of the third year (Neuro-Ophthalmic Disease 3) of the traditional OD program. This course series covers the clinical application of the neuroscience, anatomy and neuroanatomy principles learned in previous courses. This course offers students the opportunity not only to apply those important basic science concepts clinically, but to learn how to properly examine, diagnose, and treat patients with neuro-ophthalmic manifestations. Specifically, this course, Neuro-Ophthalmic Disease 2, covers evaluation and management of disorders of the efferent visual system.

OPT 7603 | Vision Science and Perception 4 with Laboratory | 1.50 credits
This course will cover vision science and perception concepts related to binocular vision. The course will include the physiological basis for binocular vision, monocular and binocular depth cues, horopters and binocular illusions, visual direction, summation, binocular rivalry, aniseikonia and the neurophysiology of amblyopia.

OPT 7734 | Clinical Problem Solving 3 | 1.00 credit
Clinical Problem Solving (CPS) 3 continues to serve as an integrative educational bridge between basic / vision science courses and patient care experiences. The case discussions provide students with opportunities to identify clinical issues, develop analytical skills, and communicate effectively. In addition, students will continue developing the knowledge, skills, and attitudes necessary to attain proficiency as clinicians. The educational emphasis in CPS 3 is on utilizing critical thinking, clinical reasoning, and related abilities inherent in appropriate and effective patient care. The ultimate goal is to develop the ability to distinguish abnormal clinical findings from normal ones, understand the mechanisms underlying clinical presentations, accurately diagnose visual and ocular pathologic conditions, identify related systemic conditions, and develop appropriate patient assessments and management plans consistent with the education and clinical training to date of students enrolled in CPS 3. The small group format

provides an opportunity for students to develop effective communication skills, including the verbalization of ophthalmic / medical terminology as well as personal and clinical confidence. Student research on case-related topics serves to enhance the knowledge base and application of basic / vision science principles.

OPT 8500 | Pediatric and Infant Vision with Laboratory | 2.50 credits
The purpose of the Pediatric and Infant Vision and Laboratory course is to provide a model for the evaluation and management of children's vision that can be incorporated into the practice of primary care optometry. Concepts learned can also serve as a foundation of further learning for those students who choose to specialize in this area of practice. General human development and developmental changes in visual skills throughout life will be reviewed. The prevalence of vision disorders in this population is significant and many organizations now recommend early screening and/or examinations of children. The unique needs of infants and preschool children as well as concepts in vision and learning for school age children will be addressed during this course. This course provides an opportunity to develop a basic working knowledge for the detection, assessment and intervention of vision problems for children of all ages. This course also serves as a foundation for the binocular vision series of courses which follow in the curriculum.

OPT 8531 | Contact Lens 2 - Rigid Contact Lenses | 1.50 credits
This course, which is the second part of a three-term sequence, introduces the student to the fundamentals of gas-permeable (GP) contact lenses. Students will learn how to handle, care for, design, fit, and manage standard gas-permeable rigid contact lenses. Students will also learn about nuances of lens design including aspheric, lenticular, and ultrathin lens modifications to fit a larger segment of the GP lens wearing population. This also includes learning about presbyopic fitting for both rigid and soft lenses, and ortho-keratology. Students will learn to interpret corneal topography imaging, as well as learn to clinically manage a wide array of potential rigid lens complications. Students will have the opportunity to work through calculations and fitting procedures during weekly laboratory sessions. During these labs, students will work with a variety of different lens types and materials in order to gain confidence with fitting principles and problem solving for their patient care at The Eye Institute.

OPT 8644 | Patient Care 5 | 5.50 credits
The Patient Care 5 curriculum (PC 5) is one of four clinical courses, Patient Care 5-Patient Care 8, which occurs over a 15-month continuum. The course is designed to develop intern knowledge and skill to an expected level of clinical competency. Interns will routinely perform supervised complete eye examinations throughout the year and participate in other patient care activities as described in Section 4. Supervision is provided by TEI clinical faculty. Students must successfully complete each Patient Care course to advance to the next course in the sequence. This Patient Care 5 syllabus for the Internship stage of the Patient Care curriculum delineates course expectations, evaluations, grading and various policies and protocols to be followed by students. Entrance into The Eye Institute at Salus University adds a special dimension of personal and professional responsibility for the student of optometry; the candidate must be in good clinical and academic standing in order to participate in the clinical program. The intern assumes responsibility for the care and welfare of patients to which they are assigned. The intern shall practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct.

OPT 7320 | Binocular Vision 1 with Laboratory | 2.00 credits
This course will cover diagnosis and management of accommodative, eye movement and non-strabismic binocular vision disorders. The course will include theoretical models of binocular vision, diagnostic testing and common management options for visual efficiency disorder. This course will also introduce students to the concepts of management of visual disorders with vision therapy.

OPT 7342 | Systemic Medicine and Disease 1 | 1.50 credits
This course is the first part of a two-term sequence to advance the student's knowledge of systemic diseases that they are likely to encounter in the primary and specialty eye care setting. For each organ

system presented epidemiology of disease, risk factor analysis, pertinent history and physical examination findings, differential diagnosis, treatment and management, pertinent laboratory evaluations, and ocular manifestations will be stressed. The Systemic Medicine laboratory provides certification in both Cardiac Life Support and First Aid by the American Heart Association.

OPT 7351 | Posterior Segment Disease 2 | 1.50 credits
Posterior Segment Disease 2 continues to build on the concepts introduced in the Posterior Segment Disease 1 course, regarding special testing of the posterior segment (fluorescein angiography, optical coherence tomography, and fundus photography) in the various conditions presented throughout this course. Specifically, there will be a comprehensive analysis of macular disorders, including age-related macular degeneration and other subretinal diseases which implicate Bruch's membrane and can be complicated by the development of choroidal neovascularization. Additionally, the infectious and inflammatory conditions of the posterior segment will be explored, including but not limited to proper diagnosis and management.

OPT 7424 | Neuro-Ophthalmic Disease 3 | 1.00 credit
The Neuro-Ophthalmic Disease Course Series builds on the foundation laid in the Head and Neck Anatomy, Neuroanatomy, and Neurologic Examination Courses. This course consists of 3 courses which take place in the Fall and Spring terms of the second year (NeuroOphthalmic Disease 1 and 2, respectively) and the summer of the third year (Neuro-Ophthalmic Disease 3) of the traditional OD program. This course series covers the clinical application of the neuroscience, anatomy and neuroanatomy principles learned in previous courses. This course offers students the opportunity not only to apply those important basic science concepts clinically, but to learn how to properly examine, diagnose, and treat patients with neuro-ophthalmic manifestations. Specifically, this course, Neuro-Ophthalmic Disease 3, takes concepts learned in NOD 1 and NOD 2 about the afferent and efferent visual systems, and applies them to systemic and neurologic diseases and conditions.

OPT 7736 | Clinical Problem Solving 4 | 1.00 credit
Clinical Problem Solving (CPS) 4 continues to serve as an integrative educational bridge between basic/vision science courses and patient care experiences. The case discussions provide students with opportunities to identify clinical issues, develop analytical skills, and communicate effectively. In addition, students will continue developing the knowledge, skills, and attitudes necessary to attain proficiency as clinicians. The educational emphasis in CPS 4 is on utilizing critical thinking, clinical reasoning, and related abilities inherent in appropriate and effective patient care. The ultimate goal is to develop the ability to distinguish abnormal clinical findings from normal ones, understand the mechanisms underlying clinical presentations, accurately diagnose visual and ocular pathologic conditions, identify related systemic conditions, and develop appropriate patient assessments and management plans consistent with the education and clinical training to date of students enrolled in CPS 4. The small group format provides an opportunity for students to develop effective communication skills, including the verbalization of ophthalmic / medical terminology as well as personal and clinical confidence. Student research on case-related topics serves to enhance the knowledge base and application of basic / vision science principles.

OPT 8532 | Contact Lens 3 - Advanced Contact Lenses | 1.50 credits
This course, which is the third part of a three-term sequence, introduces the student to the fundamentals of specialty contact lenses. Students will learn how to handle, care for, design, fit, and manage bitoric, hybrid, and scleral contact lenses within the context of both normal and irregular corneas. Students will learn about the pathophysiology of keratoconus, including signs and symptoms and underlying corneal changes that can be viewed clinically and topographically. Students will learn about the course of the disease as well as management at different stages through the use of specialty contact lenses. Pediatric, aphakic, and cosmetic specialty lenses will also be discussed. Students will have the opportunity to work through calculations and fitting procedures during weekly laboratory sessions. During these labs, students will work with a variety of different lens types and materials in order to gain confidence with fitting principles and problem solving for their patient care at The Eye Institute.

OPT 8645 | Patient Care 6 | 5.00 credits
The Patient Care 6 curriculum (PC 6) is one of four clinical courses, Patient Care 5 through Patient Care 8, which occurs over a 15-month continuum. The course is designed to develop intern knowledge and skill to an expected level of clinical competency. Interns will routinely perform supervised complete eye examinations throughout the year and participate in other patient care activities as described in Section 4. Supervision is provided by TEI clinical faculty. Students must successfully complete each Patient Care course to advance to the next course in the sequence.
This Patient Care 6 course for the Internship stage of the Patient Care curriculum delineates course expectations, evaluations, grading and various policies and protocols to be followed by students. Entrance into The Eye Institute at Salus University adds a special dimension of personal and professional responsibility for the student of optometry; the candidate must be in good clinical and academic standing in order to participate in the clinical program. The intern assumes responsibility for the care and welfare of patients to which they are assigned. The intern shall practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct.

OPT 7300 | Management of the Glaucomas | 1.50 credits
The purpose of this course is to present the clinical study of the glaucomas to the second-year intern. The course begins with a presentation of the relevant anatomy and physiology as it relates to glaucoma. Glaucoma is defined and an overview of the epidemiology and risk factors are presented. The specific types of glaucoma are discussed including primary, childhood, and secondary glaucomas. Diagnosis of glaucoma is approached with an emphasis on proper technique used with a well-defined concept of the disease. Finally, the medical and surgical management of the glaucomas are discussed in detail and cases are presented.

OPT 7301 | Ocular Emergencies and Differential Diagnoses | 1.00 credit
This course provides the student with an overview of the epidemiology, presentation, diagnosis, and management of selected ocular emergencies. There is an emphasis on conditions requiring the most emergent and/or urgent care. Students will have combined lecture and recitation instruction which will highlight determining a list of differential diagnoses. Furthermore, students will be guided through selection of appropriate diagnostic test selection and clinical findings for each condition.

OPT 7321 | Binocular Vision 2 with Laboratory | 2.50 credits
This course will cover the diagnosis and management of amblyopia and strabismus. The course will include diagnostic techniques for amblyopia including diagnosis of eccentric fixation and management techniques from penalization to vision therapy. This course overviews the different types of strabismus and management strategies for each type of strabismus including surgery, lenses, prism and vision therapy.

OPT 7343 | Systemic Medicine and Disease 2 | 2.50 credits
This course is the second part of a two-term sequence to advance the student's knowledge of systemic diseases that they are likely to encounter in the primary and specialty eye care setting. For each organ system presented epidemiology of disease, risk factor analysis, pertinent history and physical examination findings, differential diagnosis, treatment and management, pertinent laboratory evaluations, and ocular manifestations will be stressed.

OPT 7737 | Clinical Problem Solving 5 | 1.00 credit
Clinical Problem Solving (CPS) 5 continues to serve as an integrative educational bridge between basic/vision science courses and patient care experiences. The case discussions provide students with opportunities to identify clinical issues, develop analytical skills, and communicate effectively. In addition, students will continue developing the knowledge, skills, and attitudes necessary to attain proficiency as clinicians. The educational emphasis in CPS 5 is on utilizing critical thinking, clinical reasoning, and related abilities inherent in appropriate and effective patient care. The ultimate goal is to develop the

ability to distinguish abnormal clinical findings from normal ones, understand the mechanisms underlying clinical presentations, accurately diagnose visual and ocular pathologic conditions, identify related systemic conditions, and develop appropriate patient assessments and management plans consistent with the education and clinical training to date of students enrolled in CPS 5. The small group format provides an opportunity for students to develop effective communication skills, including the verbalization of ophthalmic / medical terminology as well as personal and clinical confidence. Student research on case-related topics serves to enhance the knowledge base and application of basic/vision science principles.

OPT 8501 | Low Vision and Vision Rehabilitation with Laboratory | 2.50 credits
This course is designed to provide each student with a basic understanding of low vision rehabilitation. It will provide the knowledge, skills, and attitudes needed to properly care for patients whose visual capabilities utilizing conventional therapy are inadequate for the performance of vision-directed or vision-related tasks in their vocation, avocation, social interaction or daily living.

OPT 8636 | Advanced Clinical Skills | 1.00 credit
This course will focus on the theory and clinical application of advanced diagnostic and therapeutic clinical skills in optometric medicine. The skills reviewed in this portion of the course include: Dry eye evaluation, interpretation of diagnostic imaging of OCT, VF, photography, auto-fluorescence, ultrasound and a comprehensive double vision evaluation (some components of NBEO). In preparation for the NBEO Part 3 examination, the students will review the following skills: binocular indirect ophthalmoscopy, 90 D funduscopy, 3-mirror gonioscopy. The topics presented in this portion of the course include: Foreign body removal, pressure patching, amniotic membranes, carotid auscultation, ocular cultures, punctal plug insertion (NBEO), epilation, dilation and irrigation, scleral depression, undilated and off-axis 90 D fundus evaluation, rotational 3-mirror retinal evaluation, extended ophthalmoscopy, rotational and indentation gonioscopy. Corneal crosslinking, anterior stromal puncture, epithelial debridement, paracentesis and conjunctival cyst removal will also be introduced. These topics will be presented in a laboratory setting, readings with supplemental electronic material, lecture and grand rounds presentations.

OPT 8646 | Patient Care 7 | 6.00 credits
The Patient Care 7 curriculum (PC 7) is one of four clinical courses, Patient Care 5 through Patient Care 8, which occurs over a 15-month continuum. The course is designed to develop intern knowledge and skill to an expected level of clinical competency. Interns will routinely perform supervised complete eye examinations throughout the year and participate in other patient care activities as described in Section 4. Supervision is provided by TEI clinical faculty. Students must successfully complete each Patient Care course to advance to the next course in the sequence.
This Patient Care 7 syllabus for the Internship stage of the Patient Care curriculum delineates course expectations, evaluations, grading and various policies and protocols to be followed by students. Entrance into The Eye Institute at Salus University adds a special dimension of personal and professional responsibility for the student of optometry; the candidate must be in good clinical and academic standing in order to participate in the clinical program. The intern assumes responsibility for the care and welfare of patients to which they are assigned. The intern shall practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct.

OPT 7502 | Environmental & Sports Vision | 1.00 credit
The online portion of this Environmental Optometry course 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. The second online portion of the course will concentrate on the study, management and treatment of Sports Vision issues. Because of specific risk factors in the occupational, recreational, sports and home environments, optometric practitioners should be well versed concerning visual demands and potential sources of hazard in their patients' environments and avocations. This course will briefly introduce environmental optometry and sports vision concepts that apply to optometric practice.

OPT 7508 | Interprofessional Management of Acquired Brain Injury | 2.00 credits
This course presents a multidisciplinary clinical perspective on acquired neurological impairment. Four main areas of focus include: stroke, trauma, degenerative disease, and tumors. Vision sequela of neurological impairment and vision rehabilitation strategies are presented. A neurological perspective is followed by specialty care services and a case-based approach. Beyond vision rehabilitation, this class will provide a broad overview of the functional rehabilitation process. Students will learn about the tools and techniques utilized by various healthcare professionals. The roles and unique perspectives of rehabilitation specialists will become apparent as they present each disease process or acquired injury. This course will also include the patient's journey through a multidisciplinary rehabilitation process. At the conclusion of this course a comprehensive understanding should evolve which allows students to visualize the role of optometry within the broader rehabilitation framework.

OPT 7509 | Ophthalmic Lenses and Minor Surgical Procedures | 2.50 credits
The Ophthalmic Laser and Minor Surgical Procedures course explains surgical evaluation and management including pre-operative candidate selection, pre-surgical testing, and patient counseling and preparation. Post-operative management and complications are also presented. Ophthalmic laser topics include basic laser physics and tissue interactions, laser safety and hazards, indications and contraindications for specific laser procedures, laser procedure protocols, and post-operative management. Students will perform simulated ophthalmic laser surgery in the Ophthalmic Laser laboratory. Periocular surgical procedures topics include informed consent, OSHA guidelines, aseptic and sterile techniques, types of lesion removal, and post-operative care. Head and neck anatomy and evidence-based practice are applied in surgical planning, procedures, and anesthesia. Injection topics including indications, contraindications, side effects, complications, and techniques are reviewed. Specific injection types include periocular injections, intravenous, subcutaneous, intramuscular, intradermal, subconjunctival, and intralesional injections. The associated laboratory provides a hands-on experience in performing various injections, simulated removal of lesions using multiple techniques, and suturing procedures.

OPT 7710 | Practice Management | 1.00 credit
The Practice Management Course prepares students at the Pennsylvania College of Optometry to run their own Independent Practice. This course covers content in curriculum vitae writing, social media and marketing, preparing a business plan, medical billing and coding, business taxes, calculating chair time/cost of goods and services, and building a business model.

OPT 8540 | Integrated Decision-Making/NEBO Prep | 2.00 credits
The Integrated Decision Making/National Board of Examiners in Optometry (NBEO) Preparation course will provide students with a structured review of material covered during the first three years on campus. This course includes lectures on study tips and skills, making and sticking to a study schedule, faculty review lectures, quizzes, and small group collaboration projects. This course will also emphasize the integration of basic science and clinical decision making so students can apply their didactic knowledge to clinical care.

OPT 8647 | Patient Care 8 | 2.50 credits
The Patient Care 8 curriculum (PC 8) is the final course in the four clinical internship courses, Patient Care 5 through Patient Care 8, which occurs over a 15-month continuum. The course is designed to develop intern knowledge and skill to an expected level of clinical competency prior to transitioning to the externship phase of the curriculum. Interns will routinely perform supervised complete eye examinations throughout the year and participate in other patient care activities as described in Section 4. Supervision is provided by TEI clinical faculty. Students must successfully complete each Patient Care course to advance to the next course in the sequence. This Patient Care 8 syllabus for the Internship stage of the Patient Care curriculum delineates course expectations, evaluations, grading and various policies and protocols to be followed by students. Entrance into The Eye Institute at Salus University adds a special dimension of personal and professional responsibility for the student of optometry; the candidate must be in good clinical and academic standing in order to participate in the clinical program. The intern assumes

responsibility for the care and welfare of patients to which they are assigned. The intern shall practice, under the instruction and guidance of the attending faculty, according to the highest standards of clinical, moral, professional, and ethical conduct.

OPT 8800 | Third-Year - Externship 1 | 5.50 credits
Clinical externships of the Salus University Pennsylvania College of Optometry (PCO) are a series of clinical rotations to various sites for patient care. The intent of the externships is to provide the optometric student the opportunity to be trained by outstanding practitioners in primary and/or secondary eye care. Externships are an integral part of the curriculum and are designed to transform the optometric student into a complete health care professional who can apply scientific knowledge in concert with clinical insight and overall concern for the patient. The University is committed to providing students with the highest quality education. Clinical externships begin in March of the third year and proceed through the entire fourth year. Clinical externships are the culmination of the patient care preparation programs of Salus University. The on and off-campus clinical experiences at the University (Professional Practice 1-7) during the first 2-1/2 years of the core program prepare the student in the basic clinical skills so that the student can assume the more intensive clinical demands of externships. The first externship (spring semester) of the third program year is a primary care off-campus rotation. The remaining 12-month period (fourth professional year) includes four (4) rotations of three or six month duration. Three of the rotations are predominantly in off- campus private practice, group practice and/or hospital settings. Externships are classified into four categories, each with specific associated educational objectives: The Eye Institute, interprofessional/collaborative care hospital-based site, ocular disease and private practice contact lens/specialty/primary care.

OPT 8801 | Externship 2 | 9.50 credits
OPT 8802 | Externship 3 | 9.50 credits
OPT 8803 | Externship 4 | 9.50 credits
OPT 8804 | Externship 5 | 9.50 credits
Clinical externships of the Salus University Pennsylvania College of Optometry (PCO) are a series of clinical rotations to various sites for patient care. The intent of the externships is to provide the optometric student the opportunity to be trained by outstanding practitioners in primary and/or secondary eye care. Externships are an integral part of the curriculum and are designed to transform the optometric student into a complete health care professional who can apply scientific knowledge in concert with clinical insight and overall concern for the patient. The University is committed to providing students with the highest quality education. Clinical externships begin in March of the third year and proceed through the entire fourth year. Clinical externships are the culmination of the patient care preparation programs of Salus University. The on and off-campus clinical experiences at the University (Professional Practice 1-7) during the first 2-1/2 years of the core program prepare the student in the basic clinical skills so that the student can assume the more intensive clinical demands of externships. The first externship (spring semester) of the third program year is a primary care off-campus rotation. The remaining 12-month period (fourth professional year) includes four (4) rotations of three or six month duration. Three of the rotations are predominantly in off-campus private practice, group practice and/or hospital settings. Externships are classified into four categories, each with specific associated educational objectives: The Eye Institute, interprofessional/collaborative care hospital-based site, ocular disease and private practice contact lens/specialty/primary care.

DOCTOR OF OPTOMETRY (OD) – ACCELERATED SCHOLARS PROGRAM

The Accelerated Scholars Program at Salus University Pennsylvania College of Optometry (PCO) is an opportunity for highly motivated and well-qualified applicants to earn a Doctor of Optometry degree designed specifically with them in mind. This program provides students the opportunity to complete all of

the same traditional program optometry degree requirements in an accredited 36-month, year-round, campus-based program.
Each year, an entering class begins on July 1, and students enrolled in the Accelerated Scholars Program earn the same credit equivalency as that of students in the Traditional Program.

Drawn from key features of our Traditional Program and consistent with PCO's reputation for innovation and commitment to excellence, this unique curriculum emphasizes:

- guided independent learning
- lecture and laboratory instruction
- small group learning
- case-based learning
- online and web enhanced instruction

The structured patient care experiences and small student-to-faculty ratio of this accelerated program provides close faculty mentorship, as students develop the critical thinking and clinical competencies necessary for optometric practitioners. To enhance this learning experience, the student cohort is immersed in patient care at the beginning of the program.

The Accelerated Scholars Program recognizes and develops individual student learning styles and leadership skills. Academically talented and motivated applicants are carefully screened and accepted based on qualifications, history of academic performance, and career path. If you are highly motivated to complete your studies, have a strong academic record, are disciplined enough for guided independent learning, and want to begin your optometric career as soon as possible, the Scholars Program at PCO may be the best pathway for you.

Interested applicants who would like to be considered for admission may contact Salus University Office of Admissions at admissions@salus.edu or 800.824.6262

ADMISSIONS

Pennsylvania College of Optometry accepts applications only through the Optometry Centralized Application Service (OptomCAS).
The processing of applications by OptomCAS begins at the end of June, one year prior to the year of desired enrollment. Applications must be submitted on or before March 31 of the year of desired enrollment.

- Student application reviews begin when an application is verified by OptomCAS
- Interviews are scheduled and initiated, beginning in September
- Candidates meeting the requirements are admitted on a rolling basis until class capacity is reached

CRITERIA & PREREQUISITES
The Accelerated Scholars Program at Salus University Pennsylvania College of Optometry (PCO) offers a new, alternate opportunity for highly qualified and highly motivated students with a recommended cumulative GPA of 3.5 or higher and an OAT academic average score of 330 or higher.
Applicants meeting these criteria will be considered for the program and asked to visit the campus to undergo a process known as the multiple mini interview.
The Scholars Program is designed for those applicants with exceptional personal and professional motivation, exceptional academic qualifications and strong leadership skills.
The Scholars Program educational model draws from the unique features currently used in the four-year degree program. The unique curriculum emphasizes **guided independent learning** in conjunction with lecture/lab instruction, small group learning, and case based learning, as well as online/web-enhanced instruction. Individual student learning styles and leadership skills will be emphasized.

Students enrolled in the program will accumulate the credit equivalency of students enrolled in our traditional four-year program.
The program is designed so that a Scholars cohort will not exceed 20 students. The cohort size ensures a small student-to-faculty ratio, an integral part of the Scholars Program.
The length of this professional program is equivalent to four academic years. With a maximized, 36 month academic calendar, a Scholars Program cohort will begin July each entering year
It is recommended that applicants with less than a 3.5 (B+) grade point average should consult the Office of Admissions prior to applying.

TO BE CONSIDERED, AN APPLICANT MUST:

- Submit a properly completed application to the Optometry Centralized Application Service (OptomCAS) at **www.optomcas.org**, beginning June 28. Detailed instructions regarding the completion of the application and the essay are provided on the OptomCAS website.
- Complete a Bachelor's degree, with a recommended cumulative GPA of 3.5 or higher, evidenced by an official academic transcript (from an accredited undergraduate college or university) prior to the start of classes for the Scholars Program. 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.
- 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**
    - An OAT Academic Average score of 330 or higher is recommended.
    - OAT exam must 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 2019-20 application cycle, you must have taken the OAT on or after June 27, 2017.
- Three letters of evaluation are required and should be forwarded directly to OptomCAS. Any three of the following options will be accepted in order to fulfill the letter requirement:
    - a 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 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 a faculty member.
    - letter from your pre-professional or faculty advisor.
    - letter from a 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.
- A minimum of 100 hours of experience in a healthcare profession is required (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.
- International Students, please review below any additional requirements needed.
- All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

PREREQUISITES

An applicant must have completed a bachelor's degree from an accredited undergraduate college or university.

These credits must include the pre-optometry courses listed below 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.

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

- General Biology or Zoology (with labs) - one year
- General Chemistry (with labs) - one year
- Organic Chemistry (with labs) - one year ***or***
  - ½ year Organic Chemistry plus ½ year of either Biochemistry or Molecular Biology (lab highly recommended)
- General Physics (with labs) - one year
- Microbiology or Bacteriology (with lab) - ½ year
- English Composition or English Literature - one year
- Mathematics - one year
  - (½ year Calculus fulfills math requirement; however, ***one year Calculus highly recommended***)
- Psychology - ½ year
- Statistics (Math, Biology or Psychology) - ½ year

We encourage, but do not require, additional upper level science coursework in such areas as Biochemistry, Anatomy, Physiology, Histology, Cell Biology, Genetics and Experimental and Physiological Psychology.

INTERNATIONAL STUDENTS & PRACTITIONERS

International Transcripts

For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's web site for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to OptomCAS.
  - Instructions for submitting a foreign credential evaluation, visit salus.edu/traditional-od-admissions.

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.

ADMISSIONS SELECTION PROCESS

Interview Process

Invited applicants will participate in a unique interview process in optometry designed specifically for the Accelerated Scholars Program. Unlike the traditional one-on-one interview, applicants will participate in six to eight multiple mini-interviews (MMI), each lasting five to eight minutes.

Conducted by program faculty members, College administrators, as well as members of the Salus community, each mini-interview presents the applicant with a scenario aimed at assessing one or more attributes deemed to be essential for success in the Scholars Program.

The Scholars Program multiple mini-interviews are designed to assess critical thinking skills, diversity and cultural sensitivity, collaboration and communications skills, as well as time management. Collaboration and team building are key features of the Scholars Program. For this reason applicants also take part in a group exercise to further evaluate the applicant's abilities in these areas. The invited applicant's participation in the MMI process does not require that an applicant have specific scientific knowledge on a particular topic to be successful during the interview process.

Mentorship is another important feature of the Scholars Program. Students in the program will work closely with carefully selected faculty mentors who will supervise the program's students through each aspect of this curriculum; as group discussion leaders, clinical problem solving coaches, and supervisors of the intense and diverse patient care experiences Scholars Program students will encounter. Throughout the interview day, applicants will be interacting with the dean of PCO and the associate dean for the Scholars Program, as well as the core faculty members who will serve as mentors to the Scholars Program students.

During the interview process each applicant has multiple opportunities to fully demonstrate his/her suitability, as well as his/her willingness, to participate in the Scholars Program. Additionally, during the invited applicant's day on campus, each applicant learns about the program and has the opportunity to reflect and assess his/her own abilities in relation to the program's demands. As with the traditional four-year program, Scholars Program applicants also have the opportunity to tour the Elkins Park campus and The Eye Institute, meet current PCO students, as well as obtain information about the University, housing opportunities, and financial aid.

Please note, it is an applicant's responsibility to respond promptly to an interview invitation, either to accept or to decline. Information will be shared with all schools and colleges of optometry if an applicant is a "no show" for a scheduled admissions interview. Please contact the Office of Admissions with any questions regarding the interview process.

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.

Please note that all applicants are to respond promptly to all offers of admission. Once an applicant has accepted an offer, it is the applicant's obligation to immediately notify and withdraw any outstanding applications or to decline offers of admission from other schools and colleges of optometry. Salus University participates in Shared Acceptance Reports during the OptomCAS cycle.

DEFERMENT OF ADMISSION

An accepted student with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing. The request must be directed to both the Dean of Student Affairs and the Dean of PCO, and made via the Office of Admissions.

For deferment consideration, the following is required:

- **A deferment request submitted in writing by April 1**, before the July start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.

- All non-refundable deposit fees and the matriculation supplement must be received (as directed in the University's official Letter of Acceptance).

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, **in writing, by February 1** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation (this may be done in person or via phone/online).

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, and reapply through OptomCAS for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu.

CURRICULUM

The Accelerated Scholars Program Doctor of Optometry degree curriculum contains equivalent curricular components to the traditional program. The courses 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.

The credit unit is equal to one semester hour.

COURSE SCHEDULE

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Summer Session 2 (1Q-1D)		
ODS-7002	Healthcare, Professionalism, and Diversity	2.00
ODS-7360	Head and Neck Anatomy 1	0.50
ODS-7610	Genetics and Biochemistry	2.50
ODS-7611	Histology and Pathology	1.00
ODS-7630	Integrated Decision Making 1	1.00
ODS-7650	Optics 1	1.50
ODS-8630	Clinical Skills 1	1.00
ODS-8640	Patient Care 1	1.00
		10.50
Fall Quarter (2Q)		
ODS-7040	Pharmacology 1	1.00
ODS-7242	Systemic Physiology & Pathology 1	1.50

ODS-7244	Public Health Optometry and Research Methods	1.50
ODS-7330	Ocular Anatomy and History - Accelerated Scholars	2.50
ODS-7400	Head and Neck Anatomy 2	1.50
ODS-7609	Cellular Physiology	1.00
ODS-7631	Integrated Decision Making 2	1.00
ODS-7651	Optics 2	2.50
ODS-8631	Clinical Skills 2	2.00
ODS-8641	Patient Care 2	2.00
		16.50
Winter Quarter (3Q)		
ODS-7041	Pharmacology 2	1.00
ODS-7243	Systemic Physiology & Pathology 2	2.00
ODS-7331	Physiology and Biochemistry - Accelerated Scholars	2.50
ODS-7608	Systemic Microbiology and Immunology	2.00
ODS-7632	Integrated Decision Making 3	1.50
ODS-7640	Neuroanatomy 1	1.00
ODS-7652	Optics 3	3.00
ODS-8632	Clinical Skills 3	2.00
ODS-8635	Optical Clerkship	1.00
ODS-8642	Patient Care 3	1.00
		17.00
Spring Quarter (4Q)		
ODS-7042	Pharmacology 3	2.00
ODS-7402	Ocular Motility	2.00
ODS-7633	Integrated Decision Making 4	1.00
ODS-7641	Neuroanatomy 2	1.50
ODS-7410	Vision Science and Perception 1 with Laboratory	1.00
ODS-7653	Optics 4	2.50
ODS-8530	Contact Lens 1	1.50
ODS-8633	Clinical Skills 4	2.50
ODS-8643	Patient Care 4 With Grand Rounds	3.50
		17.50
First Year Total	**The credit unit is equal to one semester hour.**	**61.50**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Quarter (1Q)		
ODS-7020	Systemic Medicine and Disease 1	1.50
ODS-7030	Anterior Segment Disease1	2.00
ODS-7411	Vision Science and Perception 2 with Laboratory	1.50
ODS-7600	Ocular Pharmacology 1	1.00
ODS-7634	Integrated Decision Making 5	1.00

ODS-7642	Neurologic Examination and Imaging with Laboratory	1.00
ODS-8501	Low Vision and Vision Rehabilitation w/ Laboratory	2.50
ODS-8531	Contact Lens 2 with Laboratory	2.00
ODS-8644	Patient Care 5 with Grand Rounds	4.50
		17.00
Fall Quarter (2Q)		
ODS-7021	Systemic Medicine and Disease 2	1.50
ODS-7031	Anterior Segment Disease 2	2.00
ODS-7350	Posterior Segment Disease 1	1.50
ODS-7412	Vision Science and Perception 3 with Laboratory	1.50
ODS-7451	Neuro-Ophthalmic Disease 1 with Laboratory	1.50
ODS-7605	Glaucoma Management	1.00
ODS-7635	Integrated Decision Making 6	1.50
ODS-8500	Pediatric and Infant Vision with Laboratory	2.50
ODS-8645	Patient Care 6 With Grand Rounds	4.00
		17.00
Winter Quarter (3Q)		
ODS-7301	Ocular Emergencies and Differential Diagnoses	1.00
ODS-7351	Posterior Segment Disease 2	1.50
ODS-7413	Vision Science and Perception 4 with Laboratory	1.50
ODS-7441	Binocular Vision 1 with Laboratory	2.50
ODS-7452	Neuro-Ophthalmic Disease 2 with Laboratory	1.50
ODS-7601	Ocular Pharmacology 2	1.00
ODS-7636	Integrated Decision Making 7	1.50
ODS-8646	Patient Care 7 With Grand Rounds	4.00
		14.50
Spring Quarter (4Q)		
ODS-7100	Environmental Optometry and Sports Vision	1.00
ODS-7441	Binocular Vision 2 with Laboratory	2.00
ODS-7612	Ophthalmic Lasers & Minor Surgical Procedures	2.50
ODS-7637	Integrated Decision Making 8	1.00
ODS-8502	Interprofessional Mgmt of Acquired Brain Injury	2.00
ODS-8532	Contact Lens 3 with Laboratory	1.00
ODS-8647	Patient Care 8 With Grand Rounds	4.00
		13.50
Second Year Total	The credit unit is equal to one semester hour.	62.00
Third Year 2024-2025		
Course Number	**Course Title**	**Credits**

Summer Quarter (1Q)		
ODS-8830	Patient Care - Externship 1	10.00
		10.00
Fall Quarter (2Q)		
ODS-8831	Patient Care - Externship 2	10.00
		10.00
Winter Quarter (3Q)		
ODS-8832	Patient Care - Externship 3	10.00
		10.00
Spring Quarter (4Q)		
ODS-8833	Patient Care - Externship 4	10.00
		10.00
Third Year Total	The credit unit is equal to one semester hour.	40.00
Fourth Year 2025-2026		
Course Number	**Course Title**	**Credits**
Summer Session 1 (1Q-1C)		
ODS-8834	Practice Management	1.50
ODS-9002	Elective Research Project	1.50
		3.00
Fourth Year Total	The credit unit is equal to one semester hour.	3.00
	Scholars program total	166.5
	The credit unit is equal to one semester hour	

INTERNATIONAL OPTOMETRY PROGRAMS

Salus University offers a variety of educational programs and initiatives in response to the needs of international students and ophthalmic practitioners. For nearly 20 years, Salus has delivered education around the world, which has resulted in:

- Improvement of optometry practice standards
- International professional harmonization via cooperation with colleges and universities
- Advancement and improvement of optometric legislation
- Advancement and improvement of optometry's role as a primary health care profession

International Optometry Programs Offered:

- International Advanced Placement OD Degree Program
- MSCO With Advanced Studies Certificate Degree

International Advanced Placement OD Degree Program

The Advanced Placement Doctor of Optometry degree (APOD) program offers an additional pathway to the OD degree specifically for interested and qualified international practitioners. Eligible applicants will be given a customized course of study that is designed based upon the applicant's previous educational and clinical experience as well as their career goals.

ADMISSIONS

Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

The following application items are required for submission:

- **Minimum Education Requirement:**
    - International degree in a relevant health care field, beyond that of a 3 or 4 year BSc degree. Eligible applicants include: MSc, MD, PhD, etc.
- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click **Add Program** at the top of the application home page.
    - Use the search filters to locate the **Salus University, Advanced Placement Doctor of Optometry Degree (APOD)** program.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
    - ***Application and all required documentation must be submitted by December 15, 2020 for the August (Fall semester) 2021 start date.***
- A course-by-course foreign credential evaluation is required in order to establish candidacy for the program. World Education Services (WES) is recommended. The credential 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), 5-year program. Transcripts from all academic institutions will be required.
    - Graduates from Salus University's Master of Science in Clinical Optometry degree program (2013 to present). Transcripts from all academic institutions will be required.
    - An official evaluation (not a copy) must be sent from the evaluation service directly to the GradCAS application service.
    - You can request electronic WES evaluations directly through the GradCAS application. Click ***Order WES Evaluation*** after listing your foreign school in the ***Colleges Attended*** section. Once WES completes your evaluation, they will send it to GradCAS electronically.
    - GradCAS also accepts paper foreign credential evaluations sent via mail:
    - GradCAS Transcript Processing Center
      PO Box 9217
      Watertown, MA 02471
- Curriculum vitae or resume of work experience, submitted through the GradCAS application portal.
- Complete a ***Personal Goal Statement*** detailing your professional background, specific area of interest, reasons for choosing the Advanced Placement Optometry degree, and your post-OD career plans, submitted through the GradCAS application portal.
- Two letters of recommendation from a representative of a professional organization, professor or employer, submitted through the GradCAS application portal. 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 score of 6.5 or higher). 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.
    - 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.
    - If submitting TOEFL scores, please use the GradCAS code of B886.
    - If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.
- Individuals successfully meeting the required admissions selection criteria may receive an invitation to interview, on campus or via Skype, which provides further insight into the applicant's character, communication skills and motivation, and allows an applicant the opportunity to speak with faculty members.
- Review and approval by PCO's Advanced Placement OD Degree Admissions Committee.

Please note: Part 1 of NBEO is required for eligible candidates (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. Eligible candidates will be sponsored by Salus University Pennsylvania College of Optometry (PCO) to take the NBEO Part I.

MASTER OF SCIENCE IN CLINICAL OPTOMETRY WITH AN ADVANCED STUDIES CERTIFICATE DEGREE PROGRAM

Salus University Pennsylvania College of Optometry offers a Master of Science in Clinical Optometry (MSCO) with an Advanced Studies Certificate Degree program for international ophthalmic practitioners desiring to advance their knowledge and skills in optometric care and to experience specialized training within a specific content area. This degree program features biomedical and visual sciences, clinical sciences, research design and application, and small group learning experiences, delivered in 38 semester hour credits over a 12 month period. This program is delivered in a full-time program of study taking place at Salus University, Elkins Park, PA, USA.

Masters of Science in Four Modules

The MSCO portion of the degree program is comprised of four modules, each containing a series of courses with compilations of lectures, workshops, clinical skills training, controlled patient care and research.

Advanced Studies Certificates

Salus University Pennsylvania College of Optometry offers students the opportunity to customize their experience by gaining additional knowledge and skills within a specific content area through Advanced Studies Certificates.

The current Advanced Studies content offerings are:

- Advanced Studies in Binocular Vision and Vision Therapy
- Advanced Studies in Vision Impairment and Rehabilitation
- Advanced Studies in Contact Lens
- Advanced Studies in Optics, Refraction, and Dispensing
- Advanced Studies in Anterior Segment Disease

The Master of Science in Clinical Optometry with an Advanced Studies Certificate degree program is expected to start October, fall term each year.

ADMISSIONS CRITERIA

Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

The following application items are required for submission:

- Minimum Education Requirement:
    - A minimum of a Bachelor's degree in a vision-related field, such as optics, optometry or ophthalmology
- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click **Add Program** at the top of the application home page.
    - Use the search filters to locate the **Salus University, Master of Science in Clinical Optometry** program.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- Submit a copy of license to practice optics, optometry or ophthalmology, or proof of a relevant faculty appointment through the GradCAS application portal.
- Submit a copy of your valid passport through the GradCAS application portal.
- Submit a course-by-course review by World Education Services (WES) 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 the GradCAS application service. The contact information for World Education Services follows: Phone +1-212-966-6311, www.wes.org
    - You can request electronic WES evaluations directly through the GradCAS application. Click ***Order WES Evaluation*** after listing your foreign school in the ***Colleges Attended*** section. Once WES completes your evaluation, they will send it to GradCAS electronically. GradCAS also accepts paper WES evaluations sent via mail:
        - GradCAS Transcript Processing Center
          PO Box 9217
          Watertown, MA 02471
    - Further instructions on submitting foreign credential evaluations.
- A recommended score for the TOEFL IBT is 70 or above. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended score of 5.5 or above). 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.
    - If submitting TOEFL scores, please use the GradCAS code of B886.
    - If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.
- Submit one letter of recommendation from a professional organization, teacher or colleague through the GradCAS application portal.
- Submit a Personal Goal Statement detailing your reasons for choosing the MSCO degree and your post-degree career plans (minimum 900 words, maximum 1100 words) through the GradCAS application portal.
- 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. SACM documentation may be uploaded to the GradCAS application portal.

- *Score requirement updated March 24, 2017

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

ADVANCED STUDIES PROGRAMS

The Pennsylvania College of Optometry curriculum, like those of other schools and colleges of optometry, prepares graduating students to competently practice Primary Care optometry at an expected "entry level." PCO is the only optometric institution to offer Advanced Studies certificates to those students who wish to be trained beyond this level in specific curricular areas for their personal and professional goals. The Advanced Studies program offers an option for preparing students beyond the entry level, enhancing their knowledge and skills in distinct areas of practice or research, and expanding their breadth and concentration in selected knowledge bases. The PCO graduate with an Advanced Studies program certificate is able to apply these competencies and advanced technologies confidently, at a level of proficiency that surpasses basic entry-level expectations.

CURRENT CONTENT AREAS OF STUDY

- Advanced Studies in Anterior Segment
- Advanced Studies in Contact Lens
- Advanced Studies in Binocular Vision and Vision Therapy
- Advanced Studies in Neuro-Ophthalmic Disease

PCO students who elect to apply to the Advanced Studies program and are accepted into the program will have the opportunity to participate in on-campus and distance education courses involving their chosen area of study.

APPLICATION REQUIREMENTS

To Apply PCO student applicants must:

- Be in their third year of study;
- Be in good academic standing within the core curriculum program at the time of application and maintain that standing throughout the application process;
- Must successfully complete any required interviews by the Selection Committee of the Advanced Studies program;
- Achieve a minimum grade of "B" in the basic core curriculum course related to the chosen content area
- Provide appropriate documentation determined by the Director of the Advanced Studies program.

COURSE SCHEDULE

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Quarter (2Q)		
CLO-5000	Molecular and Cellular Processes	0.50
CLO-5001	Microbiology and Immunology	0.50
CLO-5002	Ocular Anatomy and Physiology	0.50
CLO-5004	General Physiology, Pathology & Pathophysiology 1	1.00
CLO-5006	Principles and Applications of Pharmacology	1.00
CLO-5107	Refraction and Pre & Post Refractive Surgery	1.00

CLO-5300	Epidemiology, Biostatistics, Research and Design	1.00
CLO-6301	Evidence-Based Practice 1	0.50
CLO-6330	Scholarly Project - Part 1	2.00
		8.00
Winter Quarter (3Q)		
CLO-5105	Peds and the Study of Norm & Ab Binocular Function	1.00
CLO-5106	Contact Lens Application	0.50
CLO-5003	Human Anatomy and Neuroscience	1.00
CLO-5009	General Physiology, Pathology & Pathophysiology 2	0.50
CLO-5100	Ocular Biology and Anterior Segment Disease	1.00
CLO-5101	Clinical Medicine and Disease Manifestations	1.00
CLO-5103	Posterior Segment Disease	0.50
CLO-5104	Concepts of Cataracts, Low Vision & Geriatric Care	0.50
CLO-5110	Optic Nerve Disorders	0.50
CLO-6001	Practice Management and Professional Development	0.50
CLO-6305	Evidenced-Based Practice 2	0.50
		7.50
Spring Quarter (4Q)		
CLO-5102	The Study of Glaucoma	0.50
CLO-6200	Clinical Procedures Laboratory	1.50
CLO-6230	Controlled Patient Care Session 1	2.00
CLO-6331	Scholarly Project - Part 2	2.50
Advanced Studies 1	Choose one of the following	1.00
CLO-9031	Advanced Studies in Contact Lens Part 1	
CLO-9041	Advanced Studies in Vision Impairment & Rehab Part 1	
CLO-9051	Advanced Studies in Binocular Vision & Vision therapy Part 1	
Advanced Studies 2	Choose one of the following	1.00
CLO-9032	Advanced Studies in Contact Lens Part 2	
CLO-9042	Advanced Studies in Vision Impairment & Rehab Part 2	
CLO-9052	Advanced Studies in Binocular Vision & Vision therapy Part 1	
		8.50
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Quarter (1Q)		
CLO-5108	Environmental Optometry	0.50
CLO-5109	Case Presentations and Panel Discussion	0.50
CLO-6203	Clinical Case Studies	5.00
CLO-6231	Controlled Patient Care Session 2	2.50
CLO-6332	Culminating Scholarly Project 3	2.50

Advanced Studies 3	Choose one of the following	1.50
CLO-9033	Advanced Studies in Contact Lens Part 3	
CLO-9043	Advanced Studies in Vision Impairment & Rehab Part 3	
CLO-9053	Advanced Studies in Binocular Vision and Vision Therapy Part 3	
Advanced Studies 4	Choose one of the following	1.50
CLO-9034	Advanced Studies in Contact Lens Part 4	
CLO-9044	Advanced Studies in Vision Impairment & Rehab Part 4	
CLO-9054	Advanced Studies in Binocular Vision and Vision Therapy Part 3	
		14.00
	Program Total MSCO w/AS Certificate	38.00
Module 1	Foundations of Basic Science	
Module 2	Optometric Applications & Ophthalmic Disease	
Module 3	Practice of Optometric Medicine	
Module 4	Research Design and applications	
AS	Advanced Studies	

OSBORNE COLLEGE OF AUDIOLOGY

Radhika Aravamudhan, PhD, Dean

Originally established in 2000 as the PCO School of Audiology, the Osborne College of Audiology was re-named in memory of the school's founding dean in 2008.

MISSION

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

DEGREE PROGRAMS

Doctor of Audiology On-Campus Program

The first and only College of Audiology in the nation, Salus University Osborne College of Audiology's competitive four-year residential program prepares graduates to diagnose, treat, and manage patients with hearing and balance disorders.

Audiology is one of the fastest growing professions in the country today, with hearing and balance disorders increasing as our population ages.

The Audiology program at Salus University is noted for the following**:**

- Extensive clinical education through clerkships and externships
- Initial development of clinical skills supported by 70 hours of supervised pre-clinical training
- Immediate, first term clinical experience
- Direct patient care begins in the second term
- Vital clinical skills practice time available seven days a week in pre-clinical training labs

Our primary care philosophy with its patient-centered holistic approach ensures Salus University students appreciate the need not only to care ***for*** the patient, but also ***about*** the patient. With its strong emphasis on biomedical science, our extraordinary on-campus clinical facility, the Pennsylvania Ear Institute, and a thorough education in practice management, our Audiology program is diversified and unique. Our students enter their profession with more than 2,500 hours of clinical experience with patients ranging from pediatric to elderly populations, useful practice management training, and exceptional patient care skills.

Doctor of Audiology Online Bridge Program
The Doctor of Audiology Online Bridge Program is a distance education, international degree program that offers online education for working audiologists with a master's degree or medical degree in audiology.
This online program is uniquely designed to meet the educational needs of the modern audiologist. The profession of audiology worldwide is distinct in that it is a multi-disciplinary area of study and practice. Audiologists committed to remaining current with today's rapid advances in audiology and the health sciences require specific essentials that include:

- Knowledge in the fundamentals of neuroscience
- Application of sound clinical judgments based on psychoacoustic principles
- Adherence to evidence-based intervention methods
- Deep understanding of public health and professional issues

Master of Science in Clinical Audiology
Salus University Osborne College of Audiology offers a Master of Science in Clinical Audiology (MSCA) that includes a core curriculum consisting of 24 semester credits and two fifteen-credit 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 MSCA degree program is being offered for international Audiology practitioners 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 22-month period. This is a hybrid program with both face-to-face learning supplemented by online content, hands-on workshops and supervised clinical training. Students will be required to travel to Salus University for a total of fifteen (15) days throughout the duration of the program to complete the four three-day hands-on workshops and one three-day clinical training graduation requirements.

Master of Science in Three Phases
The MSCA degree program is comprised of three phases:

- Mandatory Fellowship Program in Cochlear Implants (15 Credits)
- Choice of Fellowship Program in Vestibular Sciences and Disorders (15 Credits) or Fellowship Program in Hearing Aid Technologies (15 Credits)
- Core Curriculum (24 Credits).

Each segment of study is composed of lectures, workshops, clinical skills training, controlled patient care, and research opportunities.

Students interested in completing the Fellowship Program phase of the MSCA degree program only should contact the Office of Admissions for guidance in the application process.

Advanced Studies Certificate Programs
The Advanced Studies certificate programs are designed to expand knowledge, improve 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 to eight graduate-level courses that require nine to twelve 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. Current audiology clinical doctoral (AuD) students who are in the clinical externship phase of their program are also eligible to apply. A letter of support is required from the program director.

Students have the option to apply to enroll in the entire course of study, or to take individual courses as a non-matriculated student. Courses are taught in English.

Advanced Studies Certificate Programs:

- 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

The Osborne College of Audiology, Doctor of Audiology On-Campus Program, accepts applications through the Communication Science and Disorders Centralized Application Service (CSDCAS).
The processing of applications by CSDCAS (csdcas.liaisoncas.com) begins mid-July, one year prior to the year of desired enrollment. Applications must be submitted on or before July 1 of the year of desired enrollment.

- Student application reviews begin when an application is verified by CSDCAS.
- Interviews are scheduled and initiated, beginning in 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.

The Osborne College of Audiology actively seeks individuals from every state in the nation as well as worldwide who bring diverse life experiences and who desire to become audiologists.

TO BE CONSIDERED FOR THE FOUR-YEAR TRACK OR THREE-YEAR TACK, AN APPLICANT MUST:

Please note: Admissions requirements to the AuD On-Campus Program have changed for the Entering 2020 admissions cycle, to include changes to acceptable letters of recommendation and required hours of observation. Please review all listed requirements thoroughly. (updated: 6/24/19)

- Submit a properly completed application to the Communication Science and Disorders Centralized Application Service (CSDCAS). 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.*

- Submit three letters of recommendation. Arrange to have forwarded directly to CSDCAS the following letters of recommendation:
    - Two letters must be written by teaching faculty members who have taught you in a course.
    - One letter must come from a practicing audiologist.
        - A third letter from a teaching faculty member may be submitted in lieu of a letter from an audiologist.
    - The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.
- Achieve satisfactory score results from the Graduate Record Examination (GRE).
    - Results may be submitted directly to CSDCAS (Designated Institution code is 7157).
    - Completion of the GRE is required within three years of your desired entrance date to the Program.
- Observe a practicing audiologist for at least one day (minimum of 7.5 hours) in order to be familiar with the role of the audiologist as a member of the healthcare team.
- International Students, please review any additional requirements below.
- All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

Additional Admissions Requirements for the Three-Year Track:

- Recommended overall GPA of 3.5 or higher.
- Interview with two separate faculty members during the interview day.

PREREQUISITES

For both the Four-Year and Three-Year tracks, an applicant must have completed a minimum of 90 semester hours or 135 quarter hours of credit from an accredited undergraduate college or university. These credits must include the listed prerequisite courses below 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.

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

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

Additional Courses (highly recommended, but not required)

- Hearing Science and Introduction to Audiology
- Anatomy, Physiology and/or Neurobiology
- Physics, Chemistry, and Biology

- Pre-calculus or Calculus (to include logarithms)
- Psychology and/or Counseling

INTERNATIONAL STUDENTS & PRACTITIONERS

INTERNATIONAL TRANSCRIPTS

For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to CSDCAS.

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.

- If submitting TOEFL scores, please use the CSDCAS code of C112.
- If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.

ADMISSIONS SELECTION PROCESS

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) scores are taken into consideration.

Admissions Selection Process - On-Campus Audiology Program

Interview Process
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. Applicants invited to interview for the Three-Year Track degree will be required to interview with two faculty members.

Notification of Acceptance and Matriculation Fee
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.

Compliance Requirements
Students may be required to complete various compliance requirements (i.e. background checks or immunizations) 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 STANDARDS
The Technical Standards of Salus University Osborne College of Audiology reflect the essential qualities, abilities and functions that are required of students pursuing the Doctor of Audiology (AuD) degree. Ability to meet these Technical Standards is required of entering students and must be continually demonstrated with proficiency throughout the student's progress in the AuD degree program.

The following standards were adopted with the awareness that a balance must be achieved between competing interests:

- the rights of applicants and students;
- the safety of students, their co-workers, and patients;
- the significant clinical education component of the College's curricula;
- the accreditation requirements for the College; and
- the conditions for licensure of our graduates.

The institution upholds a public health responsibility to ensure its graduates are fully competent, capable individuals prepared to provide benefit to the community in which they practice. Therefore, it is important that the individual student investing their time be fully knowledgeable of the qualities, abilities and functions deemed necessary to succeed in this rigorous educational program. For this reason, individuals with visual, auditory, physical and/or psychosocial impairments severe enough to require an intermediary may find that accommodation is not sufficient to ensure success.

The intent of this document is to guide students in making an informed decision regarding clinical audiology as a career. To complete the AuD curriculum and enter practice as a licensed audiologist, all students must possess abilities and skills in the domains of communication, intellectual-cognitive, motor, sensory-observational and behavioral-social that are consistent with the skill sets of doctoral-level, healthcare providers.

Communication Skills (all in Standard English)
Students must possess the ability:

- To use speech, hearing and vision to communicate effectively (elicit, convey and clarify information) with patients, patients' support networks, faculty, staff, peers, other health care professionals and the general public, utilizing oral, written and non-verbal communication modes.
- To understand the written content presented in the educational program and to adequately complete all written assignments in the timeframe specified by faculty.
- To complete all reading assignments in the timeframe specified by faculty and to synthesize accurately and quickly large volumes of information presented in written and electronic formats.
- To understand and utilize non-verbal communication in order to meet curricular and clinical demands.
- To synthesize knowledge and apply the same to patient care through written and oral presentation.
- To modify communication styles to meet the audiences' communication needs.
- To share, elicit and record information from patients, preceptors, peers and other health professionals verbally and in a recorded format observing and upholding HIPAA and FERPA guidelines.
- To communicate effectively and professionally in person, over the phone and in electronic format.

The demonstration of sufficient skills in written and spoken standard English may be accomplished by passing the Test of Spoken English (TSE), Speaking Proficiency English Assessment Kit (SPEAK) and The Test of English as a Foreign Language (TOEFL) with scores of 60, 230 and 250, respectively.

Cognitive Abilities

- Students must be able to demonstrate higher-level cognitive abilities, including:
    - memory and retention
    - rational thought and conceptualization
    - measurement and calculation
    - visual-spatial comprehension
    - organization, analysis and synthesis
    - representation (oral, written, diagrammatic, three-dimensional)
    - clinical reasoning, ethical reasoning and sound judgment
- Students must possess the ability:
    - To learn through a variety of modalities including classroom instruction and group collaborative activities.
    - To acquire, comprehend, synthesize, integrate and apply a large body of written and oral information that is sufficient to meet curricular and clinical requirements.
    - To think critically, solve complex problems and make sound clinical judgments, all in accordance with the accepted best practices of patient care and in a timely fashion.

    - To identify and utilize resources to successfully improve one's knowledge and skills.
    - To comprehend three-dimensional and spatial relationships.

To reflect and evaluate one's knowledge and abilities regarding academic performance and clinical skills for the purpose of identifying strengths, weaknesses, limitations and areas needing improvement.

Motor / Sensory Skills

- Students must possess sufficient visual, auditory, tactile and motor abilities to allow them to gather information
    - from written reference material
    - from oral presentations
    - by observing demonstration
    - by studying medical illustrations in multiple formats
    - by observing a patient and his/her environment
    - by observing clinical procedures performed by others
    - by reading digital or analog representations of physiologic phenomena

Students must possess the ability:

- To perform actions requiring coordination of gross and fine motor movement and equilibrium.
- To demonstrate the physical stamina to meet the demands of the classroom and clinical activities.
- To monitor, through both visual and auditory modalities, equipment displays and controls (including hearing aids) used for the assessment and treatment of patients.
- To visually perceive and identify text, numbers, tables and graphs presented, including those associated with diagnostic instruments.
- To observe a patient's activity and behavior during assessment and treatment.
- To interpret patient responses regardless of the mode of response (auditory, visual or mechanical device).
- To minimize inaccuracies in the flow of information by possessing a minimum level of hearing acuity.
- To perform an otoscopic examination of a patient to assess the status of the ear and adjacent area of the head.
- To visually perceive and identify anatomical structures, both normal and abnormal.
- To conduct hearing aid listening checks to assess device functionality.
- To respond quickly in order to provide a safe environment for patients in an emergency situation.
- To access public and non-public transportation to academic and clinical locations.
- To utilize testing, treatment environments and materials in adherence with best practice protocols.
- To manipulate patient-utilized equipment (e.g. wheel chair, oxygen tank, communication devices) in a safe manner.
- To adhere to universal precaution measures and to meet safety standards applicable to the clinical settings and educational activities.
- To access and utilize technology for clinical management of patients to include, but not limited to, scheduling programs, coding and billing programs, therapeutic programs and general use of computer technology in a safe and efficient manner.

Behavioral - Social Skills

- Students must possess the emotional health and management skills (coping mechanisms) or proactively make use of available university resources to:
    - prioritize competing demands
    - function effectively in stressful circumstances
    - tolerate physically taxing workloads
    - display flexibility in response to changing circumstances
    - demonstrate integrity, respect, compassion, tolerance and acceptance of others in their interactions with patients, peers, faculty and other members of the health care team.
- Students must possess the ability:
    - To recognize and show respect for all individuals of different age, gender, race, religion, sexual orientation, cultural and socioeconomic backgrounds and intellect.
    - To refrain from imposing personal, religious, sexual and cultural values on others.
    - To establish and maintain appropriate professional relationships.
    - To demonstrate the perseverance, diligence and commitment necessary to complete the educational program requirements as directed within the allotted time.
    - To critically evaluate her/his performance, be forthright about errors, accept constructive criticism and respond by modification of behavior.
    - To acknowledge conflicts of interests, mistakes and adverse outcomes and cooperate in the resolution of the same.
    - To demonstrate appropriate behaviors to protect the safety and well-being of others.
    - To place professional behavior and duties above one's own convenience.
    - To demonstrate acceptable social skills in professional and social interactions with others.
    - To possess and express appropriate compassion, integrity and empathy for others.

An individual with a diagnosed psychiatric disorder may be in the educational program as long as the condition is under sufficient control for adherence to these Behavioral – Social Skills standards.

The AuD degree program at Salus University is designed to prepare students to enter the profession as a generalist with the knowledge, skills and values necessary to perform successfully all the required functions associated with the scope of practice as an entry-level audiologist.

The competing interests and requirements of the clinical components of the educational program may prevent some prospective students from continuing the process of enrolment if they cannot meet these technical standards, with or without reasonable accommodations. Additionally, during the educational program, should a student become unable to maintain these technical standards, with or without reasonable accommodations, the student is subject to dismissal from the program.

In keeping with the requirements of Section 504 of the Rehabilitation Act of 1973 and the University's philosophy, we are committed to making reasonable accommodations for individuals with disabilities to enable them to meet these technical standards in order to successfully perform the skills necessary to fulfill the requirements of the educational program.

If a student has a disability that they feel may require accommodation to perform any of the tasks identified as essential to the clinical practice of audiology, it is the student's responsibility to inform the Office of Academic Success in the Department of Student Affairs so appropriate steps can be taken to accommodate the student's needs.

Students should carefully review this “Technical Standards” document to determine whether or not they can meet these standards (with or without accommodation).

CURRICULUM

The mission of the Doctor of Audiology (AuD) curriculum is to graduate competent and caring primary healthcare clinicians who can fulfill an expanding role in the prevention, diagnosis, treatment and management of disorders of the auditory and vestibular systems, as well as co-management of related systemic conditions.
Our distinctive, strong biomedical curriculum offers many benefits to our Audiology students, including:

- emphasis on small-group and problem-based learning
- early clinical experience, beginning in the first term
- singular access to our core program faculty
- state of the art pre-clinical laboratories for the assessment of balance, electrophysiology and hearing
- our state of the art, on campus clinical facility, the Pennsylvania Ear Institute
- outstanding faculty who share a sincere commitment to our students
- access to the best possible patient care practices
- practice management skills and procedures training over all four years

Our strong commitment to early, extensive and lengthy clinical experience ensures that our students are well-prepared for the duties of their 18 month externships. Our evidence based medicine classes shared with Optometry and Physician Assistant students emphasize the importance of communicating effectively with other healthcare providers to enhance the overall quality of healthcare patients receive. Our philosophy of compassionate caring prepares our students to not only care for, but to care about their patients.

NINE LEARNING MODULES

Year 1	Year 2	Year 3	Year 4
Module 1			
Module 2			
Module 3			
Module 4			
Module 5			
Module 6			
Module 7			
Module 8			
Module 9			

COURSE SCHEDULE - Four-Year Track

First Year 2022-2023		
Course Number	**Course Title**	**Credits**

Fall Semester (2S)		
AUD-7132	Cell and Molecular Processes	3.00
AUD-7330	Auditory Biology 1	1.50
AUD-7400	Head and Neck Anatomy	2.00
AUD-7517	Instrumentation	1.00
AUD-7524	Acoustics and Acoustic Phonetics	3.00
AUD-7530	Audiometric Principles 1	1.00
AUD-7580	Patient Centered Clinical Interviewing	1.00
IPE-7701	Evidence-Based Practice	1.00
AUD-8630	Clinical Skills: Audiometric Principles 1	0.50
AUD-8851	Professional Practice 1	0.50
		14.50
Spring Semester (4S)		
AUD-7232	Systemic Organ Biology	3.00
AUD-7331	Auditory Biology 2	1.00
AUD-7401	Neurosciences	2.00
AUD-7518	Calibration	0.50
AUD-7525	Psychoacoustics	3.50
AUD-7531	Audiometric Principles 2	1.00
AUD-7552	Hearing Technologies 1	2.00
AUD-7730	Clinical Problem Solving 1	0.50
AUD-8631	Clinical Skills: Audiometric Principles 2	0.50
AUD-8642	Clinical Skills: Hearing Technologies 1	0.50
AUD-8852	Clinical Skills: Professional Practice 2	0.50
		15.00
First Year Total	**The credit unit is equal to one semester hour.**	**29.50**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Term (1S)		
AUD-7201	Pharmacology	2.00
AUD-7501	Cerumen Management	0.50
AUD-7503	Speech and Language Development and Disorders	2.00
AUD-7520	Otoacoustic Emissions	0.50
AUD-7553	Hearing Technologies 2	0.50
AUD-7581	Psychosocial Aspects of Hearing Impairment	0.50
AUD-7934	Ethics for Healthcare Professionals	0.50
AUD-8643	Clinical Skills: Hearing Technologies 2	0.50
AUD-8853	Professional Practice 3	1.50
		8.50
Fall Semester (2S)		
AUD-7540	Vestibular and Balance Evaluation 1	2.00
AUD-7554	Hearing Technologies 3	2.50
AUD-7562	Auditory Evoked Responses 1	1.00

AUD-7570	Pediatric Audiologic Assessment	1.50
AUD-8644	Clinical Skills: Hearing Technologies 3	1.00
AUD-8645	Clinical Skills: Vestibular and Balance Evaluation 1	0.50
AUD-8662	Clinical Skills: Auditory Evoked Responses 1	0.50
AUD-8670	Clinical Skills: Pediatric Audiologic Assessment	0.50
AUD-8854	Professional Practice 4	1.50
		11.00
Spring Semester (4S)		
AUD-7541	Vestibular and Balance Evaluation 2	2.50
AUD-7555	Cochlear and Brain Stem Implants	2.50
AUD-7563	Auditory Evoked Responses 2	1.50
AUD-7571	Pediatric Intervention and Management	1.50
AUD-7582	Auditory Rehabilitation	1.00
AUD-7731	Clinical Problem Solving 2	0.50
AUD-7936	Resume Writing and Interviewing Skills	0.50
AUD-8855	Professional Practice 5	2.50
		12.50
Second Year Total	**The credit unit is equal to one semester hour.**	**32.00**
Third Year 2024-2025		
Course Number	**Course Title**	**Credits**
Summer Term (1S)		
AUD-7523	Medical Co-Management of Auditory Diseases	1.00
AUD-7542	Vestibular Rehabilitation	1.00
AUD-7572	Educational Audiology	1.00
AUD-7740	Introduction to Clinical Research	2.00
AUD-7937	Professional Issues in Audiology	0.50
AUD-8856	Professional Practice 6	3.00
		8.50
Fall Semester (2S)		
AUD-7505	Auditory Processing Disorders	2.00
AUD-7514	Hearing Conservation and Industrial Audiology	2.00
AUD-7750	Audiology Grand Rounds	0.50
AUD-7940	Audiology Practice Management	2.00
AUD-8857	Professional Practice 7	5.00
		11.50
Spring Semester (4S)		
AUD-7515	Management of Tinnitus and Hyperacusis	1.00
AUD-7565	Inter-Operative Neuromonitoring	1.00
AUD-7583	Aging and Management of Geriatric Patient	1.00

AUD-8858	Professional Practice 8	5.00
		8.00
Third Year Total	**The credit unit is equal to one semester hour.**	**28.00**
Fourth Year 2025-2026		
Course Number	**Course Title**	**Credits**
Summer Quarter (1Q)		
AUD-8860	Clinical Externship	9.50
Fall Quarter (2Q)		
AUD-8861	Clinical Externship	9.50
Winter Quarter (3Q)		
AUD-8862	Clinical Externship	9.50
Spring Quarter (4Q)		
AUD-8863	Clinical Externship	9.50
		38.00
Fourth Year Total	**The credit unit is equal to one semester hour.**	**38.00**
	Program Total	**127.50**

COURSE SCHEDULE - Three-Year Accelerated Track

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Quarter (2Q)		
AUA-7132	Cell and Molecular Processes 1	1.50
AUA-7300	Auditory Biology 1	1.50
AUA-7301	Auditory Biology 2	1.00
AUA-7400	Head and Neck Anatomy	2.00
AUA-7502	Instrumentation	1.00
AUA-7504	Calibration	0.50
AUA-7524	Acoustics and Acoustic Phonetics	3.00
AUA-7530	Audiometric Principles 1	1.00
AUA-7580	Patient Centered Clinical Interviewing	1.00
IPE-7730	Evidence-Based Practice Part 1	1.00
AUA-8630	Clinical Skills: Audiometric Principles 1	0.50
AUA-8851	Professional Practice 1	0.50
		14.50
Winter Quarter (3Q)		
AUA-7133	Cell and Molecular Processes 2	1.50
AUA-7230	Systemic Organ Biology 1	1.00
AUA-7401	Neurosciences	2.00
AUA-7525	Psychoacoustics	3.50
AUA-7531	Audiometric Principles 2	1.00
AUA-7552	Hearing Technologies 1	2.00
AUA-8631	Clinical Skills: Audiometric Principles 2	0.50

AUA-8642	Clinical Skills: Hearing Technologies 1	0.50
AUA-8852	Professional Practice 2	0.50
		12.50
Spring Quarter (4Q)		
AUA-7201	Pharmacology	2.00
AUA-7235	Systemic Organ Biology 2	2.00
AUA-7520	Otoacoustic Emissions	0.50
AUA-7553	Hearing Technologies 2	0.50
AUA-7562	Auditory Evoked Responses 1	1.00
AUA-7730	Clinical Problem Solving 1	0.50
AUA-7934	Ethics for Healthcare Professions	0.50
AUA-7936	Resume Writing and Interviewing Skills	0.50
AUD-8643	Clinical Skills: Hearing Technologies 2	0.50
AUD-8662	Clinical Skills: Auditory Evoked Responses 1	0.50
AUD-8853	Professional Practice 3	1.50
		10.00
First Year Total	**The credit unit is equal to one semester hour.**	**37.00**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Quarter (1Q)		
AUA-7503	Speech & Language Development/Disorders	2.00
AUA-7554	Hearing Technologies 3	2.50
AUA-7563	Auditory Evoked Responses 2	1.50
AUA-7570	Pediatric Audiology Assessment	1.50
AUA-7581	Psychosocial Aspects of Hearing Impairment	0.50
AUA-7740	Introduction to Clinical Research	2.00
AUA-8644	Clinical Skills: Hearing Technologies 3	1.00
AUA-8670	Clinical Skills: Pediatric Audiologic Assessment	0.50
AUA-8654	Professional Practice 4	1.50
		13.0
Fall Quarter (2Q)		
AUA-7505	Auditory Processing Disorders	2.00
AUA-7540	Vestibular and Balance Evaluation 1	2.00
AUA-7571	Pediatric Intervention & Management	1.50
AUA-7582	Auditory Rehabilitation	1.00
AUA-7750	Auditory Grand Rounds	0.50
AUA-8645	Clinical Skills: Vestibular and Balance Evaluation 1	0.50
AUD-8855	Professional Practice 5	2.50
		10.00
Winter Quarter (3Q)		
AUA-7523	Medical Co-Management of Auditory Diseases	1.00
AUA-7541	Vestibular and Balanced Evaluation 2	2.50

AUA-7555	Cochlear and Brain Stem Implants	2.50
AUA-7572	Educational Audiology	1.00
AUA-7936	Resume Writing & Interviewing Skills	0.50
AUD-8856	Professional Practice 6	3.00
		10.50
Spring Quarter (4Q)		
AUA-7515	Management of Tinnitus and Hyperacusis	1.00
AUA-7542	Vestibular Rehabilitation	1.00
AUA-7565	Inter-Operative Neuro Monitoring	1.00
AUA-7583	Aging and Management of Geriatric Patient	1.00
AUA-7731	Clinical Problem Solving 2	0.50
AUA-8857	Professional Practice 7	5.00
		9.5
Second Year Total	**The credit unit is equal to one semester hour.**	**42.50**
Third Year 2024-2025		
Course Number	**Course Title**	**Credits**
Summer Quarter (1Q)		
AUA-7501	Cerumen Management	0.50
AUA-7937	Professional Issues in Audiology	0.50
AUA-8858	Professional Practice 8 (Summer Session 1C)	5.00
AUA-8864	Clinical Externship 1 - Part 1 (Summer Session 2 1D)	5.00
		11.00
Fall Quarter (2Q)		
AUA-7514	Hearing Conservation & Industrial Audiology	2.00
AUA-7940	Audiology Practice Management	2.00
AUA-8865	Clinical Externship 1 - Part 2 (Fall Session 1 2C)	4.50
AUA-8866	Clinical Externship 2 - Part 1 (Fall Session 2 3D)	5.00
		13.50
Winter Quarter (3Q)		
AUA-7940	Audiology Practice Management	2.00
AUA-8867	Clinical Externship 2 - Part 2 (Winter Session 1 3C)	4.50
AUA-8868	Clinical Externship 3 - Part 1 (Winter Session 2 3D)	5.00
		11.50
Spring Quarter (4Q)		
AUA-8869	Clinical Externship 3 - Part 2 (Spring Session 1 4C)	4.50
AUA-8870	Clinical Externship 4 - Part 1 (Spring Session 2 4D)	5.00

		9.50
Third Year Total	**The credit unit is equal to one semester hour.**	**44.50**
Fourth Year 2024-2025		
Course Number	**Course Title**	**Credits**
Summer Session 1 (1Q-1C)		
AUA-8871	Clinical Externship 4 - Part 2	4.50
Fourth Year Total	**The credit unit is equal to one semester hour.**	**4.50**
	Program Total	**127.50**

COURSE DESCRIPTIONS

AUD-7130 - Molecular and Cellular Processes
This course introduces the students to a number of fundamental mechanisms that govern cellular metabolism, basic histological characteristics of the four tissue types of the human body and basic physiological properties common to all cell types. These sections also include some limited examples of regulatory breakdown or pathology and clinical correlates. The goal is to provide the student with sufficient understanding of normal cellular and tissue organization and function to facilitate the recognition and understanding of the mechanisms that underlie both normal and disease processes covered in subsequent courses.

AUD-7201- 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.

AUD-7230 - Systemic Organ Biology
This course concentrates on the integration of the anatomy, histology, physiology and pathology to understand the basic function and pathology of specific organ systems, including the cardiovascular, pulmonary, urinary, gastrointestinal and endocrine.

AUD-7330 - 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.

AUD-7400 - 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.

AUD-7401 - 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.

AUD-7501 - 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.

AUD-7503 - 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.

AUD-7505 - 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. Students will obtain experience in administering and interpreting auditory processing tests and developing management plans.

AUD-7514 - 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).

AUD-7515 - 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.

AUD-7517 - 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.

AUD-7518 - Calibration
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.

AUD-7520 - Otoacoustic Emissions

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

AUD -7523 - Medical Co-Management of Auditory Diseases
Focuses on the diagnosis and follow-up of medically related disorders of hearing, includes genetic syndromes, infectious diseases and chronic disorders. This course will be team taught by an otologist and an audiologist.

AUD-7524 - Acoustics and Acoustic Phonetics
Information is covered on the principles of sound, its measurement and the acoustic parameters of sound and perception of speech.

AUD-7525 - Psychoacoustics
Physical and psychological attributes related to sound in normal hearing and impaired ears. Classical psychophysical methods discussed, with an emphasis on their application to audiological testing.

AUD-7530 - Audiometric Principles 1
Evaluation of the auditory mechanisms from otoscopy through theories of comprehensive audiometric testing leading up to sites-of-lesion.

AUD-7531 - 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.

AUD-7540 - 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.

AUD-7541 - 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.

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

AUD-7552 - 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.

AUD-7553 - 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.

AUD-7554 - 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.

AUD-7555 - 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.

AUD-7562 - 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.

AUD-7563 - 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).

AUD-7564 - 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.

AUD-7565 - 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.

AUD-7570 - 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.

AUD-7571 - 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, including amplification, assistive listening devices, supporting development and transitioning into educational programs. Topics will include hearing aids, remote microphone technology, assistive listening devices, supporting development and transitioning into educational programs.

AUD-7572 - 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.

AUD-7580 - 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.

AUD-7581 - 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.

AUD-7582 - 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.

AUD-7583 - 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.

IPE-7701 - 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.

AUD-7730 - Clinical Problem Solving 1
First course in the two-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.

AUD-7731 - 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.

AUD-7740 - 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.

AUD-7901 - 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.

Ethics for Healthcare professional
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.

Resume writing
This building block module prepares students for the expectations and challenges of the future, including career planning, resume writing, and interviewing skills.

Professional issues in Audiology
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.

AUD-7940 - Audiology Practice Management
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.

AUD-8670 - 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 and behavioral assessment using visual reinforcement and conditioned play audiometric techniques. Course culminates in a credentialing exam to verify the student's abilities.

AUD-8662 - 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.

AUD-8630 - 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.

AUD-8631 - Clinical Skills: Audiometric Principles 2
This course is a continuation of the clinical skills sequence in audiometric training combining lecture and lab formats. These learning experiences culminate in another credentialing exam to verify competence in foundational clinical skills.

AUD-8642 - 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.

AUD-8643 - 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.

AUD-8644 - 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.

AUD-8645 - Clinical Skills: Vestibular & Balance Evaluation 1
Supervised training and practice to reinforce knowledge acquired in Module 5 didactic Vestibular and Balance Evaluation class. Lab included information and activities related balance assessment.

AUD-8851 - Professional Practice 1
Audiologic clinical skills development through a combination of observation and participation in direct 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 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.

AUD-8853 - 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.

AUD-8854 - 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.

AUD-8855 - 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, students will be exposed to vestibular and balance testing, which may include VNG/ENG, CDP and/or Rotary Chair depending on the clinical site.

AUD-8856 - 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 a rotation site in an adjacent state will be considered on an individual student basis.

AUD-8857 - 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 a rotation site in an adjacent state will be considered on an individual student basis.

AUD-8858 - 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 a rotation site in an adjacent state will be considered on an individual student basis.

AUD-8800 - Clinical Externship 1
Beginning of the full-time fourth year clinical externship., first quarter Opportunity for national site placement. Intent is to offer student clinicians 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.

AUD-8801 - Clinical Externship 2
Continuation of the full-time fourth year clinical externship., second quarter Opportunity for national site placement. Intent is to offer student clinicians 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.

AUD-8802 - Clinical Externship 3
Completion of the full-time fourth year clinical externship, third quarter. Opportunity for national site placement. Intent is to offer student clinicians 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.

AUD-8803 - Clinical Externship 4
Conclusion of the full-time fourth year clinical externship, fourth quarter. Opportunity for national site placement. Intent is to offer student clinicians 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.

DOCTOR OF AUDIOLOGY ONLINE BRIDGE PROGRAM

ADMISSIONS

The Osborne College of Audiology accepts applications to the Doctor of Audiology Online Bridge Degree Program online through the GradCAS application service.
The intended program start date of the Doctor of Audiology Online 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 every August. Hence, the entire application process may occur over a six month period.*

If you are interested in applying for the Doctor of Audiology Online Bridge degree program or have questions regarding the application process, please contact an Admissions Counselor at admissions@salus.edu, or 800.824.6262 (toll free in North America), or 215.780.1301 prior to initiating the online application.

The Osborne College of Audiology Doctor of Audiology (AuD) Online Bridge degree program is an advanced-level program of study. In order to ensure the professional needs of all students enrolled in this program, the Admissions Committee will evaluate individualized programs of study, where applicable. All students will be required to enroll in a minimum of 30 courses, which includes two hands-on practicum courses to be offered on campus in Elkins Park, PA or arranged to coincide with various national or international Audiology conferences.

The Salus University Osborne College of Audiology has been approved as a degree-granting authority for the AuD Online Bridge degree program by the Pennsylvania Department of Education.

TO BE CONSIDERED AN APPLICANT MUST:

- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click Add Program at the top of the application home page.
    - Use the search filters to locate the **Salus University, Doctor of Audiology Online Bridge Program.**
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
- A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- Official transcript of master's degree or medical degree in Audiology, or an equivalent, to be sent directly from the degree granting institution to GradCAS.

- 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 (see http://www.naces.org/members.html for a list of accredited agencies), which evidences all post-secondary studies completed. The official credential review (not a copy) must be sent from the accredited credentialing agency directly to the GradCAS application service.
    - If using the World Education Services (WES) You can request electronic WES evaluations directly through the GradCAS application. Click ***Order WES Evaluation*** **after listing your foreign school in the** ***Colleges Attended*** section. Once WES completes your evaluation, they will send it to GradCAS electronically. GradCAS also accepts paper WES evaluations sent via mail:
        - GradCAS Transcript Processing Center
          PO Box 9217
          Watertown, MA 02471
    - Further instructions on submitting foreign credential evaluations
- Submit official transcripts from all U.S. or English Canadian colleges (undergraduate, graduate, professional) attended. Partial transcripts should be submitted if courses are still in progress. Official transcripts must be issued directly to the GradCAS Transcript Processing Center from each institution, not to the student. ***A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.***
    - Further instructions on submitting official transcripts.
- 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 must be submitted through GradCAS.
- Upload through GradCAS 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 AuD Online Bridge degree program?
    - What are your professional goals?
    - How do you see this AuD degree as advancing your professional goals?
- 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).
    - A recommended score for the TOEFL IBT is 70 or above. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended score of 5.5 or above).
    - 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. The deadline for taking the test is the end of the first quarter.
    - If submitting TOEFL scores, please use the GradCAS code of B886.
    - If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.
- Demonstration of one year clinical fellowship and two years of clinical experience in audiology, or minimum of three years clinical experience in audiology.

- Arrange for two letters of evaluation to be submitted on your behalf through the GradCAS portal. When completing the 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. 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.

FOR NON - DEGREE SEEKING STUDENT STATUS

Please complete the form found at the link below 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 AuD Online Bridge degree program.
Application Form for Non-Degree Seeking Student Status

ADMISSIONS SELECTION PROCESS

Notification of Acceptance and Matriculation

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.

E-Mail Account

Once matriculated, students will be expected to access their Salus University email accounts via the University's website via Salus Gmail.
You will receive communications for your program of study at your Salus University email address. Once your Salus email account is established, all communication for this program will be through your Salus email address and not through personal email addresses.

CURRICULUM

Course Schedule

First Year 2021-2022		
Course Number	**Course Title**	**Credits**
Fall Session 1 (2C)		
AUB-7002	Advanced Auditory Biology 1: Peripheral and Central Auditory Mechanisms	1.50
AUB-7014	Medical Audiology	1.50
Fall Session 2 (2D)		
AUB-7004	Sound Transmission into the Cochlea	1.50
AUB-7005	Evidence-based Audiology: Transitioning from Res to Clin & Adoption of Best Practices in Aud	1.50
Winter Session 1 (3C)		

AUB-7006	Pediatric Audiology: Current Trends in Behavioral Assessment	1.50
AUB-7010	Early Hearing Detection in Infants (EHDI)	1.50
Winter Session 2 (3D)		
AUB-7007	Genetics and Hearing Loss	1.50
AUB-7008	Topics in Pediatric Amplification	1.50
Spring Session 1 (4C)		
AUB-7011	Otoacoustic Emissions	1.50
AUB-7009	Auditory Processing Disorders: Behavioral Issues	1.50
Spring Session 2 (4D)		
AUB-7012	Auditory Evoked Potentials in Pediatric & Adult ABR	1.50
AUB-7013	Advanced Electrophysiology	1.50
First Year Total		**18.00**
Second Year 2022-2023		
Course Number	**Course Title**	**Credits**
Summer Session 1 (1C)		
AUB-7113	Green Audiology: Hearing Loss Prevention & Preservation	1.50
AUB-7001	Cochlear Implants and other Implantable Devices	1.50
Fall Session 1 (2C)		
AUB-7102	Advanced Auditory Biology 2: Vestibular and Balance System	1.50
AUB-7104	Assessment and Rehabilitation of Vestibular and Balance System	1.50
Fall Session 2 (2D)		
AUB-7114	Global Audiology Care & Tele-Audiology	1.50
AUB-7105	Tinnitus and Hyperacusis	1.50
Winter Session 1 (3C)		
AUB-7106	Amplification 1: Signal Processing Strategies in Digital Hearing Aids	1.50
AUB-7107	Amplification 2: Assessment, Selection and Outcome Measures in Hearing Aid Fittings	1.50
Winter Session 2 (3D)		
AUB-7108	Psychoacoustics and Audiological Correlates	1.50
AUB-7109	Cognition, Speech Perception and Sensorineural Hearing Loss in Adults: Implications for Amplification	1.50
Spring Session 1 (4C)		
AUB-7110	Aural Rehabilitation	1.50
AUB-7111	School-based Audiology	1.50
Spring Session 2 (4D)		
AUB-7112	Pharmacology and Ototoxicity	1.50
AUB-7015	Counseling in Audiology	1.50
Second Year Total		**21.00**
Third Year 2023-2024		
Course Number	**Course Title**	**Credits**

Summer Session 1 (1C)		
AUB-7130	Advanced Seminars in Audiology 1	1.50
AUB-7131	Advanced Seminars in Audiology 2	1.50
Summer Session 2 (1D)	*3 credits required	
AUB-8000	Workshop: Electrophysiology in Audiology	1.50
AUB-8001	Workshop: Auditory Processing Disorders (APD)	1.50
AUB-8100	Workshop: Hearing Aid Technologies	1.50
AUB-8101	Workshop: Vestibular and Balance Disorders: Assessment and Rehabilitation	1.50
AUB-8102	Workshop: Diagnosis and Management of the External Ear	1.50
AUB-8103	Workshop: Hearing Conservation	1.50
AUB-8104	Workshop: Cochlear Implants and other Implantable Devices	1.50
Third Year Total		**6.00**
	Program Total	**45.00**

COURSE DESCRIPTIONS

AUB-7000 - 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.

AUB-7001 - Cochlear Implants & 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 the 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 the 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.

AUB-7002 - Advanced Auditory Biology 1: Peripheral & 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.

AUB-7003 - Computer Applications & 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.

AUB-7004 - 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.

AUB-7005 - Evidence-based Audiology: Transitioning from Research to Clinic & 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.

AUB-7006 - 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.

AUB-7007 - Genetics & 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.

AUB-7009 - 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 for children and adults.

AUB-7010 - 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.

AUB-7011 - 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.

AUB-7012 - Auditory Evoked Potentials in Pediatric & 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

AUB-7013- 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.

AUB-7100 - 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.

AUB-7101 - Signals, Systems & 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.

AUB-7102 - Advanced Auditory Biology 2: Vestibular & 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.

AUB-7103 - 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.

AUB-7104 - Assessment & Rehabilitation of Vestibular & 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.

AUB-7105 - 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.

AUB-7106 - 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.

AUB-7107 - Amplification 2: Assessment, Selection & 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.

AUB-7108 - Psychoacoustics & 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.

AUB-7109 - Cognition, Speech Perception & 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.

AUB-7110 - 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.

AUB-7111 - 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.

AUB-7112 - Pharmacology & 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.

AUB-7113 - Green Audiology: Acoustics & 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 the workplace as well as in various social spaces and regulatory requirements relating to occupational hearing loss.

AUB-8000 - 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)

AUB-8001 - 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.

AUB-8100 - 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.

AUB-8101 - Workshop: Vestibular & Balance Disorders: Assessment & 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.

AUB-8102 - Workshop: Diagnosis & 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.

AUB-8103 - 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.

AUB-8104 - Workshop: Cochlear Implants & Other Implantable Devices
This workshop is designed to enhance audiologists' experience with lectures and hands-on training covering cochlear implants and other implantable devices.

MASTER OF SCIENCE IN CLINICAL AUDIOLOGY

ADMISSIONS

The Osborne College of Audiology accepts applications to the Master of Science in Clinical Audiology Program online through the GradCAS centralized application portal.
This program is available for international audiologists who hold a bachelor's degree in Audiology or related science (for example: International ENT physician) and have a minimum of two years clinical experience in audiology. To practice as an audiologist in the United States, students will need to obtain an AuD following the completion of this program. For more information, please contact the Office of Admissions: admissions@salus.edu or 800.824.6262.

CRITERIA & PREREQUISITES
The Osborne College of Audiology international Master of Science in Clinical Audiology (MSCA) degree program is an advanced-level program of study. In order to ensure the professional needs of all students enrolled in this program, the admissions committee will evaluate individualized programs of study, where applicable.

All students will be required to enroll in two fellowship programs and the core curriculum.

The Salus University Osborne College of Audiology has been given degree-granting authority for the MsC in Clinical Audiology degree program by the Pennsylvania Department of Education and Middle States Commission on Higher Education.

TO BE CONSIDERED AN APPLICANT MUST:

Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click **Add Program** at the top of the application home page.
    - Use the search filters to locate the **Salus University, Master of Science in Clinical Audiology** program.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
    - ***Application and all required documentation must be submitted by January 15, 2021 for the Spring 2021 start date.***
- 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. This Goal Statement is to be submitted through GradCAS under the Program Materials quadrant. 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 Master of Science in Clinical Audiology program?
    - What are your professional goals?
    - How do you see this program advancing your professional goals?
- Official transcript of bachelor's degree in Audiology, or a related science (for example: International ENT physician), to be sent directly from the degree granting institution to GradCAS.
    - 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 (see http://www.naces.org/members.html for a list of accredited agencies), which evidences all post-secondary studies completed. The official credential review (not a copy) must be sent from the accredited credentialing agency directly to the GradCAS application service.
    - If using the World Education Services (WES), you can request electronic WES evaluations directly through the GradCAS application. Click *Order WES Evaluation* after listing your foreign school in the *Colleges Attended* section. Once WES completes your evaluation, they will send it to GradCAS electronically. GradCAS also accepts paper WES evaluations sent via mail: GradCAS Transcript Processing Center, PO Box 9217, Watertown, MA 02471
    - Further instructions on submitting foreign credential evaluations.
    - Official transcripts or foreign transcript evaluations must be submitted directly through GradCAS.
- 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 recommended score for the TOEFL IBT is 70 or above. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended score of 5.5 or above).
    - If submitting TOEFL scores, please use the GradCAS code of B886.
    - If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.
- Demonstration of two years of clinical experience in audiology.
- Arrange for two letters of evaluation to be submitted on your behalf through the GradCAS portal. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.

ADMISSION SELECTION PROCESS

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 complete the Matriculation Supplement form in order to reserve a seat in the program.

CURRICULUM

Students are required to complete all the mandatory courses, including the three clinical skills labs and two fellowship programs, to complete all the requirements for the MSc in Clinical Audiology program.

Required Courses	Semester Credits
Online Didactic Courses for Core Curriculum in Clinical Audiology	21
Clinical Skills Lab-Based Training at the Elkins Park Campus or in Partner Country	3
Required Courses Total Credits	24

Required Fellowships	Semester Credits
Fellowship in Cochlear Implants	15
Fellowship in Vestibular Sciences and Disorders or Hearing Aid Fellowship	15
Required Fellowship Total Credits	30
MSc in Clinical Audiology Program Total Credits	**54**

Students will receive communication through a personal Salus University email address. Once a student's account is established, all communication for this program will be sent to the student's Salus University email address instead of their personal email address.

The following overview lists the requirements and options for the Salus University Osborne College of Audiology MSc in Clinical Audiology required courses:

Fellowship Programs

- Fellowship in Cochlear Implants
- Fellowship in Vestibular Sciences and Disorders or Hearing Aid Fellowship

1. **Core Curriculum in Clinical Audiology**

- 7 didactic course modules for a total of 21 semester credits

- Clinical skills education using computer simulations to be embedded in the three clinical audiology courses in module on clinical assessments and in two of the audiology courses in module on auditory rehabilitation.

1. **Required Practicum: Clinical Skills Training and Credentialing Exam**

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

Course Descriptions
Fellowship Programs

FELLOWSHIP IN COCHLEAR IMPLANTS COURSE DESCRIPTION FOR DIDACTIC COURSES
COURSE 1: Neuroscience of Cochlear Implantation
Faculty: Robert Harrison. PhD. DSc
Course Description: 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 mechanisms and physiology of auditory detection and transduction at the level of the cochlea. as well as important aspects of central auditory processing. The course will give emphasis to issues that are particularly relevant to electrical simulation 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 adults. The course will cover details about cochlear implant sound processing, cochlear electrode simulation 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: Behavioral Assessment Issues in Cochlear Implants
Course Description: The purpose of this course is to gain knowledge regarding the history of cochlear implants as well as candidacy criteria for the adult and pediatric population. Learners will understand how to assess speech perception in adults and children with cochlear implants and to learn how to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.

COURSE 3: Objective Measures in Cochlear Implantation
Faculty: Karen Gordon, PhD
Course Description: 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.

COURSE 4: Programming Cochlear Implants
Course Description: 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 5: 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 6: Emerging Issues and Case Studies All Faculty
Course Description: This course will cover the following topics:

a. Issues related to Bilateral Implantation:
b. Electroacoustic Stimulation Preservation of Hearing with different Electrode Arrays
c. Other Implantable Devices Faculty
d. Vestibular function in Cochlear Implant users
e. Quality of life and Cost Effectiveness in Cochlear Implants
f. Advancing research questions in Cochlear Implants

COURSE 7: 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.

COURSE 8: Workshop 2: Programming Cochlear Implants:
Course Description: 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.

Core Curriculum Courses

CLA-5000 Module on Auditory Systems: 3.0 Semester Credits

- Introduction to Auditory Physiology & Psychoacoustics
- Introduction to Auditory System Disorders and Diseases

CLA-5001 Module on Basic Clinical Assessments: 3.0 Semester Credits

- Diagnostic Clinical Procedures & Clinical Skills
- Electro-acoustic Measurements in Audiology & Clinical Skills

CLA-5002 Module on Advanced Clinical Assessments: 3.0 Semester Credits

- Introduction to Electro-physiologic Measurements in Audiology & Clinical Skills
- Introduction to Vestibular Function & Clinical Skills Training

CLA- 5003 Module on Pediatrics: 3.0 Semester Credits

- Introduction to Pediatric Audiology
- Introduction to Auditory Processing and Disorders

CLA-5004 Module on Intervention Technologies: 3.0 Semester Credits

- Hearing Technologies & Clinical Skills
- Implant Technologies and Sensory Aids & Clinical Skills

CLA-5005 Module on Auditory Rehabilitation: 3.0 Semester Credits

- Auditory Rehabilitation
- Counseling in Audiology

CLA-5006 Module on Best Practices: 3.0 Semester Credits

- Clinical Decision Making in Audiology: Research Methods
- Public Health & Humanitarian Audiology

CLA-5007 Clinical Skills Training: 3.00 Semester Credits

Fellowship in Cochlear Implants

CLA-6100 Module of Basic and Applied Science - 3.00

CLA-6101 Module of Assessment Techniques - 3.00

CLA-6102 Module on Intervention Techniques - 3.00

CLA-6103 Workshop: Module on Rehabilitation and Professional Issues - 3.00

CLA-6104 Clinical Training - 3.00

Fellowship in Hearing Aids

CLA-6300 Module on Basic and Applied Science 1 - 3.00

CLA-6301 Module on Basic and Applied Science 2 - 3.00

CLA-6302 Workshop: Module on Intervention Techniques - 3.00

CLA-6303 Module on Rehabilitation and Professional Issues - 3.00

CLA-6304 Clinical Training - 3.00

Total semester credits for Master of Science in Clinical Audiology (MSCA) = 54

(MS requires 21 core credits, three face-to-face clinical skills training core credits and 30 fellowship credits.)

Master's level courses 5000-6000 series

Core Curriculum Course Descriptions

MODULE ON AUDITORY SYSTEMS:

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 the 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 Disease

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.

MODULE ON BASIC CLINICAL ASSESSMENTS

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.

MODULE ON ADVANCED CLINICAL ASSESSMENTS

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 Training

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 symptomatology. 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.

Course 7: Pediatric Audiology
Hearing assessment and management for infants, young children and people with developmental delays is crucial for minimizing 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 for children and adults.

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.

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 counseling strategies, but also apply, discuss, and evaluate the effectiveness of these strategies. Research supporting counseling as an evidence-based practice will be fully explored.

MODULE ON BEST PRACTICES

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.

ADVANCED STUDIES CERTIFICATE PROGRAMS

ADMISSIONS

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

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 begin 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.
If you are interested in applying to one of the Advanced Studies Certificate Programs or have questions regarding the application process, please contact an admissions counselor at admissions@salus.edu, or 800.824.6262 (toll free in North America), or 215.780.1301 prior to initiating the online application.

CRITERIA & PREREQUISITES

TO BE CONSIDERED AN APPLICANT MUST:
Submit the following to the Office of Admissions by email at admissions@salus.edu:

- Submit an online application, along with the non-refundable application fee of $100 (USD), to the University. The application can be started and saved. You will be provided a key number to allow you to retrieve the application and your responses will be saved until you are ready to submit. Please save this key. It is the only way you can access your saved application. Please provide an email address so key numbers can be forwarded to you if needed. It is recommended that you also print a copy of the completed application for your records.
    - 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 (750 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 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.
- 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 and recipients).
    - Current audiology clinical doctoral (AuD) students who are in the clinical externship phase of their program must submit a letter of support is required from the program director.
    - Official transcripts must be submitted directly to the Office of Admissions, 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 the 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 (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).
    - A recommended score for the TOEFL IBT is 70 or above. Official scores from the Academic IELTS examination will be accepted in substitution for the TOEFL (recommended score of 5.5 or above). 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.
- 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.

Faculty Scholarship

One scholarship covering the tuition of the first ten credits of the program ($5000.00) will be awarded to a faculty member who is currently teaching a course or courses on *cochlear implants, tinnitus and hyperacusis, or vestibular sciences and disorders (the course(s) must be associated with the advanced study certificate program to which you are pursuing)* in an AuD program at an accredited institution.

The scholarship does not cover the direct expenses of the application fee ($100), the eCollege fee ($500), or the quarterly University technology fee ($109-115). For faculty who wish to apply for this scholarship, include as part of the admissions process (a) the intention of application for the faculty scholarship in your Personal Statement, and (b) the submission of a separate letter of support from your program director.

FOR NON - DEGREE STUDENT STATUS
Please complete the form found at the link below 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.
Application Form for Non-Degree Student Status

ADMISSIONS SELECTION PROCESS
NOTIFICATION OF ACCEPTANCE AND MATRICULATION
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.

CERTIFICATE PROGRAM COURSE DELIVERY
Courses are taught entirely online. Technology requirements (see details below) must be met to ensure that each student has equal access and receives materials in the same way. Students will asynchronously connect and interact with the course instructor and other students online. In asynchronous online instruction, students have the flexibility to access the course within a period of time set by the instructor. The instructor will post PowerPoint presentations and may post links to videos and interactive activities. Each course is six weeks in duration and consists of six weekly lectures, weekly discussion boards and weekly assignments/quizzes. Asynchronously instruction will involve student postings, participation in threaded discussions, and writing assignments. A monitored discussion board will be used by the instructor to assess the student's activity and quality of postings. Students will be responsible for allocating adequate time in their schedule to access the course materials, study the material and complete the assignments. Each course will require the student to allocate 4 to 5 hours per week for study and assignments.

TECHNICAL REQUIREMENTS
Appropriate hardware and software are key elements of the learning environment at Salus University. Students will use a computer to download course materials, to complete assignments, exams, and work on other tasks. With this in mind, they will also 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.

Students will access their certificate program courses on the Salus University Blackboard site. This is a password protected site administered by Salus University. Students also will be expected to access their Salus University email accounts.

Hardware Requirements for a PC:
Students 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

- Integrated webcam and microphone

Hardware Requirements for a MAC:

- Mac OS 10.11 or higher
- Intel Core i5 or higher / Equivalent
- Minimum 8GB RAM (16 GB Preferred)
- Minimum 500GB Solid State Drive
- Integrated Webcam and Microphone
- Must have a 5Ghz capable wireless adapter (Dual Band Preferred)

Recommended Warranty Purchase:

- Windows 3 years parts and labor extended warranty
- AppleCare 3 years parts and labor

Software/Applications

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

- Productivity Software
    - Microsoft Office 365 (Provided at no charge 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 at no charge 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.

Email Account

Students will receive communication through a personal Salus University email address. Once a student's account is established, all communication for this program will be sent to the student's Salus University email address, instead of their personal email address.

Avoiding Inactivity Timeout

When an ISP's internal browser is not in use, the ISP will consider the user inactive and will disconnect the user after a period of time. To remain active and avoid being disconnected, return to the main page of the ISP (every half hour or so) and click on a link or check email. This will reset the ISP's "inactivity time" and allow for students to continue working on the online course.

Satellite & Cellular internet connections

If this is the only connection to which you have access, please note that you may experience sporadic issues while working in your online courses. If you report these problems to the Salus University Help Desk we will attempt to address them with your satellite or cellular connection provider.

Wireless Routers/Connections:

While working in your online courses via a wireless router or wireless connection you may experience problems such as various error messages. If you contact the Salus University Help Desk please be aware that part of the troubleshooting process may be to have you bypass your wireless router or connection. If bypassing the wireless router resolves the problems you are experiencing you will either need to continue to bypass the router or contact the router's manufacturer's support to further diagnose the source of this problem.

ADVANCED STUDIES IN COCHLEAR IMPLANTS

The Advanced Studies in Cochlear Implants program is designed to expand the knowledge, improve the clinical skills, and promote general expertise in the delivery of cochlear implant services.

The Advanced Studies in Cochlear Implants certificate program is ideal for the following:

- Practicing professionals who have an audiology or audiology-related degree with an interest in cochlear implants, as the program of study is designed to expand their current level of experience in cochlear implants, while focusing on the core cochlear implant competencies;
- Employees of cochlear implant companies who have an audiology or audiology-related degree and need a broader view of the sciences and clinical skills involved in provision of successful cochlear implant services; and
- College faculty who have an audiology or audiology-related degree and who teach cochlear implant courses and desire additional and updated information.

The purpose of offering the Advanced Studies in Cochlear Implants graduate certificate program from the Salus University Osborne College of Audiology is to fill the need that the advancing technology has created in the body of knowledge surrounding cochlear implants. Most cochlear implant clinicians have completed an Introduction to Cochlear Implants class as part of their degree program, but have not been exposed to the depth of science underlying cochlear implants.

All three cochlear implant manufacturers offer technical-training courses to those that use their products, but this process generally does not include the broad scientific knowledge base that is essential for clinicians to generalize the information and make evidence-based decisions based on scientific principles. This online program will offer both depth and breadth of instruction, emphasizing materials and methods to provide the framework for best practices in the provision of cochlear implant services.

The course of study will bring the professional up to date on the state of the science in cochlear implant technology and methods of treatment. The outstanding faculty for the program, from both Canada and the USA, are experts in cochlear implant science, technology, and clinical protocols.
The program is an 18-week, six-course, online course of study. Students who complete the program will receive 9 semester (academic) credits and receive a graduate certificate in Advanced Studies in Cochlear Implants from Salus University Osborne College of Audiology.

This program is open to college degree holders (BS, MS, AuD, MD, PhD, etc.) of audiology or audiology-related professions in the United States and other countries. Current audiology clinical doctoral (AuD) students who are in the clinical externship phase of their program are also eligible to apply. A letter of support is required from the program director.

Students have the option to apply to enroll in the entire course of study, or to take individual courses as a non-matriculated student. With the limited enrollment for the program, certificate students will have priority in admissions over non-matriculated students. Courses are taught in English.

CURRICULUM

The comprehensive curriculum covers the neuroscience of cochlear implantation, including medical and surgical consideration in cochlear implants, application of principles relating to psychophysics and electrical stimulation in cochlear implants, a detailed review of electro-physiological measures as it relates to cochlear implantation, behavioral issues as it relates to cochlear implants including candidacy issues, habilitation for children and rehabilitation for adults, and psycho-social factors and professional issues in cochlear implantation.

Course Number	Course Title	Credits
CIM-5000	**Neuroscience of Cochlear Implantation**	**1.50**
CIM-5001	**Behavioral Assessment Issues in Cochlear Implants**	**1.50**
CIM-5002	**Programming Cochlear Implants**	**1.50**
CIM-5003	**Objective Measures in Cochlear Implantation**	**1.50**
CIM-5004	**Aural (Re)habilitation for Cochlear Implant Recipients**	**1.50**
CIM-5008	**Emerging Issues and Case Studies**	**1.50**
Total semester credits for Cochlear Implant Certificate (CI)		**9.00**

COURSE DESCRIPTIONS

CIM-5000 | Neuroscience of Cochlear Implantation | 1.5 credits
This course provides a detailed description of the function of the auditory system with special reference to aspects important to cochlear implantation. The course covers basic mechanics and physiology of auditory detection and transduction at the level of the cochlea, as well as important aspects in central auditory processing, giving emphasis to issues that are particularly relevant to electrical stimulation with cochlear implant systems. Includes detailed consideration of early development of the cochlea and central auditory pathways, as well as age related plasticity in the auditory brain, which will be linked to issues relating to cochlear implantation in children and 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 candidature (e.g. temporal bone malformations, multiple handicaps, genetic etiology etc.).

CIM-5001 | Behavioral Assessment Issues in Cochlear Implants | 1.5 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 how to enhance performance with bilateral implantation, bimodal stimulation, and hearing assistance technology.

CIM-5003 | Objective Measures in Cochlear Implantation | 1.5 credits
Discusses the range of objective measures which 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, the use of these measures to detect unwanted non-auditory responses to cochlear implant stimulation will be discussed. Students 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 are discussed.

CIM-5004 | Aural (Re)habilitation for Cochlear Implant Recipients | 1.5 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 are 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.

CIM-5002 | Programming Cochlear Implants | 1.5 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. Students should acquire a working knowledge that will facilitate the successful management of cochlear implant programming in clinical settings.

CIM-5008 | Emerging Issues and Case Studies | 1.5 credits
This course will cover the following topics:

a. Issues related to Bilateral Implantation:
b. Electroacoustic Stimulation Preservation of Hearing with different Electrode Arrays

c. Other Implantable Devices Faculty
d. Vestibular function in Cochlear Implant users
e. Quality of life and Cost Effectiveness in Cochlear Implants
f. Advancing research questions in Cochlear Implants

ADVANCED STUDIES IN TINNITUS AND HYPERACUSIS

The program will provide a framework for best practices in the assessment and management of tinnitus and hyperacusis.

The 10.5 semester credit online Advanced Studies in Tinnitus and Hyperacusis Certificate Program is designed to:

- Provide specialized training to expand clinician's knowledge of tinnitus (ringing in the ears) and hyperacusis (hypersensitivity to sound).
- Enhance the skills and expertise necessary to obtain a comprehensive and holistic understanding of the pathology and consequences of tinnitus and hyperacusis.
- Bring the professional up to date on the contemporary evidence that provides scientific support for treatment decisions for those with tinnitus and hyperacusis.

This Advanced Studies Certificate Program is intended for those professionals who are currently working with, or expect to work with, this distinct population of patients, and who would like to augment their professional skills and earn credentials to advance their career in the specialized fields of tinnitus and hyperacusis. The comprehensive curriculum covers the following areas:

- The Neuroscience of Tinnitus and Hyperacusis.
- Assessment Techniques in Tinnitus and Hyperacusis.
- Rehabilitation and Management of the Tinnitus Patient.
- Clinical Models for the Management of the Tinnitus and Hyperacusis Patient.
- A Critical Review of Research in Tinnitus and Hyperacusis.
- Public Health and Professional Issues Linked to Tinnitus.

The program will provide a framework for best practices in the assessment and management of tinnitus and hyperacusis. The program is composed of six courses, taught sequentially. Students will be required to complete and pass all six courses to earn the Graduate Certificate. This online program will offer both depth and breadth of instruction, emphasizing materials and methods to provide the framework for best clinical practices in the provision of tinnitus and hyperacusis services.

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. Current audiology clinical doctoral (AuD) students who are in the clinical externship phase of their program are also eligible to apply. A letter of support is required from the program director.

Students have the option to apply to enroll in the entire course of study, or to take individual courses as a non-matriculated student. With the limited enrollment for the program, certificate students will have priority in admissions over non-matriculated students. Courses are taught in English.

CURRICULUM

The comprehensive curriculum covers the neuroscience of tinnitus and hyperacusis, principles relating to tinnitus and hyperacusis assessment, detailed review of evidence-based rehabilitation and management issues, models and procedures to set up a specialized tinnitus and hyperacusis clinic, review of literature relating to controversies, pitfalls and prospects for progress relevant to tinnitus and hyperacusis and public health and medical issues in the management of tinnitus and hyperacusis.

Course Number	Course Title	Credits
THY-5000-	**Neuroscience of Tinnitus and Hyperacusis**	**1.50**
THY-5001	**Assessment Techniques in Tinnitus and Hyperacusis**	**1.50**
THY-5002	**Tinnitus and Hyperacusis: Rehabilitation and Management**	**1.50**
THY-5003	**Professional Issues: Setting Up a Tinnitus and Hyperacusis Clinic**	**1.50**
THY-5004	**Tinnitus and Hyperacusis: Controversies, Pitfalls and Prospects for Progress**	**1.50**
THY-5005	**Public Health and Medical Issues in the Management of Tinnitus and Hyperacusis**	**1.50**
Total Semester Credits for Tinnitus and Hyperacusis Certificate (TH) = 9.00		

COURSE DESCRIPTIONS

THY-500 Neuroscience of Tinnitus and Hyperacusis (1.50 credits)
Presentation of what is known of the representation of sound intensity in the normal auditory system and discusses possible causes and mechanisms of abnormal representations which 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).

THY-5001 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.

THY-5002 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.

THY-5003 Professional Issues: Setting Up a Tinnitusand Hyperacusis Clinic (2.00 credits)
Reviews important steps in establishing and operating 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 healthcare 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.

THY-5004 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.

THY-5005 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. The course includes guest lectures by an otolaryngologist and an audiologist with specialization in public health issues.

ADVANCED STUDIES IN VESTIBULAR SCIENCES AND DISORDERS

The Advanced Studies in Vestibular Sciences and Disorders certificate program is designed to expand knowledge, improve the clinical skills, review current research trends and best practices based on current evidence and promote general expertise in the delivery of services in the area of Vestibular and Balance disorders.

The 9 semester credit online Advanced Studies in Vestibular Sciences and Disorders (ASVSD) certificate program is designed to:

- provide specialized training to expand clinician’s knowledge of vestibular and balance disorders,

- enhance the skills and expertise necessary to obtain a comprehensive and holistic understanding of normal and abnormal vestibular function and consequences of vestibular disorders, and
- bring the professional up to date on the current best available evidence that provides scientific support for treatment decisions for those with vestibular and balance dysfunction.

This program is intended for those professionals currently working with, or who expect to be working with, the distinct population presenting with vestibular and balance disorders. The course of study is specifically for those who would like to augment their professional skills and earn credentials to advance their career in the specialized field of vestibular sciences and disorders. The comprehensive curriculum covers the following areas:

- Anatomy and Physiology of the Vestibular System
- Pathologies of the Vestibular System
- Basic Vestibular Diagnostics
- Advanced Vestibular Diagnostics
- Vestibular and Balance Rehabilitation Therapy
- Pediatric Vestibular Assessment and Treatment

The course of study will bring the professional up to date on the state of the science in Vestibular and Balance disorders, diagnosis of related disorders and methods of treatment. The outstanding faculty for the program, from both Canada and the USA, are experts in Vestibular and Balance disorders and clinical protocols.

The program is a six-course, 18-week, online course of study. Students who complete the program will receive 9 semester (academic) credits and a graduate certificate in Advanced Studies in Vestibular Sciences and Disorders from Salus University Osborne College of Audiology. The program of study will provide a framework for best practices in the concentration of Vestibular Sciences and Disorders (VSD) assessment and management. Students will be required to complete and pass all six courses to earn the Advanced Studies Graduate Certificate.

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. 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. Current audiology clinical doctoral (AuD) students who are in the clinical externship phase of their program are also eligible to apply. A letter of support is required from the program director.

Students have the option to apply to enroll in the entire course of study, or to take individual courses as a non-matriculated student. With the limited enrollment for the program, certificate students will have priority in admissions over non-certificate students. Courses are taught in English. The Advanced Studies in Vestibular and Balance disorders program utilizes the Salus University Black Board portal to deliver web-based instruction to students.

CURRICULUM

The comprehensive curriculum covers the anatomy and physiology of the vestibular system, pathologies of the vestibular system, detailed review of evidence-based assessment, rehabilitation and management for persons with vestibular and balance disorders for both pediatric and adult populations, models and procedures to set up a specialized Vestibular Sciences and Disorders clinic, review of case studies and

clinical problems and solutions in vestibular pathology from various clinics, and professional issues relating to public health, ethical and medical concerns and medical concerns as well as reimbursement for these services.

Course Number	Course Title	Credits
VSD-5000	**Anatomy and Physiology of the Vestibular Systems**	**1.50**
VSD-5001	**Pathologies of the Vestibular System**	**1.50**
VSD-5002	**Basic Vestibular Diagnostics**	**1.50**
VSD-5003	**Advanced Vestibular Diagnostics**	**1.50**
VSD-5004	**Pediatric Vestibular Assessment**	**1.50**
VSD-5005	**Vestibular and Balance Rehabilitation Therapy**	**1.50**
Total Semester Credit for Vestibular Sciences and Disorders (VS) = 9.00		

COURSE DESCRIPTIONS

VSD-5000 | 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.

VSD-5001 | 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.

VSD-5002 | Basic Vestibular Diagnosis | 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.

VSD-5003 | Advanced Vestibular Diagnosis | 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.

VSD-5004 | Pediatric Vestibular Assessment and Treatment | 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.

VSD-5005 | Vestibular and Balance Rehabilitation and Therapy | 1.5 credits
The program will introduce the principles 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 symptomotology 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.

SALUS UNIVERSITY

College of Health Sciences, Education and Rehabilitation

COLLEGE OF HEALTH SCIENCES, EDUCATION AND REHABILITATION

James Konopack, PhD, Dean

Through the promotion of clinical practice, education and research, CHER's vision is aligned to support the University's mission of "Advancing integrated health care through innovative education, research, and clinical services."

Mission
The College of Health Sciences, Education and Rehabilitation (CHER) is committed to offering programs grounded in evidence-based research and practice, and interprofessional education to prepare students to become competent professionals dedicated to promoting the health, well-being and education of the individuals and the communities they serve.

DEGREE AND CERTIFICATE PROGRAMS

Department of Blindness and Low Vision Studies (BLVS) Programs:

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 (O&M)

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 degrees is four.

Department of Physician Assistant Studies

Master of Medical Science (MMS)

The maximum number of years to complete the above degree is four.

Biomedicine Programs

Salus University offers a Doctor of Philosophy (PhD) and an embedded Master of Science (MSc) graduate research degree program in Biomedicine.

Post Baccalaureate Program in Health Sciences

Salus University offers a Post-Baccalaureate Certificate in Health Science.

DEPARTMENT OF BLINDNESS AND LOW VISION STUDIES
Programs in Blindness and Low Vision Studies were first developed at Salus University in 1983, making Salus University the first institution in the country to offer four master's degrees and certificates in the following areas:

Mission
To develop and offer graduate programs preparing highly qualified professionals to support individuals with blindness and low vision through the education and rehabilitation process, by creating an interprofessional environment of practitioners committed to lifelong learning, critical thinking, and dedication to the individuals and communities they serve.

Vision
To enhance the quality of life of individuals with blindness and low vision through excellence in interprofessional education, service delivery and research; and to increase the numbers, diversity and leadership roles of vision professionals in education and rehabilitation settings worldwide.

ADMISSIONS
Applications for the Department of Blindness and Low Vision Studies masters and certificate programs are accepted through the GradCAS centralized application service each semester with the following deadlines:

- Fall Semester - June 30
- Spring Semester - November 15
- Summer Semester - March 30

Once accepted, students can register for courses in the term immediately following matriculation, depending on the student's course of studies.

If you are interested in applying to the BLVS degree programs or have questions regarding the application process, please email admissions@salus.edu or call 215-780-1301.

CRITERIA & PREREQUISITES
All applicants must have completed their undergraduate studies and must hold a Bachelor's degree, or its equivalent, from an accredited college or university in order to be admitted to a program of studies in the College of Health Sciences, Education and Rehabilitation.

APPLICATION CHECKLIST
Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

The following application items are required for submission:

- **Submit through GradCAS**: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click **Add Program** at the top of the application home page.
    - Use the search filters to locate the **Salus University, Blindness & Low Vision programs**. Select the BLVS program application according to the term (Summer, Fall, Spring) to which you are applying. **Note: Within the Program Materials section is where you will be able to indicate to which individual BLVS program and degree level (Master's or Certificate) you would like to apply.**
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
- **Application Fee**: A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- **Transcripts**: All applicants are responsible for having official transcripts for every college or university attended sent directly to GradCAS centralized application service, regardless of whether a degree has been received from that particular institution or not. Please note, a transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.
- **Letters of Reference**: Applications must include three 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/or rehabilitation. Please follow the directions for submitting letters of reference through the GradCAS application portal.
- **Statement of Purpose** (minimum 250 words): Applicants must submit a typewritten, double-spaced, two- to three-page personal statement through the GradCAS application portal explaining their purpose in undertaking graduate study in their program of interest. This is an opportunity to inform the Admissions Committee about the applicant's goals, interests, motivation, and background as they relate to their career plans and academic pursuits.
- **Job Resumé/Curriculum Vitae**: All applicants must submit an educational and job resume/curriculum vitae through the GradCAS application portal. This should include the applicant's education, work experience, publications, honors or achievements, and community /extracurricular activities to date.
- **License/Certificates**: Applicants may submit a copy of any certificate or license held as it pertains to their current profession through the GradCAS application portal. Applicants to the **Education of Children & Youth with Visual Impairments** who are currently certified teachers must upload a copy of a teaching certificate.
- **Background Clearances**: Applicants to Blindness and Low Vision Studies programs must complete Child Abuse History, State Police and Federal FBI clearances at the time of

matriculation to the program. The Office of Student Affairs will contact the matriculated student with further instructions on submitting these requirements prior to enrollment.

- **National Test Scores**: As of June 29, 2018, beginning with the Spring 2019 application cycle, a national test, such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or Optometry Admission Test (OAT) is no longer required. Applicants have the option to submit exam scores in order to enhance their application, but it is not required to be considered for admission into the BLVS programs.
- **International Students**: Please review below any additional requirements needed.

PREREQUISITE SKILLS

Due to the nature of the coursework for all of the degree and certificate programs offered in the College, the following prerequisites skills apply:

- **Writing Skills**
  Applicants are expected to demonstrate scholarly writing in their application essay, develop coherent and complete thoughts, and use correct grammar, spelling, capitalization and punctuation.
- **Computer Skills & Technology Requirements**
  The Department of Blindness and Low Vision Studies requires graduate students have computer literacy skills upon entry into their respective programs. Most of the courses are online and require computer skills related to emailing, word processing, uploading and downloading files and assignments, conducting internet searches, and interacting online among others.
    - Prior to entering the program, students who lack basic skills in using the computer 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.

INTERNATIONAL STUDENTS

International transcripts

For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, a course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed must be submitted through the GradCAS application portal. 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.

Further instructions on submitting foreign credential evaluations.

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.

- If submitting TOEFL scores, please use the GradCAS code of B886.
- If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.

ADMISSIONS SELECTION PROCESS

Admission to a program of studies in the University's College of Health Sciences, Education and Rehabilitation is based upon 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 and degree status. The objective criteria are weighted according to recommendations of the Blindness and Low Vision Studies Admissions Committee. The weighing of each criterion is privileged information, which is restricted to Admissions Committee members.

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 Statement of Purpose.

Interview Index
The Blindness and Low Vision Studies Admissions Committee recommends that at least one faculty member and the director of the program evaluate the applicant's knowledge, interest and motivation to work in the field of vision impairment. 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 College of Health Sciences, Education and Rehabilitation Admissions Committee evaluates the findings of the candidate profile (academic achievement + personal index + interview index), and makes a recommendation regarding the applicant's acceptability status. A student's file must be complete before review by the Admissions Committee. 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, along with information on how to matriculate and reserve a seat in the program.

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, sexual orientation, gender identity, national origin, age, physical or intellectual 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.

Program Directors & Representatives

Blindness and Low Vision Studies Programs
Dr. Fabiana Perla, Chair

Low Vision Rehabilitation Program
Kerry Lueders, Director

Orientation & Mobility Programs
Jamie Maffit, Director

Educators of Children and Youth with Visual Impairments
Kerry Lueders, Director

Vision Rehabilitation Therapy
Lachelle Smith, Director

Admissions
Candida Mulligan, Admissions Officer

To be connected to the Blindness and Low Vision program directors and representatives or for further information regarding individual BLVS programs, please contact the Office of Admissions by email at ***admissions@salus.edu*** *or by phone at 215-780-1301.*

NON-DEGREE SEEKING STUDENTS

For non-degree seeking student status

Please complete the form found at the link below and submit. This form is appropriate for the applicant who may desire to take one or more of the courses offered in these programs, but is not enrolling in the full Master's degree or certificate programs. *Please note: students in this status will be required to pay off-campus tuition costs.* Please see Cost of Attendance for more information.

Application Form for Non-Degree Seeking Student Status

Non-degree seeking students may take up to 9 credits without enrolling in the full degree or certificate program. A student must complete the application process in order to be considered for enrollment.

For more information about the admissions process call 215.780.1301 or email admissions@salus.edu.

CURRICULUM

Course Number	Course Title	Certificate	Masters	Credits
Core Courses				
BLV-5000*	Foundations of Ed & Rehab	LVR, VRT, TVI	ALL*	2.00
BLV-5001	Clinical & Functional Implications of Visual Impairments	LVR, VRT, TVI	ALL	3.00
BLV-5002*	Psychological & Social Dynamics of Visual Impairments	LVR, VRT, TVI*	ALL*	1.00
BLV-5004	Critical Analysis of Research		ALL	2.00
BLV-5130	Low Vision Assessment & Intervention 1	LVR, VRT, TVI, O&M	ALL	3.00
BLV-5131	Low Vision Assessment & Intervention 2	LVR, VRT, TVI, O&M	ALL	2.00
				13.00
	***For MED with Special Ed background omit BLV-5000 and BLV-5002**			
	***For TVI certificate with Special Ed background omit BLV-5002**			
Tracts				
Course Number	**Course Title**			**Credits**

LVR				
BLV-5100	Introduction to Braille		X	0.50
BLV-5101	Introduction to Independent Living Skills		X	1.00
BLV-5102	Introduction to Orientation & Mobility		X	1.00
BLV-5103	Introduction to Assistive Technology	X	X	3.00
BLV-5104	Neurological Visual Impairment in Adults	X	X	1.00
BLV-5107	Visual Impairments and Multiple Disabilities	X	X	2.00
BLV-5132	Low Vision Assessment & Intervention 3	X	X	2.00
BLV-5200	Principles of Low Vision Rehabilitation	X	X	3.00
BLV-5290	LVR Independent Study		X	2.00
BLV-6200	LVR Fieldwork (Variable)	X	X	2.00
BLV-6201	LVR Internship (Variable)	X	X	6.00
BLV-6290	LVR Comprehensive Exam		X	0.00
				23.50+
Course Number	**Course Title**			**Credits**
O&M				
BLV-5007	Neurological Visual Impairment in Children	X	X	2.00
BLV-5100	Introduction to Braille		X	0.50
BLV-5101	Introduction to Independent Living Skills		X	1.00
BLV-5104	Neurological Visual Impairments in Adults	X	X	1.00
BLV-5300	O&M Techniques	X	X	5.00
BLV-5330	Principles of O&M 1	X	X	2.00
BLV-5331	Principles of O&M 2	X	X	3.00
BLV-5332	Principle of O&M 3	X	X	3.00
BLV-5390	O&M Independent Study	Optional	Optional	1.00 or 2.00
BLV-6300	O&M Fieldwork (Variable)	X	X	3.00

BLV-6301	O&M Internship (Variable)	X	X	6.00
BLV-6390	O&M Comprehensive Exam		X	0.00
				26.50+
Course Number	**Course Title**			**Credits**
VRT				
BLV-5102	Intro to Orientation & Mobility	X	X	1.00
BLV-5103	Intro to Assistive Technology	X	X	3.00
BLV-5104	Neuro Vis Impairment in Adults	X	X	1.00
BLV-5105	Literary Braille Code*	X*	X	3.00
BLV-5106	Braille Literacy	X*	X	0.50
BLV-5107	Visual Impairment and Multiple Disabilities	X	X	2.00
BLV-5500	Prin of VRT	X	X	3.00
BLV-5502	Ind Liv Skills for VRT	X	X	4.00
BLV-5503	Lit for Adults with VI	X	X	2.00
BLV-5504	Comm Skills for VRT	X	X	1.00
BLV-5590	VRT Independent Study	Optional	Optional	1.00 or 2.00
BLV-6500	VRT Fieldwork (*Variable)		X	2.00
BLV-6501	VRT Internship (*Variable)	X	X	6.00
BLV-6590	VRT Comprehensive Exam		X	0.00
BLV-6390				**28.5**
	***For VRT Certificate with TVI Background omit BLV-5105 and BLV-5106**			
TVI				
BLV-5007	Neurological Visual Impairment in Children	X		2.00
BLV-5101	Introduction to Independent Living Skills	X		1.00

BLV-5102	Introduction to Orientation & Mobility	X	X	1.00
BLV-5103	Introduction to Assistive Technology	X	X	3.00
BLV-5105	Literary Braille Code	X	X	3.00
BLV-5106	Braille Literacy	X	X	0.50
BLV-5400	Expanding the Core Curriculum	X	X	3.00
BLV-5401	Teaching Students with Multiple Disabilities	X	X	2.00
BLV-5402	Numeracy & Science	X	X	2.00
BLV-5403	Literacy for Students with Visual Impairment	X	X	3.00
BLV-5404	Educating Emergent Bilinguals	X	X	1.50
BLV-5430	Principles of Teach Students with Visual Impairment 1*	X*	X*	1.00
BLV-5431	Principles of Teach Students with Visual Impairment 2	X	X	2.00
BLV-5490	TVI Independent Study	Optional	Optional	1.00 or 2.00
BLV-6400	TVI Fieldwork	X	X	2.00
BLV-6401	TVI Internship (Variable)	X	X	6.00
BLV-6490	TVI Comprehensive Exam		X	0.00
				31.00+
***w/Special Ed Background: omit BLV-5430**				

Total Credits

Master of Science	**Core**	**Tract (Min)**	**Total**
Orientation & Mobility	**13.0**	**26.5**	**39.5**
Low Vision Rehabilitation	**13.0**	**26.5**	**39.5**
Vision Rehabilitation Therapy	**13.0**	**28.5**	**41.5**
Master of Education	**Core**	**Tract (Min)**	**Total**
Education of Children & Youth w/Visual Impairments w/Special Ed background	**10.0**	**31.0**	**41.0**
Education of Children & Youth w/Visual Impairments no Special Ed background	**13.0**	**32.0**	**45.0**
Certificate	**Core**	**Tract (Min)**	**Total**

Low Vision Rehabilitation	**11.0**	**19.0**	**30.0**
Orientation & Mobility	**5.0**	**25.0**	**30.0**
Vision Rehabilitation Therapy w/TVI Background	**11.0**	**23.5**	**34.0**
Vision Rehabilitation Therapy No TVI Background	**11.0**	**26.5**	**37.5**
Education of Children & Youth w/Visual Impairments w/Special Education background	**10.0**	**31.0**	**41.0**
Education of Children & Youth w/Visual Impairments No Special Education background	**11.0**	**32.0**	**43.0**
Note: Educational background information (Special Ed or TVI) will be provided on the student program of studies.			

COURSE DESCRIPTIONS

Foundations of Education & Rehabilitation | 2 credits | Spring
BLV-5000
This is a survey course representing disciplines dedicated to the education and rehabilitation of individuals with visual impairments. The course introduces learners to the 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
BLV-5001
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 as 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
BLV-5002
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

Critical Analysis of Research | 2 credits | Spring
BLV-5004
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

Low Vision Assessment & Intervention 1 | 3 credits | Summer
BLV-5130

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 | 2 credits | Summer
BLV-5131
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)

Introduction to Braille| 0.5 credit | Summer
BLV-5100
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: Blended

Introduction to Independent Living Skills | 1 credit | Summer
BLV-5101
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
BLV-5102
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: Blended (Distance Education and On-Campus)

Neurological Visual Impairments in Children | 2 credits | Fall
BLV-5007
This course introduces students to the causes, characteristics and educational implications of

neurological visual impairment specific to children and youth with or without additional disabilities. Students will learn about assessment and intervention strategies from experts and family members and will be connected to relevant resources in this specific area for their future practice.
Course Format: Distance Education

Introduction to Assistive Technology | 3 credits | Fall
BLV-5103
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

Neurological Visual Impairments in Adults | 1 credit | Fall
BLV-5104
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: Distance Education

Literary Braille Code | 3 credits | Fall
BLV-5105
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 rule book, 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 interpoint 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
BLV-5106
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 3 | 3 credits | Fall
BLV-5132
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
BLV-5200
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 Impairments & Multiple Disabilities | 2 credits | Fall
BLV-5201
LVR & Multiple Disabilities 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 | 2 credits | Summer
BLV-5290
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
BLV-6200
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 and/or participate in related community-based activities. 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
BLV-6201
LVR Fieldwork 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
BLV-6290
Course Format: Distance Education

O&M Techniques | 5 credits | Summer
BLV-5300
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

Principles of O&M 1 | 2 credits | Spring
BLV-5330
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
BLV-5331
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 fall residency)

Principles of O&M 3 | 3 credits | Fall
BLV-5332
This course will provide a forum for learners to explore specific areas related to teaching O&M. Topics will include: O&M for individuals with low vision; driver behavior, and implications of quiet and autonomous cars; assessment and instruction of complex intersections; traffic and pedestrian signalization; O&M in the virtual environment; accessibility standards; transportation options including driver services, air and over-the-road bus service; the role of O&M specialists in advocating for improved accessibility; and current issues in O&M including professionalism, ethics and liability.
Course Format: Blended (Distance Education and On-Campus fall residency)

O&M Independent Study | Variable Credits | Any Semester
BLV-5390
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
BLV-5400
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. Instruction addresses appropriate materials and assistive technology to be used by children who are visually impaired in each of these expanded core curriculum areas.
Course Format: Distance Education

Teaching Students with Multiple Disabilities | 2 credits | Fall
BLV-5401
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, Septo-Optic Dysplasia).
Course Format: Distance Education

Numeracy & Science | 2 credits | Summer
BLV-5402
Nemeth and Other Specialized Codes is a hands-on course that provides learners with the ability to transcribe Nemeth Code using the Perkins brailler and braille production software. Learners become proficient in teaching the abacus. Other materials and aids for instruction in mathematics and science are introduced. 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
BLV-5403
In Literacy for Students with Visual Impairments, students develop a deep impairments. 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

Educating Emergent Bilinguals | 1.5 credits | Summer
BLV-5404
This course provides an introduction to the basic theoretical concepts and principles underlying major approaches to second language (L2) teaching. Students will gain knowledge and understanding the roles of the teacher and learner in L2 teaching, and the methods and techniques of L2 teaching. Students will also learn about the impact of sensory impairments or multiple disabilities on second language acquisition.
Course Format: Distance Education

Principles of Teaching Students with Visual Impairment 1 | 1 credit | Fall
BLV-5430
Principles 1 covers the history of education for children with visual impairments, special education legislation, the IEP and IFSP, how to write IEP/IFSP goals and objectives, and how to write a lesson plan.
Course Format: Distance Education

Principles of Teaching Students with Visual Impairment 2 | 2 credits | Fall
BLV-5431
Principles of Teaching Students with Visual Impairment 2 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: Blended (distance education and community-based)

TVI Independent Study | Variable Credits | Any Semester

BLV-5490
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
BLV-5500
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: Blended

Visual Impairment and Multiple Disabilities | 2 credits | Fall
BLV-5201
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: Blended

Independent Living Skills for Vision Rehabilitation Therapists | 4 credits | Summer
BLV-5502
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
BLV-5503
In Principles of 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
BLV-5504
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 | Variable Credits | Any Semester
BLV-5590
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
BLV-6300
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
BLV-6301
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
BLV-6390
Course Format: Distance Education or On-Campus

TVI Fieldwork | 1 credit | Any Semester
BLV-6400
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 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
BLV-6401
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
BLV-6490
Course Format: Distance Education or On-Campus

VRT Fieldwork | 2.0 credits | Any Semester
BLV-6500
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
CER-BLV-6501
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)

VRT Comprehensive Examination | 0 Credits | Any Semester
BLV-6590

LOW VISION REHABILITATION

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 three (3) 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 SEQUENCE OF COURSES

Spring Semester

Course Number	Course Title	Delivery	Credits
BLV-5000	Foundations of Education & Rehabilitation	Blended	2.00
BLV-5001	Clinical Foundations & Implications of Visual Impairment	Distance Education	3.00
BLV-5002	Psychological & Social Dynamics of Visual Impairments	Distance Education	1.00
BLV-5004	Critical Analysis of Research	Distance Education	2.00
BLV-5200	Principles of Low Vision Rehabilitation	Blended	3.00

Summer Semester

Course Number	Course Title	Delivery	Credits
BLV-5100	Introduction to Braille	Blended	0.50
BLV-5101	Introduction to Independent Living Skills	On-Campus	1.00
BLV-5102	Introduction to Orientation & Mobility	On-Campus	1.00
BLV-5103	Introduction to Assistive Technology	Blended	3.00
BLV-5130	Low Vision Assessment & Intervention 1	Blended	3.00
BLV-5131	Low Vision Assessment & Intervention 2	Blended	2.00
BLV-6200	LVR Fieldwork	Blended	2.00

Fall Semester

Course Number	Course Title	Delivery	Credits
BLV-5107	Neurological Visual Impairment in Adults	Blended	1.00
BLV-5132	Low Vision Assessment & Intervention 3	Distance Education	2.00
BLV-5201	Visual Impairment and Multiple Disabilities	Distance Education	2.00

Upon Completion of Didactic Courses

Course Number	Course Title	Delivery	Credits
BLV-5290	LVR Independent Study	Distance Education	2.00
BLV-6201	LVR Internship (AB, AC, AD, AE, AF, AG)	Blended	6.00
BLV-6290	LVR Comprehensive Exam	Distance Education or On-Campus	0.00

Master of Science in Low Vision Rehabilitation Total Credits: 34.50

CERTIFICATE PROGRAM SEQUENCE OF COURSES

Spring Semester

Course Number	Course Title	Delivery	Credits
BLV-5000	Foundations of Education & Rehabilitation	Blended	2.00
BLV-5001	Clinical Foundations & Implications of Visual Impairment	Distance Education	2.00
BLV-5002	Psychological & Social Dynamics of Visual Impairments	Blended	1.00
BLV-5200	Principles of Low Vision Rehabilitation	Blended	3.00

Summer Semester

Course Number	Course Title	Delivery	Credits
BLV-5103	Introduction to Assistive Technology	Blended	3.00
BLV-5130	Low Vision Assessment & Intervention 1	Blended	3.00
BLV-5131	Low Vision Assessment & Intervention 2	Blended	2.00
BLV-6200	LVR Fieldwork	Direct Service	2.00

Fall Semester

Course Number	Course Title	Delivery	Credits
BLV-5107	Neurological Visual Impairment in Adults	Distance Education	1.00
BLV-5132	Low Vision Assessment & Intervention 3	Distance Education	2.00
BLV-5201	Visual Impairment and Multiple Disabilities	Blended	2.00

Upon Completion of Didactic Courses

Course Number	Course Title	Delivery	Credits
BLV-6201	LVR Internship (AB, AC, AD, AE, AF, AG)	Blended	6.00

Certificate Program in Low Vision Rehabilitation Total Credits: 30.00

MASTER OF SCIENCE SEQUENCE OF COURSES

Course Number	Course Title	Delivery	Credits
LVR			
BLV-5100	Introduction to Braille	On-Campus	0.50
BLV-5101	Introduction to Independent Living Skills	On-Campus	1.00
BLV-5102	Intro to Orientation & Mobility		1.00
BLV-5103	Intro to Assistive Technology		3.00
BLV-5104	Neuro Vis Impairment in Adults		1.00
BLV-5132	Low Vision Assessment & Intervention 3		2.00
BLV-5200	Principles of LVR		3.00
BLV-5501	VI and Multiple Disabilities		2.00
BLV-5290	LVR Independent Study		2.00
BLV-6200	LVR Fieldwork (AB, AC)		2.00
BLV-6202	LVR Internship (AB, AC, AD, AE, AF, AG)		6.00

BLV-6290-AA	LVR Comprehensive Exam		0.00
			23.50

Course Number	Course Title	Delivery	Credits
O&M			
BLV-5007	Neurological VI in Children	On-Campus	2.00
BLV-5100	Introduction to Braille	Blended	0.50
BLV-5101	Introduction to Independent Living Skills	On-Campus	1.00
BLV-5104	Neuro Visual Impairment in Adults	Distance Education	1.00
BLV-5300	O&M Techniques	On-Campus	5.00
BLV-5332	Principles of O&M 3	Blended	3.00
BLV-5330	Principles of O&M 1	Blended	2,00
BLV-5331	Principles of O&M 2	Blended	3,00
BLV-5390	O&M Independent Study	Distance Education	1.0 or 2.0
BLV-6300	O&M Fieldwork (AB, AC, AD)	Direct Service Course	3.00
BLV-6301	O&M Internship (AB, AC, AD, AE, AF, AG)	Direct Service Course	6.00
BLV-6390	O&M Comprehensive Exam	Distance Education	0.00
			25.5+

Course Number	Course Title	Delivery	Credits
TVI (with no special ed background)**			
BLV-5007	Neurological VI in Children	On campus	2.00
BLV-5101	Intro to Independent Living Skills		1.00
BLV-5102	Intro to Orientation & Mobility		1.00
BLV-5103	Intro to Assistive Technology		3.00
BLV-5105	Literary Braille Code		3.00
BLV-5106	Braille Literacy		0.50
BLV-5400	Expanding the Core Curriculum		3.00
BLV-5401	Teaching Students with Multiple Disabilities		2.00
BLV-5402	Numeracy & Science		2.00
BLV-5403	Lit for Students with VI		3.00
BLV-5404	Educating Emergent Bilinguals		1.50
BLV-5430	Prin of Teaching Students with VI 1		1.00
BLV-5431	Prin of Teaching Students with VI 2		2.00
BLV-5490	TVI Independent Study		1.00 or 2.00
BLV-6400	TVI Fieldwork		1.00
BLV-6401	TVI Internship (AB, AC, AD, AE, AF, AG)		6.00
BLV-6490	TVI Comprehensive Exam		0.00
			32.00+
**Special ed background: omit			

BLV5000, BLV5002, BLV5430 (-4 credits)			

Course Number	Course Title	Delivery	Credits
VRT			
BLV-5102	Into to Orientation & Mobility		1.00
BLV-5103	Intro to Assistive Technology		3.00
BLV-5104	Neuro Vis Impairment in Adults		1.00
BLV-5105	Literary Braille Code		3.00
BLV-5106	Braille Literacy		0.50
BLV-5201	VI and Multiple Disabilities		2.00
BLV-5500	Prin of VRT		3.00
BLV-5502	Ind Living Skills for VRT		4.00
BLV-5503	Lit for Adults with VI		2.00
BLV-5504	Comm Skills for VRT		1.00
BLV-5590	VRT Independent Study		1.00 or 2.00
BLV-6500	VRT Fieldwork (AB, AD)		2.00
BLV-6501	VRT Internship (AB, AC, AD, AE, AF, AG)		6.00
BLV-6590	VRT Comprehensive Exam		0.00
			28.5+
Total Credits	**Master of Science**	**Core /Tract (Min)**	**Total**
	Orientation & Mobility	**13.0 / 25.5**	**39.5**
	Low Vision Rehabilitation	**13.0 / 23.5**	**36.5**
	Vision Rehabilitation Therapy	**13.0 / 28.5**	**41.5**
	Master of Education	**Core / Tract (Min)**	**Total**
	Education of Children & Youth w/Visual Impairments no Special Ed background	**13.0 / 32.0**	**45.0**
	Education of Children & Youth w/Visual Impairments w/Special Ed background	**12.0 / 31.0**	**43.0**
	Certificate	**Core / Tract (Min)**	**Total**
	Orientation & Mobility		**30**
	Low Vision Rehabilitation		**30**
	Vision Rehabilitation Therapy w/BLV Background		**28.5**
	Vision Rehabilitation Therapy w/no BLV Background		**37.5**
	Education of Children and Youth w/Visual Impairments w/BVL Background		**41.0**
	Education of Children & Youth w/Visual Impairments w/no BLV Background		**43.0**

ORIENTATION & MOBILITY

Orientation and Mobility (O&M) specialists teach children and adults with blindness or vision impairments critical skills to remain oriented in their environment as well as specific mobility skills in order to travel safely, efficiently and as independently as possible within the home, at school, at work and in the community.

O&M instruction is typically conducted one-on-one, tailored to each individual, and includes skills such as effective use of the individual's remaining senses, concept development, orientation skills, problem-solving skills, use of a long cane or other mobility systems, instruction in the use of optical and/or electronic devices, and travel in a variety of settings including the use of public transportation when appropriate.

O&M specialists work in various professional settings, including public schools, residential schools for students with visual impairments, rehabilitation agencies, and Veteran Administration Medical Centers. There are excellent employment opportunities in the field of O&M due to a national shortage of these professionals.

Master of Science Degree Program

A full-time, four-semester program, 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 director.

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

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

The College of Health Sciences, Education and Rehabilitation offers a certificate program in Orientation and Mobility (COM) for individuals who have completed an academic undergraduate or graduate degree specific to educating individuals with visual impairments and in one of the following fields: Education of Visually Impaired, Vision Rehabilitation Therapy or Low Vision Rehabilitation.
This certificate program includes courses taught online, in-person, on weekends and during the summers. It is offered in part-time format in consideration of the demands of working professionals. In collaboration, the program director and students design individual programs of studies to better meet the students' needs.

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

MASTER OF SCIENCE SEQUENCE OF COURSES

Spring Semester

Course Number	Course Title	Delivery	Credits
BLV-5000	Foundations of Education & Rehabilitation	Blended	2.00
BLV-5001	Clinical Foundations & Implications of Visual Impairment	Distance Education	3.00
BLV-5002	Psychological & Social Dynamics of Visual Impairments	Distance Education	1.00
BLV-5004	Critical Analysis of Research	Distance Education	2.00
BLV-5330	Principles of O&M 1	Blended	2.00

Summer Semester

Course Number	Course Title	Delivery	Credits
BLV-5100	Introduction to Braille	Blended	0.50
BLV-5101	Introduction to Independent Living Skills	On-Campus	1.00
BLV-5300	O&M Techniques	On-Campus	5.00
BLV-5130	Low Vision Assessment & Intervention 1	Blended	3.00
BLV-5131	Low Vision Assessment & Intervention 2	Blended	2.00

Fall Semester

Course Number	Course Title	Delivery	Credits
BLV-5331	Principles of O&M 2	Blended	3.00
BLV-5332	Principles of O&M 3	Blended	3.00
BLV-6300	O&M Fieldwork	Direct Service	3.00
BLV-5104	Neurological Visual Impairment in Adults	Distance Education	1.00
BLV-5007	Neurological Visual Impairment in Children	Distance Education	2.00
BLV-5390	O&M Independent Study	Distance Education	1.00 or 2.00

Upon Completion of Didactic Courses

Course Number	Course Title	Delivery	Credits
BLV-6301	O&M Internship	Direct Service	6.00
BLV-6390	O&M Comprehensive Exam	Distance Education	0.00

Master of Science in Orientation & Mobility Total Credits: 39.50

CERTIFICATE PROGRAM SEQUENCE OF COURSES

Spring Semester

Course Number	Course Title	Delivery	Credits
BLV-5330	Principles of O&M 1	Blended	2.00

Summer Semester

Course Number	Course Title	Delivery	Credits
BLV-5130	Low Vision Assessment & Intervention 1	Blended	3.00
BLV-5131	Low Vision Assessment & Intervention 2	Blended	2.00
BLV-5300	O&M Techniques	On-Campus	5.00

Fall Semester

Course Number	Course Title	Delivery	Credits
BLV-5007	Neurological Visual Impairment in Children	Distance Education	2.00
BLV-5104	Neurological Visual Impairment in Adults	Distance Education	1.00
BLV-5331	Principles of O&M 2	Blended	3.00
BLV-5332	Principles of O&M 3	Blended	3.00
BLV-6300	O&M Fieldwork	Direct Service	3.00

Upon Completion of Didactic Courses

Course Number	Course Title	Delivery	Credits
BLV-6301	O&M Internship	Direct Service	6.00

Certificate Program in Orientation & Mobility Total Credits: 30.00

EDUCATORS OF CHILDREN AND YOUTH WITH VISUAL IMPAIRMENTS

Master of Education and Certificate Programs

The College of Health Sciences, Education and Rehabilitation offers a Master of Education (MEd) in Blindness and Visual Impairment degree program, and a certificate program for Educators 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.

Program Mission

To develop and offer graduate education programs preparing highly qualified professionals to support children with visual impairment, including multiple disabilities, by creating an interprofessional environment of educators committed to lifelong learning, critical thinking, and dedication to the individuals and communities they serve.

Requirements for Certification

Individuals entering the program must meet the minimum requirements of the College of Health Sciences, 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. Those applicants who enter the program without any teaching certificate are considered "initial certificate" applicants. Those applicants who enter with an additional certificate already in hand are considered "advanced certificate" applicants.

Educator of Children and Youth with Visually Impairment

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

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

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

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 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. The internship (student teaching) is the last course which students complete.

Those individuals, who wish to receive the Master of Education (MEd) degree in addition to certification as a Teacher of the Visually Impaired, will complete one additional course: Critical Analysis of Research. In addition, candidates must pass the TVI comprehensive examination. In general, students who are seeking to complete the master's degree on a part-time 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.

Program Exit Requirements:

1. Complete all required coursework
2. Maintain good academic standing throughout the program
3. Pass direct service courses with a grade of B or better
4. Pass the comprehensive examination (master's students only)

MASTER OF EDUCATION DEGREE AND CERTIFICATE SEQUENCE OF COURSES
Spring Semester

Course Number	Course Title	Credits/Delivery	Cert with Special Ed/with No Special Ed	Master's with Special Ed/with No Special Ed

BLVS-5000	Foundations of Education & Rehabilitation	2.00/Blended	No/Yes	No/Yes
BLV-5001	Clinical Foundations & Implications of Visual Impairment	3.00/Distance Education	Yes/Yes	Yes/Yes
BLV-5002	Psychological & Social Dynamics of Visual Impairments	1.00/Distance Education	No/Yes	No/Yes
BLV-5004	Critical Analysis of Research	2.00/Distance Education	No/No	Yes/Yes
BLV-5403	Literacy for Students with Visual Impairment	3.00/Distance Education	Yes/Yes	Yes/Yes
BLV-5431	Principles of Teach Students with Visual Impairment 2	2.00/Blended	Yes/Yes	Yes/Yes

Summer Semester

Course Number	Course Title	Credits/Delivery	Cert with Special Ed/with No Special Ed	Master's with Special Ed/with No Special Ed
BLV-5101	Introduction to Independent Living Skills	1.00/On-Campus	Yes/Yes	Yes/Yes
BLV-5102	Introduction to Orientation & Mobility	1.00/On-Campus	Yes/Yes	Yes/Yes
BLV-5106	Braille Literacy	0.50/On-Campus	Yes/Yes	Yes/Yes
BLV-5130	Low Vision Assessment & Intervention 1	3.00/Blended	Yes/Yes	Yes/Yes
BLV-5131	Low Vision Assessment & Intervention 2	2.00/Blended	Yes/Yes	Yes/Yes
BLV-5400	Expanding the Core Curriculum	3.00/Blended	Yes/Yes	Yes/Yes
BLV-5402	Numeracy & Science	2.00/On-Campus	Yes/Yes	Yes/Yes
BLV-5404	Educating Emergent Bilinguals	1.50/Distance Education	Yes/Yes	Yes/Yes
BLV-5103	Introduction to Assistive Technology	3.00/Distance Education	Yes/Yes	Yes/Yes
BLV-6400	TVI Fieldwork (AB, AC)	1.00/Direct Services Course	Yes/Yes	Yes/Yes

Fall Semester

Course Number	Course Title	Credits/Delivery	Cert with Special Ed/with No Special Ed	Master's with Special Ed/with No Special Ed
BLV-5401	Teaching Students with Multiple Disabilities	2.00/Distance Education	Yes/Yes	Yes/Yes
BLV-5105	Literary Braille Code	3.00/Distance Education	Yes/Yes	Yes/Yes

BLV-5430	Principles of Teach Students with Visual Impairment 1	1.00/Blended	No/Yes	No/Yes
BLV-5007	Neurological Visual Impairment in Children	2.00/Distance Education	Yes/Yes	Yes/Yes

Upon Completion of Didactic Courses

Course Number	Course Title	Credits/Delivery	Certificate	Master's
BLV-6401	TVI Internship (AB, AC, AD, AE, AF, AG)	6.00/Direct Service Courses	Yes	Yes
BLV-6490	TVI Comprehensive Exam	0.00/Distance Education or On-Campus	No	Yes

Master of Education, Blindness and Visual Impairments Total Credits:

- 43 credits (students with a special education background)
- 46 credits (students without a special education background)

Certificate program, Education of Children and Youth with Visual Impairments Total Credits:

- 41 credits (students with a special education background)
- 43 credits (students without a special education background)

Notes:

- *Students can begin their program any of the three semesters*
- *The TVI internship is a 15-week student teaching experience which is offered in the Fall and Spring semesters.*

VISION REHABILITATION THERAPY (REHABILITATION TEACHING)

The College of Health Sciences, 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 (adaptive activities of daily living/independent living skills) to blind or visually impaired adults/older adults by providing the course work and supervised field experiences required for Vision Rehabilitation Therapist certification by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Both the Master of Science degree and certificate programs in Vision Rehabilitation Therapy require didactic coursework in addition to supervisory field practice and a full-time off-campus internship. The College of Health Sciences, Education and Rehabilitation offers part-time VRT master's degree and certificate programs online, with on-campus attendance required during a single, intensive, ten-week Summer Institute for all methodology and hands-on coursework.

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

MASTER OF SCIENCE DEGREE AND CERTIFICATE PROGRAM SEQUENCE OF COURSES
Spring Semester

Course Number	Course Title	Delivery	Credits
BLVS-5000	Foundations of Education & Rehabilitation	Blended	2.00

BLV-5001	Clinical Foundations & Implications of Visual Impairment	Distance Education	3.00
BLV-5002	Psychological & Social Dynamics of Visual Impairments	Blended	1.00
BLV-5500	Principles of Vision Rehabilitation Therapy	Blended	3.00
BLV-5004	Critical Analysis of Research	Distance Education	2.00

Summer Semester

Course Number	Course Title	Delivery	Credits
BLV-5102	Introduction to Orientation & Mobility	On-Campus	1.00
BLV-5103	Introduction to Assistive Technology	Blended	3.00
BLV-5106	Braille Literacy	On-Campus	0.50
BLV-5130	Low Vision Assessment & Intervention 1	Blended	3.00
BLV-5131	Low Vision Assessment & Intervention 2	Blended	2.00
BLV-5502	Independent Living Skills for VRTs	Blended	4.00
BLV-5504	Communication Skills for VRTs	Blended	1.00
BLV-5503	Teaching Literacy for Adults with Visual Impairments	Distance Education	2.00

Fall Semester

Course Number	Course Title	Delivery	Credits
BLV-5104	Neurological Visual Impairments in Adults	Distance Education	1.00
BLV-5105	Literacy Braille Code	Distance Education	3.00
BLV-5201	Visual Impairment & Multiple Disabilities	Distance Education	2.00

Upon Completion of Didactic Courses

Course Number	Course Title	Delivery	Credits
BLV-6501	VRT Internship	Blended	6.00

Master of Science in Vision Rehabilitation Therapy Total Credits: 41.50 credits

DEPARTMENT OF OCCUPATIONAL THERAPY

Lauren Sponseller, PhD, OTD, MSOTR/L, M.Ed
Chair, Occupational Therapy Department

The mission of the Salus University Occupational Therapy program is to provide an inter-professional academic experience that is grounded in the core principles of occupation and influenced by emerging knowledge and technologies, leading to improved health and well-being for the individuals, communities, and populations that graduates will serve.

The Salus approach to occupational therapy education is to provide a distinctive and innovative program for the academic and clinical preparation of a master's degree, specialty track certificate, and doctoral students.

The OT Department offers both professional and post-professional programs. Our professional program is a Master of Science degree in Occupational Therapy (MSOT), which emphasizes interdisciplinary perspectives, critical reasoning, the value of occupation, and professional development. The OT Department also offers two post-professional programs for registered occupational therapists. The first is a Doctorate of Occupational Therapy (OTD) degree. This program, which is primarily online, is designed to help licensed OTs progress in their field by becoming advanced content experts, future leaders, or assume teaching roles in higher education. The second is a Specialty Track Certificate, which provides advanced content and clinical expertise in selected specialty areas.

The Occupational Therapy program at Salus uses three key components to achieve their end:

Inter-Professional Educational Experience
Salus Occupational Therapy (OT) students are integrated into a community of professional graduate students who seek to become caring and competent health professionals, and who value the unique synergies possible in an interprofessional approach. This philosophy creates an environment that promotes a holistic approach to the care of the total person and encourages the sharing of information and the teamwork found in today's health and rehabilitation professionals.

Emerging Areas of Practice
All students are introduced to a variety of specializations unique to Salus including vision rehabilitation, public health, and health and wellness. These are particularly emphasized in the post-professional OT doctoral program. Significant and diverse community-based clinical experiences further enrich the learning environment.

A Focus on Occupation
Occupational therapy is based on the principle that people can improve their health and well-being by engaging in occupation, the dynamic process that supports an individual's continuous adaptation. Occupation is self-directed, personally initiated, goal-directed and organized. To this extent, it is used as the central construct underlying the occupational therapy curriculum. Students work in synergy with faculty, mentors, peers and consumers to reaffirm the occupational nature of humans and the principles of utilizing occupation as therapy.

Students with a bachelor's degree apply for entry into the MSOT degree at Salus. Once accepted, students who graduate the MSOT program and successfully pass the OT registration examination have the option of continuing their education in the post-professional OTD program. A qualified student who enters the Salus program as an MSOT candidate may request pre-admission to the doctoral program contingent on successful graduation and NBCOT registration. The post-professional OTD program also welcomes applications from registered occupational therapists from any university who meets admissions criteria.

We invite you to learn more about our occupational therapy programs, admissions requirements and more. Please see the links on the left menu bar or contact our admissions office to discover the world of opportunity awaiting you at Salus University.

Learn about our OT program's ACOTE accreditation at www.acoteonline.org.
Office of Admissions
800.824.6262

MASTER OF OCCUPATIONAL THERAPY (MSOT) PROGRAM

Our Master of Occupational Therapy (MSOT) degree program gives Salus students the basic skills they need as a direct care provider, consultant, educator, manager, researcher and advocate for both the profession and the consumer.

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).

In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

PROGRAM OVERVIEW

Students with a bachelor's degree may apply for entry into the master's (MSOT) program.
All qualified students are awarded a Master of Science (MSOT) degree after successful completion of the coursework. This coursework includes didactic classroom courses, Fieldwork experiences, and a Capstone project.
After completing the MSOT degree, students can continue their education in our post-professional OTD program.

PROGRAM DETAILS

The Master of Science in Occupational Therapy (MSOT) degree requires coursework over a period of 23 months beginning in August of Year 1 and extending through June of Year 2.
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.
To meet the required semester credits, students must complete a curriculum designed to meet ACOTE standards including fieldwork experiences and a capstone project. Students must complete the entire program in five years.

PROGRAM GOALS

At the successful conclusion of this MSOT degree program, students will:

- Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences, and an understanding of issues related to diversity
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced, and where it is emerging as a service
- Have achieved entry-level competence through a combination of academic and fieldwork education
- Be prepared to articulate and apply occupational therapy theory and evidence-based evaluations and interventions to achieve expected outcomes as related to occupation
- Be prepared to articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings

- Be prepared to plan and apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life
- Be prepared to be a lifelong learner, and keep current with evidence-based professional practice
- Be prepared to effectively communicate with and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession
- Understand the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process
- Be prepared to advocate as a professional for the occupational therapy services offered and for the recipients of those services
- Be prepared to be an effective consumer of the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge

ADMISSIONS

The College of Health Sciences, Education and Rehabilitation (CHER) Department of Occupational Therapy accepts applications to the Master of Occupational Therapy (MSOT) program only through the Occupational Therapy Centralized Application Service (OTCAS).
The processing of applications by OTCAS (www.otcas.org) begins mid-July, one year prior to the year of desired enrollment. Applications must be submitted on or before April 1 of the year of desired enrollment.

- Student application reviews begin when an application is verified by OTCAS
- Interviews are scheduled and initiated, beginning in September
- Candidates meeting the requirements are admitted on a weekly basis until class capacity is reached

See a profile of the most recent Entering Class (PDF)

It is to an applicant's advantage to apply as early as possible to ensure priority consideration for admission.

CRITERIA & PREREQUISITES

The College of Health Sciences, Education and Rehabilitation (CHER) actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become occupational therapists.

TO BE CONSIDERED, 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.
- Optional submission of score results on the Graduate Record Exam (GRE).
    - If you are submitting the GRE, you may submit results directly to OTCAS (Designated Institution code is 1999)
- 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.
- Candidates from an affiliated institution applying to the 4+2 BS/MSOT program, please review any additional requirements and deadlines.
- International Students, please review any additional requirements below.
- All credentials submitted on behalf of an applicant become a part of that applicant’s file with the University and cannot be returned.

PREREQUISITES

The required coursework 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.

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 or Lifespan Psychology
- Sociology (or Cultural Anthropology)

**Anatomy and Physiology coursework completed within an Exercise Science or Kinesiology department will also be accepted. Similar course work may be reviewed on a case by case basis for an approved substitution. Note: Anatomy and Physiology coursework offered via online only will not fulfill the prerequisites.

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

INTERNATIONAL STUDENTS & PRACTITIONERS

International Transcripts

For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:
A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
An official evaluation may be sent from the agency directly to OTCAS.
Instructions for submitting a foreign credential evaluation.

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.

ADMISSIONS SELECTION PROCESS

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) scores are taken into consideration.

Admissions Selection Process - MS in Occupational Therapy Program

Interview Process

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 interview one-on-one with a faculty member, meet with an Admissions staff member to discuss his or her application and tour our campus with students.

The interview should be conducted in a two-tier process. The first consisting of an interview conducted by a CHER faculty member, preferably from the Occupational Therapy Department. The faculty will follow a standard interview questionnaire which includes questions to assess the applicant's apparent motivation, career awareness, personal characteristics and communication skills. The faculty interviewer should not have access to the candidate's file, thus allowing the interviewer to pursue the objectives of the interview, without prejudice. The faculty interviewer will submit an individual interview summary report to the Admissions Committee.

The second tier of the interview process includes an "Exiting Interview" with a member of the admissions staff. The admission staff member will have the candidate's file and will discuss items which will assist the Admissions Committee in reaching a final decision. The purpose of the Exiting Interview is to verify that admissions requirements have been met, review any questions related directly to the application as well as provide the committee with additional insight to the candidate's personal characteristics and communication skills. It also provides the candidate with the ability to discuss any questions or concerns about the faculty interview and/or the admissions process. The admissions staff person will submit an "Exiting Interview Evaluation" to the Admissions Committee.

After the interview, the applicant file is presented to the Admissions Committee and a decision is rendered. The applicant will be notified of this decision by the Office of Admissions within two to three weeks after the interview.

Notification of Acceptance and Matriculation Fee
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.

Advanced Standing or Transfer Credit
As per the College of Health Sciences, 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.

Deferment of Admission
An accepted student with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing. The request must be directed to both the Dean of Student Affairs and the OT Program Director, and made via the Office of Admissions.

For deferment consideration, the following is required:

- A deferment request submitted in writing by ***May 15***, before the August start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.
- All non-refundable deposit fees and the matriculation supplement must be received (as directed in the University's official Letter of Acceptance.)

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, in writing, by ***April 1*** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation.

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, or reapply through OTCAS for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu.

CURRICULUM

COURSE SCHEDULE

First Year (2021-2022)		
Course Number	**Course Title**	**Credits**
Fall Semester (2S)		
OCT-5000	**Foundations of Occupational Therapy**	**4.00**
OCT-5001	**Physiology**	**3.00**
OCT-5002	**Biopsychosocial Development Across the Lifespan**	**2.00**
OCT-5003	**Functional Anatomy and Kinesiology**	**3.00**
OCT-5300	**OT Theoretical Perspectives**	**2.00**
IPE-7701	**Evidence-Based Practice**	**1.00**
		15.00
Spring Semester (4S)		

OCT-5030	**Applied Tenets 1**	**2.00**
OCT-5100	**Research Methods**	**3.00**
OCT-5101	**Ethics in OT**	**1.00**
OCT-5200	**Emerging and Innovative Practice in OT**	**2.00**
OCT-5301	**OT Theory and Practice for Children and Youth**	**4.00**
OCT-5400	**Pediatric Clinical Conditions**	**2.00**
		14.00
First Year Total		**29.00**
Second Year (2022-2023)		
Course Number	**Course Title**	**Credits**
Summer Semester (1S)		
OCT-5031	**Applied Tenets 2**	**2.00**
OCT-5102	**OT Orthotics and Modalities**	**1.00**
OCT-5302	**OT Theory and Practice for Adults**	**4.00**
OCT-5401	**Adult Clinical Conditions**	**2.00**
		9.00
Fall Semester (2S)		
OCT-5032	**Applied Tenets 3**	**2.00**
OCT-5103	**Leadership and Management**	**2.00**
OCT-5202	**OT Theory and Practice in Mental Health and Community**	**3.00**
OCT-5303	**OT Theory and Practice and Geriatrics**	**3.00**
COCT-5402	**Behavioral Health Conditions**	**2.00**
		12.00

Spring Semester (4S)		
OCT-6000	**Capstone Project**	**1.00**
OCT-6030	**Fieldwork 2A**	**6.00**
OCT-6031	**Fieldwork 2B**	**3.00**
		10.00
Second Year Totals		**31.00**
Third Year (2023-2024)		
Course Number	**Course Title**	**Credits**
Summer Session 1 (1C)		
OCT-6001	**Capstone Synthesis**	**1.00**
OCT-6032	**Fieldwork 2C**	**3.00**
		4.00
Third Year Total		**4.00**
Program Total Credits: 64.00		

COURSE DESCRIPTIONS

Functional Anatomy and Kinesiology | OCT-5003 | 3.00 credits

Functional Anatomy and Kinesiology-Lecture and Lab provide 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.

Physiology | OCT-5001 | 3.00 credits

Physiology 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. 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 | OCT-5002 | 2.00 credits

Biopsychosocial Development Across the Lifespan 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 life-span 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.

Foundations of Occupational Therapy | OCT-5000 | 4.00 credits
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.

Theoretical Perspectives | OCT-5300 | 2.00 credits
Occupational Therapy Theoretical Perspectives 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.

Interprofessional Evidence-Based Practice | OCT-5201 | 1.00 credits
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.

Applied Tenets 1 | OCT-5030 | 2.00 credits
Applied Tenets 1 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 understanding 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.

Research Methods | OCT-5100 | 3.00 credits
This course introduces the student to foundational components of occupational therapy research including both qualitative and quantitative methodologies. This 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.

Emerging and Innovative Practice in OT | OCT-5200 | 2.00 credit
Emerging and Innovative Practice in OT 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 with a focus on health and wellness.

OT Theory and Practice for Children and Youth | OCT-5301 | 4.00 credits
Lecture and lab 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.

Pediatric Clinical Conditions | OCT-5400 | 2.00 credits
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.

Ethics in OT | OCT-5101 | 1.00 credit
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.

Applied Tenets 2 | OCT-5031 | 2.00 credits
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.

OT Theory and Practice for Adults | OCT-5302 | 4.00 credits
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.

Orthotics and Modalities | OCT-5102 | 1.00 credit
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.

Adult Clinical Conditions | OCT-5401 | 2.00 credits

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 | OCT-5402 | 2.00 credits
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.

OT Theory and Practice in Mental Health and Community | OCT-5202 | 3.00 credits
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. Foundation 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.

Leadership and Management | OCT-5103 | 2.00 credits
Leadership and Management prepares students for varied roles within the healthcare delivery system including manager/program director, supervisor, advocate and entrepreneur. It includes an exploration of health care delivery systems and the regulatory and reimbursement mechanisms that affect delivery of OT services throughout the continuum of care. Through development of a professional portfolio, students demonstrate knowledge and personal awareness of resources that support leadership in practice, education, and health policy.

Applied Tenets 3 | OCT-5032 | 2.00 credits
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.

OT Theory and Practice in Geriatrics | OCT-5303 | 3.00 credits
Lecture and lab requires students to demonstrate synthesis of key curricular elements applied to a traditional or emerging area of occupational therapy practice with older adults. Lectures proceed through the AOTA Practice Framework in an organized fashion with presentations emphasizing the dynamic intersection of the client, the context, and the client's occupations. Special attention is paid to the issues and concerns of older adults, especially those at risk for health decline and loss of independence.

Capstone Project | OCT-6000 | 1.00 credit
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.

Fieldwork Level 2A | OCT-6030 | 6.00 credits
This course entails twelve weeks of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Fieldwork IIA 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 | OCT-6031 | 3.00 credits
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 life span. Fieldwork II B 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 2C | OCT-6032 | 3.00 credits
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 life span. Fieldwork II C 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.

Capstone Synthesis | OCT-6001 | 1.00 credit
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.

*course curriculum, descriptions, and schedule currently in the approval phase of EPCC and subject to revision.

FIELDWORK COMPONENT OVERVIEW

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 of an OT practitioner, focusing on the application of purposeful and meaningful occupation and the research, administration, and management of occupational therapy services. Each MSOT student must successfully complete three Level I fieldwork placements and three Level II fieldwork placements.

LEVEL 1 FIELDWORK

The goal of Level I 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. At Salus, each fieldwork Level I course has a specific focus based on a curricular theme that links it to the overarching curricular design of our Salus program and helps to integrate the didactic portion of our curriculum with each Level I experience. Level I fieldwork experiences at Salus are scheduled within the first Spring, first Summer, and second Fall didactic course semesters of the program as part of three Applied Tenets courses:

- Fieldwork 1A: (Applied Tenets 1)
- Fieldwork 1B (Applied Tenets 2)
- Fieldwork 1C (Applied Tenets 3)

LEVEL 2 FIELDWORK

The goal of Level II Fieldwork is to enable students to solidify their skills and competencies as they prepare to enter the profession. The purpose of Level II Fieldwork in the Salus MSOT program is to develop competent, entry level generalists. In Level II 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. The placements for Level II Fieldwork students take place across a wide range of practice areas and expose students to a variety of clients across the lifespan and in a variety of settings.

Level II 2A and 2B fieldwork experiences occur in the second spring semester. Students work in conjunction with the academic fieldwork coordinator to make Level II selections. Students complete one twelve-week and one six-week fieldwork experience alongside the completion of their Capstone project in this semester.

The final six-week Level II fieldwork experience (2C) occurs in the same clinical setting as Level II 2B, and takes place in the second summer session of the program, along with the Capstone Synthesis course. These culminating experiences offer students a way to solidify their skills, gain confidence as entry level practitioners, and demonstrate that they have integrated curricular themes.

POST-PROFESSIONAL DOCTOR OF OCCUPATIONAL THERAPY (OTD)

Caitlyn Foy, OTD, MOTR/L, Program Director

Our post-professional Doctor of Occupational Therapy (OTD) program uniquely positions you as a future leader, advanced content expert, or academic, with an emphasis on interprofessional collaboration. Choose a specialty track that meets your needs and interests, including Remedial Vision Rehabilitation, Low Vision Rehabilitation, and Health and Wellness. The program is designed to be convenient for full-time working professionals.

What We Offer:

1. **Learn online:** All but two courses are online using interactive computer based technology.
2. **Learn didactically and experientially:** Come twice to our beautiful campus in suburban Philadelphia to study face-to-face with our faculty and engage in dynamic hands-on learning activities and community-based experiences during two five day (Wednesday through Sunday) residency courses.
3. **Two options in program length:** 16 months (two-three courses per semester) or 27 months (one-two course per semester), both using a distance learning format, plus two on-campus 5-day residency courses.
4. **Choose one of our three specialty tracks; each specialty track reflects a unique cutting-edge area of OT practice that aligns with Salus University's highly regarded niche in health care.**

- **Low Vision Rehabilitation:** This track is designed to prepare occupational therapists to specialize in working with persons with severe visual impairment via state-of-the-art training from an internationally recognized faculty of experts in the field of low vision. Courses concentrate on low vision assessment and intervention techniques to enhance participation in occupations and daily living skills for clients for whom vision impacts their independence and quality of life.
- **Remedial Vision Rehabilitation:** Pediatrics and Acquired Brain Injury: This track is designed to enable occupational therapists to gain a comprehensive understanding of vision problems that are prevalent in the acquired brain injury and pediatric populations. Students will learn how to screen for the most commonly occurring problems and perform remedial vision rehabilitation for clients with these problems with ongoing collaboration with an optometrist.
- **Health and Wellness:** This track is designed to enable occupational therapists to gain a comprehensive and advanced/evidence-based perspective of holistic and innovative health care for individuals, groups or populations with or at-risk for chronic illness or disability. Students will be exposed to OT's role in health assessment and health promotion activities across the life span, global and cultural perspectives, community initiatives, primary care, and women's health.

5**. Learn from nationally recognized faculty members** who have published research and written textbooks in their fields of specialization.

6**. Start Date:** January 2023; applications will be accepted until November 15, 2022

7**. Total credit hours**: 30

SPECIALTY TRACK CERTIFICATES

Earn a specialty certificate as a stand-alone program or to be applied to the post professional doctoral degree. You will have the opportunity to learn from nationally recognized faculty members who have published research and written textbooks in their fields of specialization.

Choose one of our three specialty tracks; each specialty track reflects a unique cutting-edge area of OT practice that aligns with Salus University's highly regarded niche in health care.

Each track consists of four 3 credit courses. Two courses are online, and two are given as five day residency courses to facilitate hands-on experiential learning.

Low Vision Rehabilitation

This track prepares occupational therapists to specialize in working with persons with severe visual impairment via state-of-the-art training from an internationally recognized faculty of experts in the field of low vision. Courses concentrate on low vision assessment and intervention techniques to enhance participation in occupations and daily living skills for clients for whom vision impacts their independence and quality of life.

Remedial Vision Rehabilitation

Pediatrics and Acquired Brain Injury: This track is designed to enable occupational therapists to gain a comprehensive understanding of vision problems that are prevalent in the acquired brain injury and pediatric populations. Students will learn how to screen for the most commonly occurring problems and perform remedial vision rehabilitation for clients with these problems with ongoing collaboration with an optometrist.

Health and Wellness for Occupational Therapists

This track will enable occupational therapists from any area of clinical practice to develop advanced expertise in holistic and innovative health care skills to assist individuals, groups or populations with or at-risk for chronic illness or disability. Students will be exposed to health assessment and health promotion activities across the life span, global and cultural perspectives, women's health care, community initiatives and primary care.

Start date: January each year; applications will be accepted until November 15 prior to the start of the spring semester.
Total credit hours: 12 (four 3 credit courses)
Admission requirement: An applicant to the post-professional Specialty Track 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.

ADMISSIONS

The College of Health Sciences Education and Rehabilitation (CHER) Department of Occupational Therapy accepts applications to the post-professional Doctor of Occupational Therapy (OTD) and Certificate programs online through the GradCAS application service.
The intended program start date of the Doctor of Occupational Therapy (OTD) and Certificate programs is in the spring term, each January.

- Applications are accepted on a rolling basis. The deadline for the January 2020 start date is November 15, 2019.

- 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.

If you are interested in applying to the Doctor of Occupational Therapy (OTD) or Certificate programs or have questions regarding the application process, please contact an Admissions Counselor by email at admissions@salus.edu or by phone at 800.824.6262 or 215.780.1301 prior to initiating the online application.

CRITERIA & PREREQUISITES

The College of Health Sciences, Education and Rehabilitation (CHER) 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 an occupational therapy program, or a bachelor's degree in a related profession, from an accredited undergraduate college or university.**

**Applicants in the Low Vision Rehabilitation specialty track must have completed a bachelor's degree in an occupational therapy program from an accredited undergraduate college or university.*

TO BE CONSIDERED, AN APPLICANT MUST:

Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click Add Program at the top of the application home page.
    - Use the search filters to locate the Salus University, **Post-Professional Doctorate or Certificate in Occupational Therapy** programs.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- 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 issued directly to the GradCAS Transcript Processing Center from each institution, not to the student. *A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.*
    - Further instructions on submitting official transcripts.
- OTD Applicants: Submit copies of OT Licensure and NBCOT certification to the Office of Admissions (may be uploaded to GradCAS or 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).
    - International students must present their country of residence's equivalent documentation.
- Specialty Track Certificate Applicants: Submit copies of your professional licensure to the Office of Admissions (may be may be uploaded to GradCAS or 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. Submitted through the GradCAS application portal.
- Arrange for one letter of evaluation to be submitted through the GradCAS application portal on your behalf. References will be contacted by GradCAS and provided with instructions on how to submit an evaluation electronically. The reference may be one of the following:
    - 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; or
    - 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.
    - The reference should be from someone who is not related to the applicant and is familiar with the applicant's academic work, employment record, and/or personal characteristics.
- International Students, please review below any additional requirements needed.
- 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.

INTERNATIONAL STUDENTS & PRACTITIONERS
International students who are interested in applying to the post-professional OTD program are advised to speak to the Office of Admissions prior to application. Please call 800.824.6262 to speak with an admissions counselor.

Note: For international students who wish to practice in the U.S., the post-professional OTD degree does not guarantee eligibility to sit for the National Board for Certification in Occupational Therapy (NBCOT). For more information on eligibility requirements, please visit the NBCOT website.

International Transcripts
For international students and practitioners who have completed their college degree(s) outside of the U.S. or Canada, please submit the following information:

- A document-by-document credential review from an accredited agency, which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to:

    - GradCAS Transcript Processing Center
      PO Box 9217
      Watertown, MA 02471
- 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
    - Further instructions on submitting foreign credential evaluations.

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.

- If submitting TOEFL scores, please use the GradCAS code of B886.
- If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.

ADMISSIONS SELECTION PROCESS
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 or Specialty Track Certificate) program 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.

Interview Process
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 Health Sciences, 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.

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.

Advanced Standing or Transfer Credit
As per the College of Health Sciences, 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.

Deferment of Admission
An accepted student with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing. The request must be directed to both the Dean of Student Affairs and the OTD Program Director, and made via the Office of Admissions.

For deferment consideration, the following is required:

- A deferment request submitted in writing by **December 15**, before the January start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.
- All matriculation materials must be received (as directed in the University's official Letter of Acceptance).

If deferment is approved:

- Admission will be extended to January matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, in writing, by **November 15** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation (this may be done in person or via phone/online).

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, and reapply through GRADCAS for future admission.

CURRICULUM

COURSE SCHEDULE

Course Number	Course Title	Credits
Core Courses		

OTD-7001	**Inter-professional Approach to Health**	**3.00**
OTD-7002	**Teaching in Higher Education**	**2.00**
OTD-7003	**Advanced Occupation-Based Perspectives**	**2.00**
OTD-7004	**Grant Writing and Disseminating Scholarship**	**3.00**
OTD-8001	**Doctoral Capstone Research Methods**	**3.00**
OTD-8002	**Doctoral Capstone Design**	**4.00**
OTD-8031	**Doctoral Capstone Project**	**1.00**
OTD-8033	**Doctoral Capstone Thesis and Defense**	**0.00**
		18.00
***OTD-8032**	**Doctoral Capstone Project Advisement1 (not included in mandatory 30 credits)**	**1.00**
***OTD-8033**	**Doctoral Capstone Project Advisement 2 (not included in mandatory 30 credits)**	**1.00**
Specialty Tract Courses		
Remedial Vision Rehabilitation Tract		
OTD-7501	**Understanding Visual Deficits and Their Relationship to Occupation**	**3.00**
OTD-7502	**Vision Testing/Screening**	**3.00**
OTD-7530	**Remedial Vision Rehab 1: Visual Integrity and Visual Efficiency Problems**	**3.00**
OTD-7531	**Remedial Vision Rehab 2: Eye Movement And Visual Information Processing Problems**	**3.00**
		12.00
Low Vision Rehabilitation Tract - Option A		
BLV-5001	**Clinical & Functional Implications of Visual Impairment**	**3.00**

BLV-5002	**Psych & Soc of Visual Impairment**	**1.00**
BLV-5101	**Introduction to Individual Living Skills**	**1.00**
BLV-5102	**Introduction to Orientation and Mobility**	**1.00**
BLV-5104	**Neurological Visual Impairments in Adults**	**1.00**
BLV-5130	**Low Vision Assessment and Intervention 1**	**3.00**
BLV-5131	**Low Vision Assessment and Intervention 1**	**2.00**
		12.00
Low Vision Rehabilitation Tract - Option B		
BLV-5001	**Clinical & Functional Implications of Visual Impairment**	**3.00**
BLV-5130	**Low Vision Assessment and Intervention 1**	**3.00**
BLV-5131	**Low Vision Assessment and Intervention 2**	**2.00**
BLV-5502	**Individual Living Skills for VRT**	**4.00**
		12.00
Health and Wellness Tract		
OTD-7701	**Health & Wellness Across the Life Cycle**	**3.00**
OTD-7702	**Global and Cultural Perspectives of Health and Health Policy**	**3.00**
OTD-7703	**Health Promotion in Groups, Communities & Populations**	**3.00**
OTD-7704	**Innovative Occupational Therapy Health and Wellness Practices**	**3.00**
		12.00
Total Credits OTD		**30.00**
Total Credits OT Cert		**12.00**
	***Not included in mandatory 30 credits**	

OTD Courses Requiring Prerequisites for Enrollment		
Course Number	**Course Title**	**Credits**
Core Courses		
OTD-8002	**Doctoral Capstone Design**	**4.00**
OTD-8031	**Doctoral Capstone Project**	**1.00**
OTD-8032	**Doctoral Capstone Project Advisement 1**	**1.00**
OTD-8033	**Doctoral Capstone Thesis and Defense**	**0.00**
OTD-8034	**Doctoral Capstone Project Advisement 2**	**1.00**

COURSE DESCRIPTIONS

Inter-Professional Approach to Health | 3 Credits

OTD-7001

This doctoral seminar exposes students to major theories and research about the process of inter-professional collaboration and looks at the features of successful inter-professional teams and team leaders. This course will also give students the opportunity to delve into specific topics in the literature on inter-professional collaboration that will inform their chosen specialty area of study in the OTD program.

Teaching in Higher Education | 2 Credits

OTD-7002

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. Students will have the opportunity to guest lecture in the Salus MSOT program as part of this course.

Advanced Occupation-Based Perspectives | 3 Credits

OTD-7003

This course examines the multifaceted aspects of human occupations. It will include perspectives from Occupational Science, Ecological Models of Occupation, Model of Human Occupation, Canadian Models of Occupational Performance and Engagement, and Person, Environment, Occupation model. 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) will be described as well as environmental factors of this model.

Doctoral Capstone Research Methods |3 Credits

OTD-8001
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 doctoral capstone mentor).

Doctoral Capstone Project | 1 Credit
OTD-8030, OTD-8031
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.

Doctoral Capstone Design | 4 Credits
OTD-8002
The content emphasis for this course will focus on a) developing a capstone proposal, and b) learning methods for data analysis or program assessment/outcomes. Students will go through the institutional review board (IRB) process as part of this course.

Grant Writing and Disseminating Scholarship | 3 Credits
OTD-7004
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.

SPECIALTY TRACK COURSES

Remedial Vision Rehabilitation Track
Understanding Visual Deficits and Their Relationship to Occupation | 3 Credits
OTD-7501
This course is designed to provide students with a strong understanding of the anatomy, physiology of the visual system and an understanding on the 3 - 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.

Remedial Vision Rehab 1: Visual Integrity and Visual Efficiency Problems | 3 Credits
OTD-7530
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.

Vision Testing/Screening | 3 Credits
OTD-7502
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 3 subjects.

Remedial Vision Rehab 2: Eye Movement And Visual Information Processing Problems | 3 Credits
OTD-7531
Intensive/On-Campus
This intensive/on-campus 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 5-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 2 subjects.

Low Vision Rehabilitation Track
Clinical and Functional Implications of Visual Impairment | 3 Credits
OTD-7601
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
OTD-7630
Intensive/On-Campus
This course examines various methods for evaluating low vision, including inter-professional 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 activities of daily living of individuals with low vision. Emphasis is also placed on assessing functional vision performance of individuals, including those with multiple disabilities, as well as 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 pros and cons of various assessment/evaluation tools and procedures.

Special Topics in Low Vision Rehabilitation | 3 Credits
OTD-7602

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.

Low Vision Evaluation and Treatment 2 | 3 Credits
OTD-7631
Intensive/On-Campus
This course 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.

Health and Wellness Track
Health & Wellness Across the Life Cycle | 3 Credits
OTD-7701
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, work years, and changing women's health needs), post-work life including new conceptualizations of healthy retirements. These holistic perspectives will be integrated with Occupational Therapy conceptual models and practice, including lifestyle redesign, chronic illness self-management, as well as relevant complementary and integrative practices, and processes that will enable positive change. Exploration of the health and wellness needs and vulnerabilities of people with disability or at-risk for disability will be included, with related concepts from the International Classification of Functioning, Disability and Health.

Global and Cultural Perspectives of Health and Health Policy | 3 Credits
OTD-7702
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
OTD-7703
This intensive/on-campus course is designed to provide students with concepts of community health and health promotion, as well as population prevention strategies. Integration of epidemiological research with principles of collaboration, building partnerships, lifestyle strategies. and coalition development will be

covered. Specific needs of certain groups or communities particularly those with disabilities or chronic illnesses who occupational therapists treat will be discussed. There will be site-visiting of several unique health and wellness enhancing settings for people with disabilities such as museums, a breastfeeding resource center (women's health), playgrounds and community centers.

Innovative Occupational Therapy Health and Wellness Practices | 3 Credits
OTD-7704
This intensive/on-campus class is designed to explore contemporary health and wellness opportunities and envision future possibilities for Occupational Therapists (OT) brought about changes in the health care funding landscape and society. Some of the topics will explore occupational therapy opportunities in primary care, defining the OT role in self-management of chronic conditions, ergonomics advances, innovative community accessibility initiatives for children and families, transitional service and support for people with developmental disabilities or aging in place, and technology. This course has taken students to an innovative interdisciplinary primary care site, a rehabilitation center with advanced robotics, cutting edge accessible museums/planning playgrounds for children/families with disabilities, and progressive community services for young adults with disabilities.

DEPARTMENT OF SPEECH-LANGUAGE PATHOLOGY

Robert W. Serianni, MS, CCC-SLP
Department Chair/Program Director

The University is proud to offer a Master of Science degree program in Speech-Language Pathology (SLP).

A master's degree is the standard credential in the profession of SLP. In keeping with the Salus emphasis on a sound background in the biomedical sciences, interprofessional education and clinical skills, graduates of this degree program will receive the necessary education and training to become integral members of today’s healthcare and education teams, and future leaders in their profession.

The Salus University reputation for quality and innovative education is well-earned. The opportunity to interact with students and faculty from Salus programs in optometry, audiology, physician assistant, public health, occupational therapy, and blindness and low vision education and rehabilitation will afford SLP students a unique and valuable perspective not found in all SLP programs. For those SLP students who are interested in research, Salus University also has a degree program in the biomedical sciences.

MISSION:
To educate and train graduate-level students to become exemplary professionals in speech-language pathology who provide excellence in service delivery to individuals with communication and swallowing disorders, and who engage in and promote interprofessional education and practice, lifelong learning and prevention of communication and swallowing disorders.

VISION:
Promote communication and swallowing/feeding health and well-being in persons with disabilities or at risk for disabilities so that these individuals have equal opportunity to gain access to and prosper in all aspects of society (e.g. education, economics, politics/advocacy for social justice, etc.).

ADMISSIONS

The College of Health Sciences, Education and Rehabilitation 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 August, one year prior to the year of desired enrollment. Applications must be submitted on or before May 1 of the year of desired enrollment.

Student application reviews begin when an application is verified by CSDCAS.
Interviews are scheduled and initiated, beginning in October.
Candidates meeting the requirements are admitted on a weekly basis until class capacity is reached.
See a profile of the most recent Entering Class (PDF)

It is to an applicant's advantage to apply as early as possible to ensure priority consideration for admission.

CRITERIA & PREREQUISITES
The Department of Speech-Language Pathology actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become clinical speech-language pathologists.

TO BE CONSIDERED, 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 a Bachelor's degree from an accredited undergraduate college or university. It is recommended that an applicant must have a minimum GPA of 3.0 on a 4.0 grade scale from his/her 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 below) 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 the Graduate Record Exam (GRE) offered by Educational Testing Services (ETS).
    - Salus University utilizes a super score model for evaluating GRE performance, meaning that if the candidate has taken the GRE more than once, the highest score from each section is utilized when evaluating the candidate for admission.
    - Results may be submitted directly to CSDCAS (Designated Institution code is 7157).
    - Completion of the GRE is required within three years of your desired entrance date to the Program.
    - Applicants who have received a Master's degree are exempt from this admissions requirement.
- Obtain a minimum of 25 hours of directed clinical observation of a 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 on your ability to handle the rigors of graduate studies as well as characteristics you possess as a future health scientist in the discipline of speech-language pathology. Arrange to have forwarded directly to CSDCAS the following letters of evaluation:
    - One letter from a ASHA-certified, state licensed speech-language pathologist regarding your personality, work ethics, 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 and write to your ability to complete graduate studies and those character traits that 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 your work and/or who can assess your qualifications for graduate studies, your ability to complete graduate work and the contributions you can make as a future speech-language pathologist to adult and/or pediatric populations who are mentally and/or physically challenged.
- International Students, please review any additional requirements below.
- All credentials submitted on behalf of an applicant become a part of that applicant's file with the University and cannot be returned.

Recommended read:
ASHA.org - The ASHA Leader - January, 2014 Article - *Craft a Stand-Out Application*

PREREQUISITES
The following prerequisites are based on the latest accreditation standards set forth by the CAA (last revised April 2019) 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 pathology program. No credit is given for experiential learning.

The applicant must have successfully completed one semester of each of the following courses with a 'B-' or better:

- Biological Science (e.g., biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics, veterinary science) – 1 semester
- Physical Science (e.g., physics or chemistry) – 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

Please note: Courses in the biological, physical, and the social/behavioral sciences should include content areas that will assist students in acquiring the basic principles in social, cultural, cognitive, behavioral, physical, physiological, and anatomical areas useful to understanding the communication/linguistic sciences and disorders.

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, Articulation and Phonological Disorders, and Language Disorders.

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

INTERNATIONAL STUDENTS & PRACTITIONERS

International Transcripts

For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to CSDCAS.
    - Instructions for submitting a foreign credential evaluation.

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 or educational 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.

- If submitting TOEFL scores, please use the CSDCAS code of C112.
- If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.

ADMISSIONS SELECTION PROCESS

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) scores are taken into consideration.

Admissions Selection Process - Speech-Language Pathology Program

Interview Process
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.

Notification of Acceptance and Matriculation Fee
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. 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 are non-refundable and will be applied toward first term fees.

Deferment of Admission
An accepted student to the Salus University Speech-Language Pathology program with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing. *The request must be directed to both the Dean of Student Affairs and the Chair/ Program Director of the SLP program, and made via the Office of Admissions.*

For deferment consideration, the following is required:

- A deferment request submitted in writing by ***May 15***, before the August start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the reason(s) for the requested deferment.
- All non-refundable deposit fees and the matriculation supplement must be received (as directed in the University's official Letter of Acceptance).

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.

- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, in writing, by ***April 1*** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation.

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, or reapply through CSDCAS for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu.

Compliance Requirements
Students may be required to complete various compliance requirements (i.e. background checks or immunizations) 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.

CURRICULUM

Course Schedule

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Semester (2S)		
SLP-5000	**Neuroscience**	**3.00**
SLP-5001	**Counseling Foundations in Communication Sciences & Disorders**	**2.00**
SLP-5100	**Speech Sound Disorders**	**2.50**
SLP-5130	**Prevention, Assessment & Treatment of Communication Disorders in the Children: Zero to Five**	**2.00**
SLP-5230	**Adult Language Disorders 1: Aphasia and Right Hemisphere Damage**	**2.50**
IPE-7701	**Evidence Based Practice in International Education: General Cncepts**	**1.00**
SLP-6100	**Clinical Management and Practicum 1**	**2.00**
		15.00
Spring Semester (4S)		
SLP-5002	**Applied Integrative Anatomy for Speech-Language**	**2.00**

	Pathology (Gross Anatomy Course with Dissected/Prosected Cadavers)	
SLP-5131	**Prevention, Assessment & Treatment of Communication Disorders in School-Aged Children: Six to Twenty One**	**2.00**
SLP-5231	**Adult Language Disorders 2: Traumatic Brain Injury and the Dementias**	**2.50**
SPP-5301	**Autism Spectrum Disorders**	**2.00**
SLP-5400	**Research Design and Application of Evidence Based Practice in Speech-Language Pathology (includes students identifying Capstone Project Topic)**	**2.50**
SLP-5401	**Dysphagia**	**3.00**
SLP-6200	**Clinical Management and Practicum 2**	**2.00**
		16.00
First Year Total	**The credit unit is equal to one semester hour.**	**30.00**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Term (1S)		
SLP-5003	**Communication Disorders in Culturally and Linguistically Diverse Populations**	**2.00**
SLP-5005	**Cleft Palate and Craniofacial Anomalies**	**1.00**
SLP-5300	**Motor Speech Disorders**	**2.00**
SLP-5302	**Fluency Disorders**	**2.00**
SLP-5303	**Voice Disorders**	**2.00**
SLP-6030	**Clinical Management and Practicum 3**	**2.00**
		11.00
Fall Semester (2S)		
SLP-5030	**Special Topics Seminar 1**	**2.00**

SLP-5304	**Technology in Speech-Language Pathology: Augmentative and Alternative Communication and Computer Applications**	**2.00**
SLP-5500	**Aural Habilitation/Rehabilitation**	**2.00**
SLP-6400	**Clinical Management and Practicum 4**	**3.00**
		9.00
Spring Semester (4S)		
SLP-5004	**Professional Issues and Ethics in Speech-Language Pathology**	**2.00**
SLP-5031	**Special Topics Seminar 2**	**2.00**
SLP-5402	**Capstone Project in Speech-Language Pathology (required with single day presentation on campus)**	**2.00**
SLP-6500	**Clinical Management and Practicum- 5**	**3.00**
SLP-6050	**Comprehensive Examination in Speech-Language Pathology**	**0.00**
		9.00
Second Year Total	**The credit unit is equal to one semester hour.**	**29.00**
Additional Courses		
Course Number	**Course Title**	**Credits**
SLP-5556	**Speech-Language Pathology Independent Study**	**Variable**
	(Variable options -- 1 credit, 2 credits or 3 Credits)	
SLP-5557	**Professionally Speaking**	**1.00**
	Program Total	**60.00**

COURSE DESCRIPTIONS

Neuroscience | 3 credits
SLP-5000
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.

Counseling Foundations in Communication Disorders | 2 credits
SLP-5001
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.

Communication Disorders in Culturally and Linguistically Diverse Populations | 2 credits
SLP-5003
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.

Applied Integrative Anatomy for SLP | 2 credits
SLP-5002
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.

Professional Issues and Ethics in Speech-Language Pathology | 2 credits
SLP-5004
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.

Cleft Palate and Craniofacial Anomalies | 1 credit
SLP-5005
A comprehensive study of the definitions, characteristics, classifications, epidemiology, pathophysiology, etiologies, and differential diagnosis of cleft palate and other craniofacial anomalies. Formal and informal assessment tools and intervention strategies will be presented.

Special Topics Seminar 1 | 2 credits
SLP-5030
Topics of current interest to the profession of speech-language pathology, centered around medical aspects of 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.

Special Topics Seminar 2 | 2 credits
SLP-5031
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 school-based speech-language pathology practice.

Articulation and Phonological Disorders | 2.5 credits
SLP-5100
Articulatory phonetics, phonological processes and backward and forward co- articulation are presented. Contemporary assessment and intervention tools for articulatory and phonological delays and disorders, including specific remediation procedures are demonstrated.

Prevention, Assessment and Treatment of Communication Disorders in Children: Zero to Five | 2 Credits
SLP-5130
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.

Prevention, Assessment and Treatment of Communication Disorders in School-Aged Children: 6-21 | 2 credits
SLP-5131
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.

Adult Language Disorders 1: Aphasia and Right Hemisphere Damage | 2.5 credits

SLP-5230
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.

Adult Language Disorders 2: Traumatic Brain Injury and the Dementias | 2.5 credits
SLP-5231
Definitions, characteristics, classifications, epidemiology, pathophysiology, etiologies, differential diagnosis of cognitive-linguistic disorders associated with traumatic brain injury, Alzheimer's disease and other dementias. Formal and informal assessment tools and intervention strategies are presented.

Motor Speech Disorders | 2 credits
SLP-5300
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.

Autism Spectrum Disorders | 2 credits
SLP-5301
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.

Fluency Disorders | 2 credits
SLP-5302
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.

Voice Disorders | 2 credits
SLP-5303
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.

Technology in Speech-Language Pathology: Augmentative and Alternative Communication and Computer Applications | 2 credits
SLP-5304
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.

Research Design and Application of Evidenced Based Practice in Speech-Language Pathology | 2.5 credits
SLP-5400
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.

Dysphagia | 3 credits
SLP-5401
Normal anatomy and physiology of mastication and deglutition (chewing and swallowing) as well as disrupted stages of feeding and swallowing 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.

Capstone Project in Speech-Language Pathology | 2 credits
SLP-5402
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.

Aural Habilitation/Rehabilitation | 2 credits
SLP-5500
Application of methods and procedures for management of the individual with a hearing impairment and the role of the speech-language pathologist, including language, speech, auditory training, speech-reading, and subject-matter tutoring.

Evidence-Based Practice in Interprofessional Education: General Concepts | 1 credit
SLP-5555
A highly interactive, interprofessional course taught across all of the health sciences academic programs at the University. This course helps students understand how evidence based practice tools are applied to clinical training, clinical problem solving and most importantly, clinical practice.

Independent Study Course Description | 1-3 credits
SLP-5556
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.

Professionally Speaking Course Description | 1 credit
SLP-5557
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.

Clinical Foundations | 2 credits
SLP-6000
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.

Clinical Management and Practicum 1 | 2 credits
SLP-6030
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 measurable 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.

Clinical Management and Practicum 2 | 2 credits
SLP-6031
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.

Clinical Management and Practicum 3 | 3 credits

SLP-6032
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.

Clinical Management and Practicum 4 | 3 credits
SLP-6033
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.

Department of Physician Assistant Studies

Rachel Ditoro, MSPAS, PA-C, Director

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.

PHYSICIAN ASSISTANT (PA) PROGRAM

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Our competitive, full-time, 25-month Physician Assistant (PA) program prepares graduates to join one of the fastest-growing professions in the country and become integral members of today's healthcare delivery team. The program consists of a 12-month didactic phase and a 13-month clinical phase. Upon successful completion of the program, students receive a Master of Medical Science degree (MMS).

The program is patient-centered with a primary care philosophy and holistic approach, so our students appreciate the need to care not only **for** the patient, but **about** the patient. Our outstanding faculty is accessible and committed to the personal and professional development of our students.

Early clinical experiences plus innovative teaching through small group and case-based learning are integral to the program. The Clinical Phase is dedicated to supervised clinical practice experiences that afford direct patient care in primary and specialty care disciplines.

Salus University Physician Assistant students receive:

- A strong basic science and pathophysiology foundation for clinical medicine
- Anatomy instruction with an onsite full cadaver dissection lab augmented with virtual anatomy
- Innovative, evidence-based instruction integral to the development of critical thinking skills

- Observational patient care introduced in the first year

Contact us at 800.824.6262 or admissions@salus.edu to explore the opportunities awaiting you at Salus University.

ADMISSIONS

The College of Health Sciences, Education and Rehabilitation Physician Assistant program accepts applications only through the Centralized Application Service for Physician Assistants (CASPA). The processing of applications by CASPA begins in April, sixteen (16) months prior to the year of desired enrollment. Applications must be verified by CASPA on or before **December 1** of the year prior to desired enrollment.

- Student application reviews begin when CASPA has verified an application.
- Interviews are scheduled and initiated, beginning July in the year prior to enrollment.
- Candidates are admitted by the Admissions Committee on a rolling basis with a maximum entering class size of 50 students.

See a profile of the most recent Entering Class (PDF).

It is to an applicant's advantage to apply as early as possible to ensure priority consideration for admission.

CRITERIA & PREREQUISITES

The College of Health Science, Education and Rehabilitation Physician Assistant program actively seeks individuals with an undergraduate degree and diverse life experiences who desire to become physician assistants.

TO BE CONSIDERED, 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 below)
- Submit three letters of recommendation; one must be from a physician assistant. Arrange for required letters of recommendation to be sent directly to CASPA.
- Accrue a minimum of 300 hours of direct patient care experience. This may be a volunteer and/or employment position(s).
- Complete a minimum of 20 hours of PA shadowing to become familiar with the role of the physician assistant (PA) as a member of the health care team. Shadowing PAs in various medical disciplines is highly recommended.
- Complete the Graduate Record Examination (GRE) within three years of the desired entrance date to the Program. Official scores are to be sent directly to CASPA. Salus University's designated institution code is 0432.

  Please note, all credentials submitted on behalf of an applicant becomes part of that applicant's record with the University and cannot be returned.

International students, please review below any additional requirements needed.

IF ACCEPTED, AN APPLICANT MUST:

- Complete a criminal background check, child abuse clearance, annual health clearances, fingerprinting and drug screening. Immunization requirements are compliant with state regulations and CDC recommendations for healthcare providers.
    - Information will be provided by the Office of Student Affairs regarding this process. Students are responsible for all fees associated with these clearance protocols. More information can be found in the Admissions Selection Process section below.
- Provide proof of health insurance prior to the start of the program.
- Meet the ***Technical Standards*** (see section below) with allowance for reasonable accommodations.

PREREQUISITES

A candidate must have completed a bachelor's degree from an accredited undergraduate institution with ***a minimum cumulative and science GPA of 3.0*** on a 4.0 scale. The following institutions have formed articulation agreements with Salus University:

3+2 Physician Assistant Program:
Western New England University

4+2 Physician Assistant Program:
Cedar Crest College
Indiana University of Pennsylvania
Keystone College
Messiah College
Rosemont College
University of the Sciences

Please refer to the following link for additional information regarding the criteria for each articulation: salus.edu/pa-affiliate.

Prerequisite courses must be completed within ten 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. In order to fairly evaluate a candidate, it is recommended that **no more than two prerequisites** be outstanding at the time of interview.

Undergraduate credits must include the courses listed below, completed with a 2.0 (C) or better.

Four semester credits* are required in each of the following courses:

- Anatomy and Physiology I (or Anatomy) with laboratory
- Anatomy and Physiology II (or Physiology) with laboratory
- Biology I with laboratory
- Biology II with laboratory

- Chemistry I with laboratory
- Chemistry II with laboratory

*Three semester credit course/s will be reviewed on an individual basis.

Three semester credits are required 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

Recommended courses, but not required: medical terminology (strongly recommended), physics, genetics, immunology, embryology, histology, biochemistry, cell biology, public speaking, ethics, and developmental or abnormal psychology.

INTERNATIONAL STUDENTS & PRACTITIONERS

International Transcripts

For international applicants 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 (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to CASPA.
    - Instructions for submitting a foreign credential evaluation.

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.

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 of 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).

ADMISSIONS SELECTION PROCESS
The Admissions Committee has established policies that include the selection of applicants best qualified to serve the public and the profession. The factors considered in selecting students for our program include.

- academic performance*
- motivation
- extracurricular activities and interests
- related and unrelated work experience
- personal achievements
- essay
- 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 averages, performance in prerequisite courses, number of college science credits completed each semester, major, degree status, and Graduate Record Examination (GRE) scores are considered. Accrued hours of direct patient care experience are also considered.

Applicants from affiliated institutions who have met established minimum requirements are given priority consideration in the admissions selection process with invitation to interview. In addition, applicants who have taken three or more science courses per semester, maintain a Biology/Chemistry/Physics GPA of 3.5 or higher, or have shadowed licensed physician assistants across various disciplines are given priority consideration in the admissions selection process.

Applicants who have successfully completed the Salus Post-baccalaureate in Health Sciences Certificate Program and who have met all minimum prerequisites for admission will be afforded the opportunity to interview and be considered in the general applicant pool. Please note: To successfully complete the Post-baccalaureate certificate, students must complete 25 credits while maintaining good academic standing (a GPA of 3.0 or higher and no more than two 'C' grades).
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.Admissions Selection Process - Physician Assistant Program

Interview Process
Individuals successfully meeting the prerequisites may receive an invitation for an on-campus interview. This meeting provides further insight into the applicant's character and motivation, and allows an applicant the opportunity to discuss their application with an Admissions staff member, tour the campus, and meet with faculty and students.

In addition, eligible students accepted into the Post-baccalaureate in Health Sciences program who successfully complete the certificate*, submit a complete CASPA application, and meet the program prerequisite requirements will be guaranteed an interview with the Salus program of their choice.

Contact the Office of Admissions for additional information.

Notification of Acceptance and Matriculation Fee

An applicant may be notified of their acceptance as early as August, 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 the $500 matriculation fee is due by April 1.
- *All monies received above are non-refundable and will be applied toward first term fees.*

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. Immunization requirements are compliant with state regulations and CDC recommendations for healthcare providers. Information will be provided by the Office of Student Affairs 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 that 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.

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.

Deferment of Admission
An accepted student to the Salus University Physician Assistant program with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing**.** *The request must be directed to both the Dean of Student Affairs and the PA Program Director, and made via the Office of Admissions.*

For deferment consideration, the following is required:

- A deferment request submitted in writing by ***May 15***, before the August start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.
- All non-refundable deposit fees and the matriculation supplement must be received (as directed in the University's official Letter of Acceptance.)

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, in writing, by ***April 1*** of the deferred admission calendar year regarding their intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation.

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, or reapply through CASPA for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu.

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 electrocardiogram, 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 health care 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 health care 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 their 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, judgment, 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 judgment, 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
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 they can meet the program's technical standards without accommodation, or a signed statement from the applicant that they believe they can meet the technical standards if reasonable accommodation is provided.

The University reserves the right of final determination for applicants requesting accommodations to meet the program's technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the

educational process of the student or the institution, including all coursework and internships deemed essential to graduation.

The Office for 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.

CURRICULUM

COURSE SCHEDULE

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Semester (2S)		
PAS-5001	Gross Anatomy	4.00
PAS-5002	Medical Microbiology and Genetics	2.00
PAS-5007	PA Seminar	1.00
PAS-5030	Physiology and Pathophysiology 1	3.00
PAS-5040	Pharmacology and Clinical Therapeutics 1	2.00
PAS-5060	Physical Diagnosis 1	2.50
PAS-5130	Clinical Medicine 1	4.50
PAS-5140	Advanced Clinical Skills 1	2.00
IPE-7701	Evidence-Based Practice	1.00
		22.00
Spring Semester (4S)		
PAS-5003	Behavioral Science	2.50
PAS-5009	Community Health	1.00
PAS-5031	Physiology and Pathophysiology 2	2.50
PAS-5041	Pharmacology and Clinical Therapeutics 2	1.50
PAS-5050	Clinical Problem Solving 1	2.50
PAS-5061	Physical Diagnosis 2	1.50
PAS-5102	Integrative Medicine	1.00
PAS-5131	Clinical Medicine 2	6.00
PAS-5141	Advanced Clinical Skills 2	3.00
		21.50
First year total		43.50
Second Year 2023-2024		

Course Number	Course Title	Credits
Summer Semester (1S)		
PAS-5008	Acute and Invasive Medicine	3.00
PAS-5032	Physiology and Pathophysiology 3	2.00
PAS-5042	Pharmacology and Clinical Therapeutics 3	1.50
PAS-5051	Clinical Problem Solving 2	1.50
PAS-5062	Physical Diagnosis 3	1.00
PAS-5132	Clinical Medicine 3	6.00
PAS-5142	Advanced Clinical Skills 3	2.50
		17.50
Fall Quarter (2Q)		
PAS-62XX	Rotation 1*	4.50
PAS-62XX	Rotation 2*	4.50
		9.00
Winter Quarter (3Q)		
PAS-62XX	Rotation 3*	4.50
PAS-62XX	Rotation 4*	4.50
		9.00
Spring Quarter (4Q)		
PAS-5930	Capstone Project 1	0.50
PAS-62XX	Rotation 5*	4.50
PAS-62XX	Rotation 6*	4.50
PAS-62XX	Rotation 7*	4.50
		14.00
Second Year Total		49.50
Third Year 2024-2025		
Summer Quarter (1Q)		
PAS-62XX	Rotation 8*	4.50
PAS-62XX	Rotation 9*	4.50
PAS-62XXA	Rotation 10* (Part 1)	2.50
		11.50
Fall Session I (2Q)		
PAS-5901	Transition to Practice	2.00
PAS-5931	Capstone Project 2	0.50
PAS-62XXB	Rotation 10* (Part 2)	2.00
		4.50
Third Year Total		16

***Rotation Descriptions**		
PAS-6200	**Emergency Medicine**	
PAS-6201	**General Surgery**	
PAS-6202	**Internal Medicine**	
PAS-6203	**Prenatal Care / Women's Health**	
PAS-6204	**Pediatrics**	
PAS-6206	**Behavioral / Mental Health**	
PAS-6230	**Elective Rotation 1**	
PAS-6231	**Elective Rotation 2**	
PAS-6240	**Family Medicine / Primary Care 1**	
PAS-6241	**Family Medicine / Primary Care 2**	
	Program Total	**109**

COURSE DESCRIPTIONS

Gross Anatomy | Lecture and Lab | 4.00 credits
PAS-5001 ***(Didactic Phase, fall semester)***
This comprehensive 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.

Medical Microbiology and Genetics | Lecture | 2.00 credits
PAS-5002 ***(Didactic Phase, fall semester)***
This comprehensive course provides a systematic organ-based review of infectious disease agents and the principles and techniques employed in their laboratory diagnosis. It explores the protective components and response by the immune system in mounting defenses against common pathogens encountered in clinical practice. The course also introduces the basic concepts of genetics, inheritance patterns, genetic testing and screening, and correlates the effects of genetic alterations to clinical disease.

PA Seminar | Lecture | 1.50 credits
PAS-5007 ***(Didactic Phase, 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 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 address 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 1 | Lecture | 3.00 credits
PAS-5030 ***(Didactic Phase, fall semester)***
This course is the first of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease. 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 1 and Pharmacology and Clinical Therapeutics 1 courses.

Pharmacology and Clinical Therapeutics 1 | Lecture | 2.00 credits
PAS-5040 ***(Didactic Phase, 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 systems being studied in Clinical Medicine 1.

Physical Diagnosis 1 | Lecture, Lab | 2.50 credits
PAS-5060 ***(Didactic Phase, 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. 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, videos, 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. Students will be trained to demonstrate sensitivity to gender, age, and cultural background in their interaction with patients. Instruction will address interpersonal, communication, counseling, and patient education skill development.

Evidence-Based Practice | Lecture | 1.00 credit
PAS-5101 ***(Didactic Phase, 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. The Evidence-Based Practice course utilizes an interprofessional, team-based learning environment, and an asynchronous teaching methodology.

Clinical Medicine 1 | Lecture | 4.50 credits

PAS-5130 ***(Didactic Phase, 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 Course. Areas of study include: Dermatology, Otolaryngology, Ocular Medicine, Pulmonology, and Cardiology.

Advanced Clinical Skills 1 | Lecture, Lab | 2.00 credits
PAS-5140 ***(Didactic Phase, fall semester)***
Advanced Clinical Skills 1 is the first of a three-course series that instructs the student in the diagnostic and treatment modalities and technical skills utilized in clinical practice. Through a combination of lectures, case discussions, demonstrations and practice sessions, students are introduced to laboratory, radiologic, and electrocardiogram interpretation. Focused areas of study include indications, associated risks and the complications associated with diagnostic and treatment modalities, and clinical procedures. .

Behavioral Science | Lecture | 2.50 credits
PAS-5003 ***(Didactic Phase, 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 dysfunction, 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.

Physiology and Pathophysiology 2 | Lecture | 2.50 credits
PAS-5031 ***(Didactic Phase, spring semester)***
This course is the second of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease. 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 2 and Pharmacology and Clinical Therapeutics 2 courses.

Pharmacology and Clinical Therapeutics 2 | Lecture | 2.00 credits
PAS-5041 ***(Didactic Phase, 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 is provided. Drug interactions and polypharmacy will also be reviewed. The classes of pharmaceuticals parallel the body system studied in Clinical Medicine 2.

Clinical Problem Solving 1 | Lecture, Lab | 2.50 credits
PAS-5050 ***(Didactic Phase, 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 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 systems studied in the Clinical Medicine courses.

Students will also participate in weekly “pre-clinical” experiences, applying the knowledge, skills, and professional attributes learned in the classroom. These shadowing experiences will have a primary care focus, but will also 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. This course serves as the introduction to practice-based medicine and a precursor to the Clinical Phase of the Program.

Physical Diagnosis 2 | Lecture, Lab | 1.50 credits
PAS-5061 ***(Didactic Phase, spring semester)***
This is the second of three sequential Physical Diagnosis courses designed to prepare the student to elicit a focused medical history, perform a focused physical examination, and appropriately document their findings. Students are trained to demonstrate sensitivity to gender, age, and cultural background in their interaction with patients. Lectures, videos, 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.

Integrative Medicine | Lecture | 1.00 credit
PAS-5102 ***(Didactic Phase, 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.

Clinical Medicine 2 | Lecture | 6.00 credits
PAS-5131 (*Didactic Phase, 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, and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics. Areas of study include: Gastroenterology, Nephrology/Urology, Neurology/Geriatrics, Orthopedics, Rheumatology, and Pediatrics.

Advanced Clinical Skills 2 | Lecture | 3.00 credits
PAS-5141 ***(Didactic Phase, spring semester)***
This is the second in a three-course series that instructs the student in the diagnostic and treatment modalities and technical skills utilized in clinical practice. Through a combination of lectures, case discussions, demonstrations, and practice sessions, students will gain greater experience with laboratory studies and their interpretation. Focused areas of study include indications, associated risks and the complications associated with diagnostic and treatment modalities, and clinical procedures. Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) certification, sponsored by the American Heart Association (AHA), are also incorporated into the course.

Acute and Invasive Medicine | Lecture | 3.00 credits
PAS-5008 ***(Didactic Phase, summer semester)***
This course is designed to prepare the Physician Assistant student for evaluating, managing, and providing treatment to patients in the acute care setting and as well as management of the operative patient. General concepts of the acute management of unexpected injuries and illnesses as well as surgical concepts such as indications for surgical referral, pre-op patient assessment, principles of anesthesia, intra-operative management, and post-op care and complications are presented. The course emphasizes emergent diagnosis, stabilization, medical and surgical management, and emergency and operative procedures.

Physiology and Pathophysiology 3 | Lecture | 2.00 credits
PAS-5032 ***(Didactic Phase, summer semester)***
This course is the third of three sequential courses that provides instruction in the normal physiology and pathophysiology of disease. 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 3 and Pharmacology and Clinical Therapeutics 3 courses.

Pharmacology and Clinical Therapeutics 3 | Lecture | 1.50 credits
PAS-5042 ***(Didactic Phase, summer semester)***
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, and toxicity is provided. Drug interactions and polypharmacy are also reviewed. The classes of pharmaceuticals parallel the body system studied in Clinical Medicine 3.

Clinical Problem Solving 2 | Lecture, Lab | 1.50 credits
PAS-5051 ***(Didactic Phase, summer semester)***
Using a case-based learning approach, students will synthesize the medical knowledge acquired throughout the curriculum and develop the critical thinking skills integral to clinical problem solving. Each week students will be assigned required readings that support the cases explored in class discussion sessions. Sessions will utilize a chief complaint to drive a variety of systems-based differential diagnoses. Through facilitated class discussion, students will choose a 'clinical path' to explore, describing the diagnostic and therapeutic options appropriate in the management of the disease processes.

Students will also be involved in weekly "pre-clinical" experiences. The experiences will have a primary care focus, but will also expose the students to primary and specialty practice and other ancillary services of medicine. Students will initially observe and may, according to their skills and with preceptor supervision, sequentially increase their independence, applying the knowledge, skills, and professional attributes learned in the classroom. This serves as the introduction to practice-based medicine and a precursor to the clinical year of the program.

Physical Diagnosis 3 | Lecture, Lab | 1.00 credit
PAS-5062 ***(Didactic Phase, summer semester)***
This is the third in a series of three courses utilizing the competencies acquired in the Physical Diagnosis 1 and 2 courses as the foundation upon which the student continues to refine their 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, standardized patient encounters, and the performance of male and female genitalia examinations on trained, standardized patients. Appropriate documentation of the focused history and physical as discussed in Physical Diagnosis 2 is reinforced in this course.

Clinical Medicine 3 | Lecture | 6.00 credits
PAS-5132 ***(Didactic Phase, summer semester)***
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 normal physiology and pathophysiology and precedes an in-depth discussion of treatment modalities in Pharmacology and Clinical Therapeutics 3. Areas of study include: Endocrinology, Gynecology, Obstetrics, Hematology/Oncology, Infectious Disease, and LGBTQ medicine.

Advanced Clinical Skills 3 | Lecture | 2.50 credits
PAS-5142 ***(Didactic Phase, summer semester)***
This is the final of three clinical skills courses in which the student will learn to use a wide variety of diagnostic and treatment modalities and procedures. Advanced Clinical Skills 3 will further instruct the student in the diagnostic and technical skills utilized in clinical practice. Students will engage in lectures, demonstrations, and practice laboratory sessions and learn the indications and limitations for specific procedures. Areas of study will 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. Related risks and the complications associated with diagnostic modalities and clinical procedures are also reviewed. Pediatric Advanced Life Support (PALS) certification is also incorporated into the course.

Transition to Practice | Lecture | 2.00 credits
PAS-5901 ***(Clinical Phase, fall session)***
This course is designed to prepare the second-year PA student to make the transition from student to qualified clinician. The course will begin with a review of research methodologies in preparation for Capstone, as well as in support of the continued incorporation of evidence-based medicine into clinical practice. The basic concepts of medical ethics and its application to contemporary clinical practice are examined. An overview of NCCPA certification and recertification process, ongoing CME requirements, licensure, and credentialing are provided. Program faculty and invited speakers will work with students to prepare their curriculum vitae (CV), review aspects of the professional interview, and contract negotiation; as well as discuss the legalities of medical fraud, malpractice, and substantiated documentation, coding, and billing. Other relevant topics include an overview of public health, quality improvement and value-based health care, travel health, and basic disaster preparedness. Additionally, cultural and religious diversity and its application to medical care are explored. Child abuse recognition and response training, along with opioid training for the recognition of prescription drug abuse and impaired professionals are provided. Toward the end of the clinical year there will be a focused review of medical content identified by the Program as requiring greater strengthening through lectures and self-assessment in preparation of the Physician Assistant National Certifying Examination (PANCE).

Capstone Project 1 | Lecture | .50 credit
PAS-5930 ***(Clinical Phase, spring quarter)***

The Capstone Project for the Salus University Physician Assistant program is a two part faculty-guided independent study course. Capstone Project 1 and Capstone Project 2 culminate in a graduate level paper suitable for submission to a peer-reviewed journal and a related project presentation. In Capstone Project 1, under faculty guidance, a topic proposal (a research question or hypothesis) is developed, an initial outline created, a literature review is conducted, and the initial drafts of the introduction and methodology sections are completed.

Capstone Project 2 | Lecture | .50 credit
PAS-5931 ***(Clinical Phase , fall session)***
The Capstone Project for the Salus University Physician Assistant program is a two part faculty-guided independent study course. Capstone Project 2 continues the process started in Capstone Project 1 culminating in a graduate level paper suitable for submission to a peer-reviewed journal and a related project presentation. In Capstone Project 2, an abstract, the body of the paper with discussion, recommendations, and conclusions will be completed and serve as the foundation for the project presentation. The project presentation relays an in-depth presentation of the topic outlining the critical thinking/critical decision-making, evidence-based process that led to the final diagnosis and research conclusions. The presentation will also include any practice-based learning and systems based issues encountered by the student. The professional manner in which the student delivers the presentation will be an important element of this project.

Emergency Medicine | Clinical Rotation | 4.50 credits
PAS-6200 ***(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 emergent care as well as acute medical and surgical conditions. Students function as part of a multi-disciplinary team, working collaboratively with healthcare providers. 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.

Surgery | Clinical Rotation | 4.50 credits
PAS-6201 ***(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
PAS-6202 ***(Upon successful completion of the didactic year of the Program)***
The five (5) week Internal Medicine rotation takes place in a hospital and/or out-patient 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 care.

Prenatal Care/Women's Health | Clinical Rotation | 4.50 credits
PAS-6203 ***(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
PAS-6204 (*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 is afforded the opportunity to become familiar with normal growth and development, immunization schedules, nutritional requirements, and anticipatory guidance.

Behavioral/Mental Health | Clinical Rotation | 4.50 credits
PAS-6206 ***(Upon successful completion of the didactic year of the Program)***
The five (5) week Behavioral/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
PAS-6240 ***(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 care.

Family Medicine/Primary Care 2 | Clinical Rotation | 4.50 credits
PAS-6241 ***(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 care.

Elective 1 | Clinical Rotation | 4.50 credits
PAS-6230 ***(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 their knowledge base and skill in an area of clinical interest.

Elective 2 | Clinical Rotation | 4.50 credits
PAS-6231 ***(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 their knowledge base and skill in an area of clinical interest.

DEPARTMENT OF ORTHOTICS AND PROSTHETICS

Program director: J. Chad Duncan, PhD, CRC, CPO

Students in this program will learn in closely-knit cohorts alongside skilled faculty who are board-certified prosthetist-orthotists. New laboratory facilities have been constructed on the University's Elkins Park, Pennsylvania campus, providing state-of-the-art, dedicated training and learning spaces for students in orthotics and prosthetics.

Mission

The Orthotics & Prosthetics program is committed to creating an environment of belonging, well-being and respect while challenging students of orthotics and prosthetics to seek excellence through interprofessional education and evidence-based research and practice.

Vision

Developing and nurturing orthotic-prosthetic student leaders who are: inquisitive, welcoming, engaging and competent problem-solvers who have a passion for person-centered care while leading change in the profession of orthotics and prosthetics.

Goals

At the successful completion of the Salus MSOP Program, students will effectively demonstrate competence in the following eleven content areas as directed by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the National Commission on Orthotic and Prosthetic Education (NCOPE):

1. Exemplify the role of the orthotist/prosthetist in providing ethical, patient-centered care by applying accepted professional responsibilities in clinical practice experiences.
2. Practice safety of self and others, and adhere to safety procedures throughout the provision of orthotic/prosthetic services.
3. Demonstrate appropriate insight into clinical practice, clinical operations and practice management.
4. Demonstrate an awareness of the humanity and dignity of all patients and related individuals within a diverse and multicultural society.
5. Comprehend and demonstrate knowledge of the collaborative role of the orthotist/prosthetist as a member of the interdisciplinary rehabilitation team in providing patient-centered care.

6. Demonstrate the ability to employ evidence-based practice with an understanding of the research processes and how to use research findings to appropriately influence clinical practice.
7. Demonstrate the ability to integrate knowledge of the fundamental concepts of human function (physical, cognitive, social, psychological) with the practice framework of assessment, formulation, implementation and follow-up of a comprehensive orthotic/prosthetic treatment plan.
8. Demonstrate the ability to make clinical decisions designed to meet patient needs and expectations, and measure effectiveness of O&P intervention by utilizing (or administering) appropriate outcome measures.
9. Demonstrate the ability to provide effective education to patients, their support networks, healthcare professionals and the public at large.
10. Document pertinent information that supports the provision of effective communication and meets the requirements of legal, business and financial parameters for patient care.
11. Demonstrate proficiency in fundamental technical procedures that support orthotic/prosthetic practice.

Salus University is seeking accreditation by the National Commission on Orthotic and Prosthetic Education (NCOPE). The program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage, and has been granted Candidacy status. Attainment of Candidate for Accreditation status does not assure that the program will be granted Accreditation. National Commission on Orthotic and Prosthetic Education, 330 John Carlyle St., Suite 200, Alexandria, VA 22314, Tel: 703.836.7114.

ADMISSIONS

Applications are now being accepted.

- Student application reviews begin when an application is verified.
- Interviews are scheduled and initiated on a rolling basis.
- Candidates meeting the requirements are admitted until class capacity is reached.

It is to an applicant's advantage to apply as early as possible to ensure priority consideration for admission.

CURRICULUM

Built upon cultural humility and belonging, the curriculum of the Salus O&P Program is constructed from a holistic perspective and a commitment to developing future generations of O&P professionals. This perspective will allow students to be self-reflective, lifelong learners who understand power imbalances and personal accountability while learning and growing in a respectful atmosphere.

The O&P program consists of two developmental phases. The first phase examines several aspects of what it takes to be an orthotist and prosthetist, focusing on building the foundational knowledge, technical skills, and clinical abilities of an orthotist and prosthetist.

The second developmental phase of the O&P curriculum focuses on an integrated 18-month clinical residency. Students are immersed in O&P clinical practice and research. Upon successful completion of the integrated clinical residency and coursework, graduates will be eligible to sit for the National ABC Board Exams in both Orthotic and Prosthetic Disciplines.

Curriculum is contingent on accreditation and subject to change.

ORTHOTICS AND PROSTHETICS MS

First year (2022-2023)

Course Number	Course Title	Credits
Fall Semester 2S		
OCT-5003	Functional Anatomy and Kinesiology	3.00
IPE-7701	Interprofessional Evidence Based Practice	2.00
PBP-5004	Health Psychology	3.00
OPM-5000	Medical Humanities	2.00
OPM-5001	O&P Principles and Techniques	2.00
OPM-5002	Introduction to O&P	1.00
OPM-5003	Introduction to Independent Study	1.00
OPM-5020	Upper Limb Orthotics Practice	3.00
		17.00
Spring Semester 4S		
OPM-5100	Biomechanics and Gait	3.00
OPM-5110	Orthotics Management of Head and Spine	4.00
OPM-5130	Upper Limb Prosthetics Practice	5.00
OPM-5140	Case Report	2.00
OPM (Students must pick one)	INDEPENDENT STUDY	2.00
OPM-5103	Leadership and Management	
OPM-5104	Digital Work Space	
OPM-5105	Health Disparities	
		16.00
First Year Total		**32.00**
Second Year 2023-2024		
Course Number	**Course Title**	**Credits**
Summer Semester 1S		
OPM-6010	Lower Limb Orthotics Practice	7.00
OPM-5200	Medical Humanities II	2.00

OPM-5220	Seminar Billing in O&P	2.00
OPM-5360	Professional Development	2.00
OPM (Students must only pick one)	INDEPENDENT STUDY	2.00
OPM-5203	Leadership and Management	
OPM-5204	Digital Work Space	
OPM-5205	Health Disparities	
		15.00
Fall Semester 2S		
OPM-6000	Lower Limb Prosthetics	7.00
OPM-5310	Case Reports II	1.00
OPM-5350	Advanced O&P Practices	1.00
OPM-5360	Clinical Residency Seminar	2.00
OPM (Students must only pick one)	INDEPENDENT STUDY	2.00
OPM-5303	Leadership and Management	
OPM-5304	Digital Work Space	
OPM-5305	Health Disparities	
		13.00
Spring Semester 4S		
OPM-6160	Rotation 1A	14.00
OPM-5410	Case Report	1.00
OPM (Students must only pick one)	INDEPENDENT STUDY	1.00
OPM-5403	Leadership and Management	
OPM-5404	Digital Work Space	
OPM-5405	Health Disparities	
		16.00
Second Year Total		**44.0**
Third Year (2024-2025)		

Course Number	Course Title	Credits

Summer Semester 1S		
OPM-6161	Rotation 1B	6.00
OPM-6260	Rotation 2A	6.00
		12.00
Fall Semester 2S		
OPM-6261	Rotation 2B	14.00
OPM-5510	Case Report	1.00
OPM (Students must only pick one)	INDEPENDENT STUDY	1.00
OPM-5503	Leadership and Management	
OPM-5504	Digital Work Space	
OPM-5505	Health Disparities	
		16.00
Spring Semester 4S		
OPM-6360	Rotation 3A	14.00
OPM-5610	Case Report	1.00
OPM (Students must only pick one)	INDEPENDENT STUDY	1.00
OPM-5603	Leadership and Management	
OPM-5604	Digital Work Space	
OPM-5605	Health Disparities	
		16.00
Third Year Total		**44.0**
Fourth Year 2025-2026		
Summer Session 1C		
OPM-6361	Rotation 3B	6.00
		6.00
Fourth Year Total		**6.00**

	Didactic Program Total	**60.00**
	Integrated Residency Total	**66.00**
	Program Total	**126.00**

COURSE DESCRIPTIONS

Medical Humanities (OPM-5000, two credits)

Seminar-style course is based on the principles of cultural humility. Highlighting the history of medicine, orthotic & prosthetics, ethics, and health disparities. This course environment is structured to allow the learner to be introspective and self-reflective through creative thinking and personal exploration of strengths and personality traits. The tenants of compassion, respect, and dignity will be explored in how we approach patient management, patient outcomes, and working with others.

Introduction to Independent Study (OPM-5003, one credit)

Seminar-style course is focused on introductory topics on but not limited to Digital Workspace, Clinical Leadership & Practice Management, Cultural Humility & Health Disparities. Highlighting key aspects of each topic presented. This course environment is structured to allow the learner to determine which area they will select at the end of the course and take throughout the program in an independent study format.

Orthotic & Prosthetic Principles and Techniques (OPM-5001, two credits)

Course will cover the methods of assessment and delivery of custom-fit orthoses and prostheses. This course will explore the connection and criteria selection of custom measured and fit devices in trauma, post-operative, congenital, and musculoskeletal treatment applications. Parts of this course will reflect on social structures that have helped shape reality as our patients experience it when we are providing care.

Introduction to Orthotics & Prosthetics (OPM-5002, one credit)

Course will survey the fundamental concepts of orthotics and prosthetics. The purpose of the course is to provide exposure and basic knowledge to O&P. The course covers the many aspects of what makes up the orthotics and prosthetics profession. The course will allow students to familiarize themselves with commonly used terminology, materials, fabrication processes, component identification, and orthotic and prosthetic classifications. This course will also provide a foundation in the history, scope of practice, and a survey of common pathologies.

Upper Limb Orthotics Practice (OPM-5020, three credits)

Course provides an overview of orthotic management of the upper limb. The upper limb orthotic course will explore the orthotic management of pathologies that impact the shoulder, elbow, wrist, hand, and fingers. Students will learn the connection and criteria selection of custom fabricated and fit upper limb orthoses in regards to understanding of foundational knowledge in the prescription recommendation, orthotic design, material selection, biomechanical principles, fitting, evaluation, adjustment, and patient-specific outcomes.

Biomechanics and Gait (OPM-5100, three credits)

Introduction to biomechanics and gait. Focus of this course is on the aspects of human muscle mechanics and physiology. Emphasis will be placed on the importance of the fundamental analysis of the body at rest and in motion with both normal and selected pathological gait.

Orthotic Management of the Head & Spine (OPM-5110, four credits)

Course provides an overview of orthotic management of the head and spine. The topics covered in this course are; pathologies common to spinal orthotic management, cervical orthoses (CO), thoracic lumbosacral orthoses (TLSO), lumbosacral orthoses (LSO), sacral orthoses (SO), scoliosis management, post-operative management of the spine, cranial helmets, thermal injuries of the face. Students use each other as pseudo-patient models to fabricate and fit an array of custom orthoses. Parts of this course will reflect on social structures that have helped shape reality as our patients experience it when we are providing care. An interprofessional approach will be covered.

Upper Limb Prosthetics Practice (OPM-5130, five credits)

Course examines the principles, foundational knowledge, and practices of prosthetics as it relates to potential upper limb prosthetic management. Prosthetic designs for all levels including partial hand, wrist disarticulation, transradial, elbow disarticulation, transhumeral, shoulder disarticulation, and interscapular thoracic, bilateral, and congenital limb differences will be reviewed. The course covers the following topics: patient assessment, outcome assessment, post-operative management, negative impression and measurement procedures, fit and function assessments, fabrication procedures, components, and material selection. Parts of this course will reflect on social structures that have helped shape reality as our patients experience it when we are providing care. An interprofessional approach will be covered.

Seminar: Writing Case Reports I (OPM-5140, two credits)

Seminar course is part one of two courses that span two semesters studying the role of the Orthotist and Prosthetist in the development of case reports and the role of evidence-based practice. Course will provide the foundational structure to describe the clinical encounter with a patient and the development of a case study.

Seminar: Billing in O&P (OPM-5220, two credits)

Self-paced seminar course will provide in-depth and most up-to-date information on billing, coding, and reimbursement within O&P. Course will cover medical policy basics, Medicare LCDs, documentation, Letters of Medical Necessity, Coding Principles, and Compliance.

Professional Development (OPM-5240, two credits)

Course is based on personal and professional reflection. Explores one's position within the world of work and O&P. Course environment is structured to allow the learner to be introspective and self-reflective through personal exploration and informational interviewing.

Medical Humanities II (OPM-5200, two credits)

Seminar course is part two of a two-part course that spans two semesters of studying the principles of cultural humility. Explores further into health disparities and the principles of cultural humility. Course environment is structured to allow the learner to be introspective and self-reflective through creative thinking and personal exploration of how their strengths and personality traits play a role in interaction with others. The tenants of compassion, respect, and dignity will be further explored in how we approach patient management, patient outcomes, and working with others.

Lower Limb Orthotic Practice (B) (OPM-6010, seven credits)

Comprehensive course examines the principles, practices, and management of lower limb orthotics. Will examine all elements of orthotic intervention of the lower limb that are concerned with the lower leg and foot distal (i.e., below) to the knee and proximal (i.e., above the knee) limb regions that include the knee, hip, pelvis, and trunk. The major areas addressed in this course are: foot orthoses (FO), ankle foot orthoses (AFO), examination of the foot and ankle and knee, knee ankle foot orthoses (KAFO's), knee orthoses (KO), hip knee ankle foot orthoses (HKAFOs) pediatric and adult orthotic management, technical fabrication methods, digital workflow, computer-aided-design/computer-aided-manufacture in orthotics (CAD/CAM), orthotic management of fractures, fit and function assessment. Parts of this course will reflect on social structures that have helped shape reality as our patients experience it when we are providing care.

Lower Limb Prosthetics Practice (A) (OPM-6000, seven credits)

Comprehensive course examines the principles and practices of lower limb prosthetics as they relate to amputations distal to the knee and proximal to the knee. Course covers a diversity of topics which include: patient assessment, post-operative management, negative impression, and measurement procedures, modification techniques, fabrication procedures, prosthetic alignment, gait analysis, fit and function assessments, computer-aided-design/computer-aided-manufacture in prosthetics (CAD/CAM), feet, component and material selection and principles of gait training. Professional patient/subject models are used to demonstrate the clinical fit and function of a prosthesis. Parts of this course will reflect on social structures that have helped shape reality as our patients experience it when we are providing care.

Case Reports II (OPM-5310, one credit)

Seminar course is part two of a two-part course that spans two semesters studying the role of orthotist and prosthetist in the development of case reports and the role of evidence-based practice. This course will provide the foundational structure to describe the clinical encounter with a patient and the development of a case study. Students will complete a capstone/case report for this final section to meet NCOPE requirements.

Advanced O&P Practice (OPM-5350, one credit)

Seminar course is designed to expose the O&P student to advanced developments in O&P and the researchers and practitioners who are advancing the profession. Topics will range from but are not limited to impression techniques, modification techniques, advanced componentry, microprocessor-controlled systems, and suspension systems to pattern recognition in O&P.

BIOMEDICINE PROGRAMS

Mitchell Scheiman, OD, PhD, FAAO, Program Director

Salus University offers a Doctor of Philosophy (PhD) and an embedded Master of Science (MSc) graduate research degree program in Biomedicine.

This fully accredited program allows students to specialize in any area of health science such as:

- Optometry
- Audiology
- Occupational Therapy
- Physician Assistant Studies
- Rehabilitation Sciences

- Biological Sciences

Master's and Doctoral graduate students in Biomedicine will be trained and challenged to:
- Use effective means of reviewing literature
- Find and master the most specific and sensitive research techniques
- Produce and manage data with sensitivity to quality assurance
- Understand ethical and confidentiality mandates
- Publish findings using methods that maintain the integrity of the research and its interpretation

FLEXIBLE LEARNING OPTIONS
Distance Learning/Online
This distance learning option meets the needs of the University's unique international and domestic student markets. In this 84-credit program, students take all courses online and link research projects with established mentors in successful research laboratories in the student's community.

This program format allows the mid-level faculty member who requires a PhD for academic advancement and professional growth to remain embedded in his/her community. Most students continue to maintain full-time employment while completing this program in about four years.

On-Campus Option
Students selecting this option will need to relocate to the Philadelphia area. With this option courses are presented on-campus and research projects are arranged with established mentors in successful research laboratories either at Salus University or other sites in the Philadelphia community.

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. Two options are available; a traditional, on-campus learning approach, and a non-traditional, distance learning option that allows a student to complete the program while remaining embedded in their own community and work. Both options are designed with a goal of 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 an 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 bachelors or 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, speech-language pathology, audiology, physician assistant, rehabilitation, and related fields, or basic medical or vision lab-based research.

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

Salus University's Graduate Programs in Biomedicine accepts applications to the Doctor of Philosophy (PhD) and Master of Science (MSc) in Biomedicine degree programs online through the GradCAS application service.

The intended program start date of the Biomedicine degree programs (PhD and MSc) is August (fall term) of each year. Applications received on or before July 1 of the year of desired enrollment are given priority consideration.

- Applications are accepted on a rolling basis.
- Review and selection begins after applicants submit all the necessary documents via the GradCAS application service.
- 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 are interested in applying to the Biomedicine degree programs or have questions regarding the application process, please contact an admissions counselor at admissions@salus.edu, or 800.824.6262 (toll free in North America), or 215.780.1301 prior to initiating the online GradCAS application.

CRITERIA & PREREQUISITES

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 Graduate Biomedicine programs.
The Biomedicine program seeks 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:

Salus University is now accepting applications through the GradCAS centralized application service. Please follow all instructions as indicated on the application portal.

- Submit a completed application through GradCAS: If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click **Add Program** at the top of the application home page.
    - Use the search filters to locate the **Salus University, Graduate Programs in Biomedicine** program.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.

    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- 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 issued directly to the GradCAS Transcript Processing Center from each institution, not to the student. *A transcript marked "issued to student" is not acceptable, even when delivered in a sealed envelope.*
    - Further instructions on submitting official transcripts.
    - International Students, please review below any additional requirements needed.
- **Educational Resume/Curriculum Vitae-** the document should list, in chronological order, an applicant's education and work experiences, publications, honors and achievements to date and can be submitted through the GradCAS application portal.
- **Two Letters of Evaluation-** to be submitted through the GradCAS application portal 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 GradCAS and provided with instructions on how to submit an evaluation electronically. The references should be from persons familiar with the applicant's academic work, employment record, and/or personal characteristics.
- **Life Experience Essay –** describe those 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 GradCAS application portal.
- **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). Please follow the guidelines below when crafting your statement, which is submitted through the GradCAS application portal.

STATEMENT OF INTEREST GUIDELINES:

- Please provide examples of the research questions you are interested in pursuing. Include sufficient background information to explain why you view such questions as important to pursue. Lastly, you should identify what society will gain in your pursuit of this type of research.
- (e.g. clinical sciences, laboratory sciences, rehabilitation sciences and population sciences)
- You may indicate more than one choice. Please describe any sub-specialization within the areas below:
    - clinical including clinical trials
    - basic research
    - military application
    - industrial (pharmaceutical, development of devices or equipment or other)
- The Doctor of Philosophy in Biomedicine (PhD) and Master of Science in Biomedicine (MSc) degrees teaches the student to investigate and apply facts and concepts in a unique manner that are taught within individual professional goals and areas of interest. In addition, it is equally important that the student utilize their training and experience to begin to establish a network of colleagues and facilities in their home country that embraces interests similar to their own. The goal of the educational experience is to facilitate continuing further research activities immediately upon graduation.

It is essential, therefore, in the selection of both students and their mentors, for each applicant to reflect upon and answer the following questions/statements:
What is your purpose in earning a Master of Science or a PhD degree? Which of the biomedical disciplines would you apply to the above questions? How would you classify your area of research interest?

Please provide a brief synopsis of your professional experience so far, including any research.

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 & PRACTITIONERS

International Transcripts

An international student whose degree was completed outside of the U.S. and Canada will be required to submit a course-by-course credential review from an accredited agency, which evidences all post-secondary studies completed. The official credential review (not a copy) must be sent from the accredited credentialing agency directly to the GradCAS application service.

- If using the World Education Services (WES) You can request electronic WES evaluations directly through the GradCAS application. Click *Order WES Evaluation* after listing your foreign school in the *Colleges Attended* section. Once WES completes your evaluation, they will send it to GradCAS electronically. GradCAS also accepts paper WES evaluations sent via mail:
    - GradCAS Transcript Processing Center
      PO Box 9217
      Watertown, MA 02471
- Further instructions on submitting foreign credential evaluations

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.

- If submitting TOEFL scores, please use the GradCAS code of B886.
- If submitting IELTS scores, please send scores directly to Salus University, Office of Admissions.

ADMISSIONS SELECTION PROCESS

Admission procedures and policies include appropriate consideration of an individual applicant's experience and/or the applicant's ability to apply educational preparation from such diverse fields as clinical sciences, laboratory sciences, rehabilitation sciences and population sciences, etc.In addition, it is expected that the successful candidate for the degree (PhD or MSc) 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.

Interview Process

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.

Notification of Acceptance and Matriculation

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 entering class.

Advanced 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 that are missing from the applicant's previous training. The decision as to the entry point will be administered by the program director or designee.
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.

Deferment of Admission
An accepted student with an unforeseen, extenuating circumstance prohibiting them from matriculating may request a deferment of admission in writing. *The request must be directed to both the Dean of Student Affairs and the Director of Graduate Programs in Biomedicine, and made via the Office of Admissions.*
For deferment consideration, the following is required:

- A deferment request submitted **in writing by June 1**, before the August start of the academic year. Please note, submission of a deferral request by the deadline does not guarantee approval.
- Official documentation verifying the extenuating circumstance.
- All matriculation materials must be received (as directed in the University's official Letter of Acceptance).

If deferment is approved:

- Admission will be extended to August matriculation of the next academic year.
- A deferment will not extend beyond one admission cycle.
- The student must contact the Office of Admissions, **in writing, by April 1** of the deferred admission calendar year regarding his/her intention to resume enrollment.
- The student will be required to meet with a member of the Admissions Committee prior to matriculation (this may be done in person or via phone/online).

If a deferral request is denied:

- A student has the option to withdraw acceptance from the Program, and reapply through GradCAS for future admission.

For questions regarding this policy, please contact the Office of Admissions at admissions@salus.edu.

Non-Degree Seeking Students
Non-degree student status 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 Biomedicine degree program (MSc or PhD).

CURRICULUM

MSc Program in Biomedicine Courses

Course Number	Course Title	Credits
Core		
BIO-5001	Introduction to Academic Writing	3.00

BIO-5100	Research Methodology: Introduction to Research Methods	1.50
BIO-5101	Research Methodology: Measurement and Design	2.00
BIO-5102	Research Methodology: Data Analysis and Biostatistics	2.00
BIO-5103	Research Methodology: Approaches and Concepts in Biomedical Research	2.00
BIO-5300	Research Seminar: Introduction to Teaching and Learning	1.00
BIO-5301	Research Seminar: Critical Review the Literature	1.00
BIO-5302	Research Seminar: How to Prepare, Present and Critique Posters	1.00
BIO-5600	Preparatory Course: The Qualifying Examination	0.50
BIO-6300	Research Seminar: Epidemiology and Biomedical Research	1.00
BIO-6330	Research Seminar I: Project Rationale, Design & Hypothesis	1.00
BIO-6930	Research Project 1	3.50
BIO-6931	Research Project 2	5.00
BIO-6932	Research Project 3	5.00
BIO-6933	Research Project 4	4.50
BIO-6934	Research Project 5	7.50
BIO-7100	Research Methodology: Epidemiology	2.00
BIO-8330	The Qualifying Examination (Viva Seminar 1)	0.50
Core Total		**44.00**
Course Number	**Course Title**	**Credits**
Elective (1 credit req)		
BIO-6530	Independent Study 1	1.00
BIO-6531	Independent Study 2	1.00
BIO-6532	Independent Study 3	1.00
BIO-6533	Independent Study 4	1.00
BIO-7500	Special Topics: Genetics, Genomics & Research	1.00
BIO-7501	Special Topics: From Bench to Impact	2.00
BIO-7502	Special Topics: Approaches to Education	2.00
BIO-7503	Special Topics: Electrophysiology	1.00
BIO-7504	Special Topics: Informatics	2.00
BIO-7505	Special Topics: Statistical Analysis using SPSS	2.00
BIO-8500	Special Topics: Academic Life and Stewardship	1.00
BIO-8501	Research Modeling Using Computing Software and other Tools	1.00

BIO-8530	Special Topics: Writing Competitive Grant Proposals (Part 1)	1.00
BIO-8531	Special Topics: Writing Competitive Grant Proposals (Part 2)	1.00
BIO-8532	Special Topics: Writing Competitive Grant Proposals (Part 3)	1.00
BIO-8533	Issues in Aging	1.00
BIO-8534	Survey Research Methods	1.00
Elective Total		**1.00-2.00**
	Program Total	**45.0+**

PhD Program in Biomedicine Courses

Course Number	Course Title	Credits
Core		
BIO-5001	Introduction to Academic Writing	3.00
BIO-5100	Research Methodology: Introduction to Research Methods	1.50
BIO-5101	Research Methodology: Measurement and Design	2.00
BIO-5102	Research Methodology: Data Analysis and Biostatistics	2.00
BIO-5103	Research Methodology: Approaches and Concepts in Biomedical Research	2.00
BIO-5300	Research Seminar: Introduction to Teaching and Learning	1.00
BIO-5301	Research Seminar: Critical Review the Literature	1.00
BIO-5302	Research Seminar: How to Prepare Present and Critique Posters	1.00
BIO-5600	Preparatory Course: The Qualifying Examination	0.50
BIO-6300	Research Seminar: Epidemiology and Biomedical Research	1.00
BIO-6330	Research Seminar I: Project Rationale, Design & Hypothesis	1.00
BIO-7100	Research Methodology: Epidemiology	2.00
BIO-7101	Research Methodology: Budget Construction	1.00
BIO-7102	Research Methodology: Special Issues Related to Biomedical Research	2.00
BIO-7331	Research Seminar II: Preliminary Data & Design Adjustments	1.00
BIO-7332	Research Seminar III: Final Results & Significance	1.00
BIO-7505	Special Topics: Statistical Analysis using SPSS	2.00
BIO-8330	The Qualifying Examination (Viva Seminar 1)	0.50
BIO-8331	The Dissertation Defense (Viva Seminar 2)	0.50

BIO-8930	Research Project 1	3.50
BIO-8931	Research Project 2	5.00
BIO-8932	Research Project 3	5.00
BIO-8933	Research Project 4	4.50
BIO-8934	Research Project 5	7.50
BIO-8935	Research Project 6	8.50
BIO-8936	Research Project 7	10.00
BIO-8937	Research Project 8	11.00
BIO-8938	Research Project 9: Defense of Dissertation	0.00
Core Total		**81.00**
Course Number	**Course Title**	**Credits**
Elective (3 credits req)		
BIO-6530	Independent Study 1	1.00
BIO-6531	Independent Study 2	1.00
BIO-6532	Independent Study 3	1.00
BIO-6533	Independent Study 4	1.00
BIO-7500	Special Topics: Genetics, Genomics & Research	1.00
BIO-7501	Special Topics: From Bench to Impact	2.00
BIO-7502	Special Topics: Approaches to Education	2.00
BIO-7503	Special Topics: Electrophysiology	1.00
BIO-7504	Special Topics: Informatics	2.00
BIO-8500	Special Topics: Academic Life and Stewardship	1.00
BIO-8501	Research Modeling Using Computing Software and other Tools	1.00
BIO-8530	Special Topics: Writing Competitive Grant Proposals (Part 1)	1.00
BIO-8531	Special Topics: Writing Competitive Grant Proposals (Part 2)	1.00
BIO-8532	Special Topics: Writing Competitive Grant Proposals (Part 3)	1.00
BIO-8533	Issues in Aging	1.00
BIO-8534	Survey Research Methods	1.00
BIO-8730	Research Rotation 1	1.00
BIO-8731	Research Rotation 2	1.00
Elective Total		**3.00+**

	Candidacy Status after successful completion of BIO 8330 (Viva Sem 1)	
	Program Total	**84.00+**

- 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

COURSE DESCRIPTIONS

Introduction to Academic Writing
BIO-5001 | 3 Credits
This course will provide a comprehensive study of academic writing to enable graduate students develop the skills they need to become successful writers in their academic and post-academic careers. This course will focus on skills in preliminary writing, drafting, revision, peer review, and review of scientific literature.

Research Methodology: Introduction to Research Methods
BIO-5100 | 1.50 credits
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.

Research Methodology: Measurement and Design
BIO-5101 | 2.00 credits
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.

Research Methodology: Data Analysis and Biostatistics
BIO-5102 | 2.00 credits
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.

Research Methodology: Approaches and Concepts in Biomedical Research
BIO-5103 | 2.00 credits

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.

Research Methodology: Epidemiology
BIO-7100 | 2.00 credits
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.

Research Methodology: Budget Construction
BIO-7101 | 1.00 credits
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 PhD degree.

Research Methodology: Special Issues Related to Biomedical Research
BIO-7102 | 2.00 credits
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.

Research Seminar: Introduction to Teaching and Learning
BIO-5300 | 1.00 credits
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.

Research Seminar: Critical Review of the Literature
BIO-5301 | 1.00 credits
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.

Research Seminar: How to Prepare Present and Critique Posters
BIO-5302 | 1.00 credits
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.

Research Seminar: Epidemiology and Biomedical Research
BIO-6300 | 1.00 credits
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.

Research Seminar I: Project Rationale, Design & Hypothesis
BIO-6330 | 1.00 credits
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.

Research Seminar II: Preliminary Data & Design Adjustments
BIO-7331 | 1.00 credits
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.

Research Seminar III: Final Results & Significance
OGB-BIO-7332-AB | 1.00 credits
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)*
BIO-5600 | 0.50 credits
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)
BIO-8330 | 0.50 credits
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)
BIO-8331 | 0.50 credits
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
BIO-8730 | 1.00 credits
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
BIO-8731 | 1.00 credits
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.

Research Project 1
BIO-6930/BIO-8930 | 3.50 credits each
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*.

Research Project 2
BIO-6931/BIO-8931 | 5.00 credits each
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.

Research Project 3
BIO-6932/BIO-8932 | 5.00 credits each
During the term, the student must refine the experimental design to an actionable entity. This is the time when submission of the project to the 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
BIO-6933/BIO-8933 | 4.50 credits each
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
BIO-6934/BIO-8934 | 7.50 credits each
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 prepare for the thesis *viva.* The process of the *viva* is very similar to that for the Ph.D. Please refer to the Student Manual for further instruction and the *viva* master's form on pages 38-39.

Research Project 6
BIO-8935 | 8.50 credits each
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.

Research Project 7
BIO-8936 | 10.00 credits
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.

Research Project 8
BIO-8937 | 11.00 credits
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.

Research Project 9: Defense of the Dissertation
BIO-8938 | 0.00 credits
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 the 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.

Independent Study-1
BIO-6530 | 1.00 credits
The topics are to be tailored to the individual student needs.

POST-BACCALAUREATE PROGRAM IN HEALTH SCIENCES

Dr. Brooke Kruemmling, Ph.D., COMS, Program Director
Darryl Horn, Ph.D., Program Director

EDUCATIONAL GOALS TO DEVELOP

1. To develop students' academic and study skills so that they are prepared to be successful at the start of a graduate/professional health professions degree program
2. To develop students' scientific skills so that they have a foundational knowledge in basic health professions sciences
3. To expose students to patient care experiences in a variety of settings and disciplines

PROGRAM OVERVIEW

Post-baccalaureate Program in Health Sciences
This program offers students interested in pursuing a graduate or professional degree in the health sciences the opportunity to strengthen their scientific background or use it as a record enhancer, boost their CV, or earn prerequisite course credits. The biggest advantage to completing the program is that it makes a student a competitive applicant for any health professions program to which they apply.

Students in the certificate program will receive an introduction to patient care and have the opportunity to observe within the University's clinical facilities, along with career guidance to assist them in achieving their ultimate professional goals. Eligible students accepted into the Post-baccalaureate program who successfully complete the certificate, submit a complete application, and meet the program prerequisite requirements will be guaranteed an interview to a Salus program of their choice.*

ADMISSIONS

Salus University's Post-baccalaureate Program in Health Sciences accepts applications to the certificate program online through the GradCAS application service.

The intended program start date of the Post-baccalaureate Program in Health Sciences is September of each year. Applications received on or before **July 1** of the year of desired enrollment are given priority consideration.

Applications are accepted on a rolling basis.
Review and selection begins after applicants submit all the necessary documents via the GradCAS application service.
To receive priority consideration, applicants are encouraged to apply early and to complete the application requirements as soon as possible.
During the review process for the certificate program, the academic background of the applicant is assessed to determine academic eligibility and the evaluation includes an interview with the program director.
Selected courses in the Post-baccalaureate Program in Health Sciences are open to non-degree seeking students wishing to expand their knowledge and skills in the health sciences.

If you are interested in applying to the Post-baccalaureate Program in Health Sciences or have questions regarding the application process, please contact an admissions counselor by email at admissions@salus.edu, or by phone at 215.780.1301 prior to initiating the online GradCAS application.

CRITERIA & PREREQUISITES
All applicants to the Post-baccalaureate Program in Health Sciences must hold a Bachelor's degree, or its international equivalent, from an accredited institution.

An overall GPA of 2.70 or higher is recommended for application to this program.

TO BE CONSIDERED AN APPLICANT MUST:

- Submit a completed application through GradCAS. If new to the GradCAS application portal, you will need to create a new account. Once your account is created:
    - Click Add Program at the top of the application home page.
    - Use the search filters to locate the Salus University, Post-baccalaureate Health Science Program.
    - Complete the application's four core sections: Personal Information, Academic History, Supporting Information, and Program Materials.
    - Utilize the GradCAS Applicant Help Center as a resource.
    - A non-refundable fee of $124.00 is required. Payment may be made through the GradCAS application portal.
- Submit official transcripts from all colleges and universities attended (or currently attending) directly to GradCAS. Final transcripts indicating Bachelor’s degree conferred are required prior to the start of the program.
    - Note: if an applicant has applied to a Salus University degree program within the current application cycle, and there have been no changes to their academic record, previously submitted transcripts may be used toward the certificate program application. Please check with the Office of Admissions in order to determine if official transcripts will need to be submitted once again.
- Complete the following short answer essays (maximum 250 words each):
    - Describe how participation in the Post-baccalaureate program will benefit your academic and/or career goals.
    - In what ways do you expect your particular skills, experience and perspective to contribute to the program’s learning community?
- Submit one letter of recommendation through the GradCAS application portal from an individual who can describe your skills, accomplishments and personality, such as a professor or supervisor.

- Submit a CV/Resume through the GradCAS application portal. This should include the applicant's education, work experience, publications, honors or achievements, and community/extracurricular activities to date.
- Applicants seeking to matriculate into the certificate program must complete a successful face-to-face or online interview with the program director.
- Students who wish to earn a certificate must meet the requirements for clinical observation (e.g., background checks) prior to registration for Introduction to Patient Care I.
- 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
Important information for international students:
Please be aware that Salus University cannot issue student visas for the Post-Baccalaureate in Health Sciences Certificate Program. International students who already possess an appropriate visa in order to study in the United States may apply to the program and are responsible for ensuring that the visa is valid for the duration of the program.

International Transcripts
For applicants who have attended foreign and French-Canadian schools, please provide the Office of Admissions with the following information:

- A course-by-course credential review from an accredited agency (such as World Education Services), which evidences all post-secondary studies completed. Please consult the agency's website for requirements to complete the evaluation.
- An official evaluation may be sent from the agency directly to GradCAS.
    - Instructions for submitting a foreign credential evaluation.

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.

ADMISSIONS SELECTION PROCESS
The Admissions Committee examines all aspects of an applicant's background including academic achievement, health field-related experiences and career goals in making admissions decisions.

The Admissions Committee considers applicants based on their motivation to succeed in the program, the demonstration of strong intellectual aptitude and the ability for independent thinking.

Interview Process
Individuals successfully meeting the required admissions selection criteria may receive an invitation to interview, which provides further insight into the applicant's character and motivation, and allows an applicant the opportunity to speak with the program director or a faculty member. Career objectives are discussed and program areas of special interests are explored in an effort to analyze how the program can match the applicant's needs. The short answer essays and interview also allows the interviewer to assess writing, speaking, listening and analytical skills which are very important to the successful completion of the program. Interviews may be conducted online or in-person.

Notification Of Acceptance And Matriculation
An applicant may be notified of his or her acceptance on a rolling admissions basis, after completion of the interview. Upon receipt of acceptance, an applicant is required to pay a $500 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.
- All monies received above are non-refundable and will be applied toward first term fees.

NON-DEGREE SEEKING STUDENTS
Selected courses in the Post-baccalaureate Program in Health Sciences are open to non-degree seeking students wishing to expand their knowledge and skills in the health sciences.

All courses may be taken on an a la carte basis, except for Introduction to Patient Care I & II and Career Guidance & Academic Success. The maximum credit total allowed as a non-certificate seeking student is 24 credits.

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

COURSE DESCRIPTIONS

Semester 1

Microbiology & Immunology | PBP-5001 | 3.00 credits
This is an introductory course in microbiology and immunology. It expands upon general biological

concepts including inorganic, organic, biochemistry, cell structure and function, metabolism, and genetics mechanisms. These concepts are applied to the morphology, physiology, biochemistry, and genetic mechanisms of microorganisms including viruses. The course includes a survey of the representative types of microorganism and the role pathogenic microorganism in causing diseases and infections. The course will conclude with an examination of immunology and will explore such topics as innate and adaptive immunity.

Biochemistry & Genetics | PBP-5002 | 3.00 credits
This course will begin by looking at the major classes of biological molecules including carbohydrates, lipids, amino acids, proteins, and nucleic acids. Students will examine the metabolic pathways of life, including the anabolic and catabolic pathways for carbohydrates, lipids, proteins, amino acids, and nucleic acids. Enzyme structure and function will be discussed as they are important necessary components of any metabolic pathways and human diseases.
The course will also provide an introduction to genetics. It will explore the basics of DNA, RNA, and proteins and will examine their structures and how they are synthesized. Students will learn about mutations and how they are repaired. Students will analyze different inheritance patterns and will be able to predict the likely phenotypic and genotypic outcome from indicated alleles.

Anatomy with Lab | PBP-5003 | 4.00 credits
This is an introductory anatomy course that will examine the form and function of the major organ systems in the human body. The course involves the study of both microscopic (cells and tissues) and macroscopic structures (organs and organ systems)Lecture topics will include homeostasis, integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, respiratory system, digestive system, endocrine, renal system, and reproductive system.

Health Psychology | PBP-5004 | 3.00 credits
This course examines the link between psychological states and physical health. The course will look at how psychology influences the ability to promote or maintain healthy behaviors, how psychology can affect the development and prognosis of diseases and how psychology can enhance or derail treatments. Students will be able to apply this understanding to different areas of psychology such as biological, social, developmental and clinical.

Introduction to Patient Care 1 | PBP-5030| 1.00 credit
In this course students will have classroom instruction on a range of topics relative to patient care, such as how to perform an observation, medical terminology, basic practices including infection control, and HIPAA/FERPA. In the second part of the course, students will conduct facilitated observations at Salus clinics and screening or service events with Salus faculty.

Career Guidance & Academic Success | PBP-5040| 0.00 Credits
This non-credit course is intended to instruct students on skills that they could adopt or modify to become a successful graduate student. Topics will include note taking strategies, study habits and skills, communication skills, time management, exam taking skills, managing personal issues during graduate school, locating and utilizing resources to answer questions, and critical thinking. Students will also have small group and one-on-one career guidance that will help them understand the full range of health care professions and will support them as they select a future career.

Semester 2

Biostatistics for Health Professionals | PBP-5005 | 3.00 credits
This course is designed to give students an insight into the concepts and use of statistics in the medical health sciences. Students will be able to describe data and how data can be displayed and distributed for statistical analysis and determine the validity or accuracy of the data measurement. Students will be expected to design and interpret data displays such as tables and graphs. Areas that will be covered

include but not limited to the use of statistics in medical related journals, screening tests for disease, and survivor analysis. Upon completion of this course, students will be able to apply statistics to real world scenarios in health care settings.

Physiology with Lab | PBP-5006 | 4.00 credits
This is an introductory physiology course of the major organ systems in the human body. This course will give students a background for understanding the relationship between structure and function from cells to tissues to organs and organ systems through an examination of general physiological mechanisms. Lecture topics will include homeostasis, integumentary system, skeletal system, muscular system, nervous system, cardiovascular system, respiratory system, digestive system, endocrine, renal system, and reproductive system.

Cell and Molecular Biology | PBP-5007 | 3.00 Credits
This course will examine the structure and function of cells and will look at the relationships among a cell's genetics, structure, biochemistry and physiological functions. Students will be able to appreciate all aspects of a cell's functions from cellular growth to differentiation to cell survival and cell death. This course will also look at the role a cell plays in the pathophysiology of diseases such as cancer.

Introduction to Research and Scientific Writing | PBP-5008| 3.00 Credits
This course introduces students to foundational concepts of research including both quantitative and qualitative methodologies. This course presents the scientific method and examines the way in which one searches, evaluates and synthesizes relevant research, identifies and develops a research question, sampling design, data collection methods and data analysis and interpretation. Students will be introduced to the major approaches used in conducting qualitative research and the application of these methodologies in the health care professions. This course will provide a comprehensive study of scientific writing. Students will develop requisite skills for effective written communication in academic and scientific domains. This course will focus on skills in preliminary writing, drafting, revision, peer review, and review of scientific literature. Students will learn how to write professionally for a variety of audiences.

Introduction to Patient Care II | PBP-5031| 1.00 Credit
This is a continuation of Introduction to Patient Care 1. Students will expand upon topics covered in the first course and relate those topics to what they experienced during their first observational rotations. In addition, students will have lectures with topics including how to communicate with patients, cultural diversity in the patient population, medical ethics and how to be part of an interdisciplinary team. Students will also continue to observe in Salus clinics.

Career Guidance & Academic Success | PBP-5041 | 0.00 Credits
This non-credit course is intended to instruct students on skills that they could adopt or modify to become a successful graduate student. Topics will include note taking strategies, study habits and skills, communication skills, time management, exam taking skills, managing personal issues during graduate school, locating and utilizing resources to answer questions, and critical thinking. Students will also have small group and one-on-one career guidance that will help them understand the full range of health care professions and will support them as they select a future career.

CURRICULUM

COURSE SCHEDULE

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Fall Semester (2S)		
PBP-5001	Microbiology & Immunology	3.00

PBP-5002	Biochemistry & Genetics	3.00
PBP-5003	Anatomy with Lab	4.00
PBP-5004	Health Psychology	3.00
PBP-5030	Introduction to Patient Care I*	1.00
PBP-5040	Career Guidance & Academic Success*	0.00
		14.00
Spring Semester (4S)		
PBP-5005	Biostatistics for Health Professionals	3.00
PBP-5006	Physiology with Lab	4.00
PBP-5007	Cell and Molecular Biology	3.00
PBP-5008	Introduction to Research & Scientific Writing	3.00
PBP-5031	Introduction to Patient Care II*	1.00
PBP-5041	Career Guidance & Academic Success*	0.00
		14.00
Certificate Program Total**		**28.00**
***Requires matriculation into Post-Bacc program**		
****Must complete minimum of 25 credits including Patient Care I & II**		

CURRICULUM
Post-Baccalaureate Certificate in Health Sciences/SLP Track
COURSE SCHEDULE

First Year 2022-2023		
Course Number	**Course Title**	**Credits**
Summer Session 2 (1Q)		
SLP-3001	Basic Biology with Lab	3.00
SLP-3002	Basic Biophysics	3.00
		6.00
Fall Semester (2S)		
SLP-3003	Health Psychology	3.00
SLP-3100	Introduction to CSD	3.00
SLP-3101	Phonetics	2.00
SLP-3102	Speech and Hearing Science	3.00
SLP-4030	Introduction to Patient Care I*	1.00
SLP-4040	Career Guidance & Academic Success*	0.00
		12.00
Spring Semester (4S)		
SLP-3004	Biostatistics for Health Professional	3.00
SLP-3103	Introduction to Audiology	2.00
SLP-3104	AAnatomy and Physiology of Speech and Hearing	3.00
SLP-3105	Speech and Language Development	3.00
SLP 4031	Introduction to Patient Care II*	1.00
SLP-4041	Career Guidance & Academic Success*	0.00
		12.00

Additional Courses - Program Director Approval Required		
SLP-4930	Clinical Practicum 1	1.00
SLP-4931	Clinical Practicum 2	1.00
Certificate Program Total**		**32.00**
***Requires matriculation into Post-Bacc SLP program**		
****Must complete minimum of 24 credits including Patient Care I & II**		

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  - Low Vision Rehabilitation Program, Director - Kerry S. Lueders, MS, COMS, TVI, CLVT
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    - Patient Care Supervisor - Stephanie McBurrows
    - Patient Care Supervisor - Kiana Hardaway

- Director, Specialty Care - Alycia Miller
    - Medical Care Coordinator - Robert Ware
    - Contact Lens Coordinator - Amanda Meltzer
- Manager, Call Center - Lynnette Brown
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        - Co-Chief - Bisant Labib, OD, FAAO
    - Chestnut Hill Satellite, Chief – Carlo Pelino, OD

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    - Co-director - Elise Ciner, OD
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- **Education Program**
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        - Rebecca Blaha, AuD
        - Elizabeth Sedunov, AuD
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Master of Education:

Blindness and Vision Impairment

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