

# D'Youville COLLEGE

## UNDERGRADUATE ACADEMIC CATALOG 2001-2002

D'YOUVILLE COLLEGE  
One D'Youville Square  
320 Porter Avenue  
Buffalo, New York 14201  
(716) 881-3200

*While this catalog was prepared on the basis of the best information available at the time of publication, all information including statements of tuition, fees, course offerings, admissions and graduation requirements, is subject to change without notice or obligation. D'Youville College is an equal opportunity employer. Further, it admits students of any race, color, age, national or ethnic origin, to all rights, privileges, programs, and activities generally accorded its students. In conformance with Title IX, 1972 Education Amendments, it does not discriminate on the basis of gender, race, color, handicap, national or ethnic origin, age, religion or creed in the administration of its educational policies, scholarships, programs, and athletic and other institutionally administered programs.*

# CAMPUS

D'YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge. Off-street parking is available or you may park in the student parking lot which is off Fargo Avenue.

If you are driving SOUTHbound on the Niagara section (190) of the NYS Thruway, exit EAST ON PORTER AVENUE - EXIT 9, turn LEFT on Porter Avenue and continue to the college.

If you are driving NORTHbound on the Niagara section (190) of the NYS Thruway, exit on NIAGARA STREET - EXIT 8, turn LEFT on Niagara to RIGHT on Porter Avenue and continue to the college.

If you are driving from CANADA- take the QEW, follow the signs to Fort Erie, to the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (Route 266 south). Travel to the second light and turn left onto Porter Avenue. Continue straight (4 traffic lights) to the college.

# 2001-2002 CALENDAR

## FIRST SEMESTER 2001

August 27	First Day of Classes
September 3	Labor Day- College Closed
September 28-29	Alumni Homecoming Weekend
October 8	Columbus Day Observed, Canadian Thanksgiving- College Closed
November 2-4	Family & Friends Weekend
November 21-25	Thanksgiving Holidays
December 10-15	Final Examinations
December 16	Final Day of Semester

## SECOND SEMESTER 2002

January 21	Martin Luther King Day Observed - College Closed
January 14	First Day of Classes
February 18	Presidents' Day Observed - College Closed
February 19	Midwinter Break-No Classes
March 6	Honors Convocation
March 29	Good Friday - College Closed
April 21-27	Spring Break Begins Moving-Up Week
April 8	Classes Resume
May 4	Last Day of Classes
May 6-11	Final Examinations
May 17	Baccalaureate Service
May 18	Commencement

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# PRESIDENT'S MESSAGE



Dear Friends,

The challenge of choice forms a part of our everyday experience, and perhaps more significantly, it gives us an opportunity to define our life goals. It is for this reason that selecting a college becomes so critical to each of us. It is a decision which ultimately impacts our futures, economically, as well as socially and personally.

For nearly a century D'Youville College has provided a quality education for students seeking choices which translate into successful careers and personal satisfaction. Our programs of study are geared to the needs of the marketplace; our faculty and staff are devoted to helping students achieve their academic goals in a challenging and energizing atmosphere. This, added to a limited class size and the opportunity to interact personally with faculty and students alike, forms the basis for a well integrated education, which provides graduates with exceptional job placement possibilities.

You will find our campus small. You will find our people friendly. At D'Youville you will be taught to think critically and to communicate your knowledge and ideas. While these are, in fact, key elements

aimed at preparing you for the job at the end of the road, they are also skills designed to assist you in actualizing personal goals and in meeting the future with independent awareness.

D'Youville College thrives in an environment of mutual trust and respect. A gifted faculty, a responsive support staff and motivated students: these are the elements of our success. The formula is simple and has withstood the test of time. You choose D'Youville, and together we do the rest.

Sincerely,

Sister Denise A. Roche, GNSH, Ph.D.  
President

# D'YOUVILLE TODAY

**D'YOUVILLE COLLEGE** is an independent, urban, coeducational institution. It provides liberal arts and professional programs for more than 2,400 graduate and undergraduate students in day, evening, weekend and summer sessions. The Grey Nuns founded D'Youville as the first college for women in Western New York. It became coeducational in 1971.

Under its 1908 charter of incorporation, D'Youville College is legally authorized to conduct an institution of higher learning and to grant recognized degrees. A self-perpetuating board of trustees has governed the college since a charter amendment in 1970.

The college offers 27 baccalaureate, eight master's-level and five post-baccalaureate degrees as well as advanced certificate programs in health-related professions. Graduate programs include community health nursing, elementary education, secondary education, special education, health services administration, international business, physical therapy and family nurse practitioner. Five-year programs leading to dual degrees have been established in dietetics, international business and occupational therapy. There is a six-year physical therapy (B.S.+M.P.T.) degree. An RN-B.S./M.S. degree is also offered in nursing. Additionally, certificate programs are offered in long-term care administration and addictions in the community. The Advance program, for working individuals with some college credit, is offered in accelerated form and leads to a bachelor's degree in business management.

D'Youville is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs in nursing are accredited by the National League for Nursing. The combined B.S./M.S. program in occupational therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The physical therapy program is accredited by the Commission on Accreditation Council for Occupational Therapy Education (CAPTE/APTA). The physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). The combined BS/MS dietetics program is accredited by the American Dietetic Association Council on Education. Programs of study are registered with the Office of Higher Education of the New York State Education Department.

The campus-wide computer network with broad Internet access for students, faculty and staff, also offers a host of available software required for specific academic programs. Distance learning has been employed as a means of maintaining direct contact with students, even as if they are physically removed from the campus.

D'Youville has a sound reputation for educating professionals for community service. The college introduced majors in sociology and business during the 1930s and established Western New York's first baccalaureate nursing program in 1942. Traditionally a leader in education, D'Youville has received state approval for teacher education programs for bilingual elementary education, the blind and visually impaired, special education, elementary and secondary education.

Today, the tradition of excellence is maintained as D'Youville continues to offer and promote academic leadership and responds to community needs. D'Youville College remains firmly committed to the personal growth and well being of all those within its sphere of influence.

## HERITAGE

D'Youville College is named for Marguerite d'Youville, an 18th century Canadian woman whose love of God inspired her to spend her life responding to societal needs and find creative ways of serving the poor.

She was born near Montreal in 1701. Marguerite was a widow with young children, who never neglected the poor. She was an astute and resourceful businesswoman, a compassionate friend and a person whose life was deeply rooted in her trust in God. Other women joined in her efforts to offer asylum for the elderly, blind, orphaned and abandoned. Known as the Grey Nuns, Sisters of Charity, the group became one of the first congregations of religious women to be founded in Canada.

During her life, Marguerite assumed the responsibility for administering the General Hospital of Montreal, founded homes for the poor and aged and cared for unwed mothers, orphans, sick and wounded military men, regardless of their allegiance. She earned the title Mother of Universal Charity, insisting that, "The poor must know that we never refuse to serve." On Dec. 9, 1990, she was declared St. Marguerite d'Youville in St. Peter's Basilica, Rome.

D'Youville College seeks to continue the spirit of Marguerite d'Youville, especially by encouraging students to be proficient, innovative, resourceful, compassionate, and well-informed members of society.

## CORE VALUES OF D'YOUVILLE COLLEGE

As a community of scholars, we value the free exchange of ideas and encourage diverse points of view and the rigorous examination of assumptions. Individuals must be prepared through education not only to meet the challenges of today, but also to address the challenges of the future. Excellent education is a contribution to the betterment of society. It offers students an academic experience, which helps them develop their potential and emerge as enriched human beings with a love of learning and a sense of responsibility for themselves and others. Through lifelong learning, educated people continue to search for truth, are committed to use their talents to contribute to the betterment of the local and world communities, and seek excellence in their personal and professional endeavors. D'Youville College holds that there are four foundation stones in an effective learning environment: academic preparation, practical experience, a consistent value structure and a concern for the betterment of the community. The resulting educational process simultaneously shapes D'Youville graduates and the communities they serve.

## THE VISION OF D'YOUVILLE COLLEGE

D'Youville College will be a leader in education, a community of scholars, an exemplary model of service and a dynamic force within the community.

**MISSION STATEMENT**

D'Youville College, founded in the spirit of Marguerite d'Youville, honors its rich heritage by embracing academic excellence and Judeo-Christian values that encourage service. D'Youville instills in students with diverse backgrounds and talents a commitment to lifelong, active learning. Weaving together teaching and example, D'Youville guides students toward compassionate, productive and meaningful lives.

As an independent, coeducational institution of higher learning, D'Youville College offers both undergraduate and graduate programs that prepare students for leadership in their fields. Undergraduate programs are based on a skills, competency and liberal arts and science-based core, and an excellent experience in the academic discipline. Graduate programs prepare professionals, who are knowledgeable and proficient in their academic disciplines, research skills and development and understanding of theory. A D'Youville education provides the foundation for academic, spiritual, ethical and professional development, and enhances the ability of students to contribute to the global community.

**GUIDING PRINCIPLES****SERVICE TO STUDENTS:**

The education of students is the primary reason for D'Youville's existence. All else is measured against its ability to obtain excellence in the educational process.

**INDIVIDUALITY:**

D'Youville College recognizes that each person has intrinsic dignity and unique capabilities. It shows concern for all students and all associated with the college and provides each individual with the opportunity and support to reach his or her highest potential.

**FACULTY ROLE:**

The main right and responsibility of faculty is teaching and engaging in those scholarly and professional activities that support effective teaching.

**SHARED DECISION MAKING:**

D'Youville strives toward decentralized decision making to take advantage of its professional capabilities. Personal growth and professional development are encouraged as important to organizational growth and the achievement of the college's mission. It is always moving toward greater decision-making power for, and involvement of, those associated with the college.

**EQUITY AND FAIRNESS:**

The college community uses equity and fairness guidelines for all decision making. It demands personal and institutional integrity and fosters personal and institutional innovation and creativity.

**PURSUIT of EXCELLENCE:**

D'Youville pursues excellence in all chosen endeavors. There is an expectation of a high level of competence in all areas.

**RESPONSIBILITY:**

Responsibility for one's self is considered an essential element of the learning process and is expected from all involved with the college. Students are given as much responsibility for decision making and actions as they are capable of handling.

**HEALTH:**

The college finds it important to promote and maintain the physical and emotional well being of all those involved.

**COMMITMENT:**

Commitment to the institution's growth and success is expected of all individuals associated with the college.

**BALANCE OF COOPERATION AND PROFESSIONAL AUTONOMY:**

The college encourages cooperation among, and linkages between, programs and disciplines while recognizing the uniqueness of each. It respects the right of professional self-regulation and autonomy.

**CONCERN for our NATIONAL and SOCIAL ENVIRONMENT:**

The college community is responsible and accountable for fulfillment of the D'Youville College mission. However, in accomplishing that mission, it remains mindful of the public trust. The college is sensitive to the surrounding community and natural environment. It actively attempts to understand and positively influence the social, political and economic environments that impinge upon it.

**ALUMNI:**

D'Youville respects alumni and depends on them for the continuing success of the college.

**DIVERSITY:**

The college recognizes the value of a diverse student body, faculty and staff, and the enrichment that diversity can bring.

### LOCATION

D'Youville's campus is less than a mile from the heart of downtown Buffalo and within walking distance of the Peace Bridge to Canada. It overlooks two parks and is near the city's greatest cultural centers: the Albright-Knox Art Gallery, the Studio Arena Theatre and Kleinhans Music Hall, home of the Buffalo Philharmonic Orchestra. The Kavinoky Theatre, known for its professional productions, is part of the D'Youville campus. Close to two exits of the New York State Thruway, D'Youville is only minutes away from beaches, ski resorts and the stadiums where the Buffalo Bills, Sabres and Bisons play their home games.

### THE CAMPUS

#### KOESSLER ADMINISTRATION BUILDING (1874)

This five-story building once housed the entire college. It contains administrative offices, the chapel, the Kavinoky Theatre, the Learning Center, faculty offices, classrooms, admissions, financial aid and reception rooms.

#### LIBRARY (1999)

The library is housed in a magnificently renovated 58,000 square-foot building. It contains approximately 112,000 volumes, including microtext and software, and subscribes to 719 journals. The library boasts state-of-the-art computer reference capabilities for both in-house and off-site users. Several full-text databases are maintained in web versions. A reference collection, comfortable study areas and conference rooms are available. Audio-visual capabilities include TVs, VCRs, CD players and slide projectors. The software collection includes videocassettes, compact discs, slides and other formats. The library also provides a microcomputer lab for student use.

#### MADONNA HALL (1959)

This five-story building houses the Leonardo da Vinci High School, part of the City of Buffalo Public School System, on three floors, a Gait Lab for physical therapy, a dietetics lab/kitchen, archives, faculty offices and a centralized security station. A large lounge is also available for meetings and social events.

#### HEALTH SCIENCE BUILDING (1967)

Classrooms, laboratories, lecture halls and faculty offices are located in this seven-story, air-conditioned building. It also houses a curriculum resource center for the faculty of the division of nursing, established with funds from the James H. Cummings Foundation.

#### COLLEGE CENTER (1969)

The center lives up to its name as the hub of campus social, cultural and athletic events. Its gymnasium, swimming pool, game area, fitness/wellness area, dining rooms, snack areas, and meeting rooms also make it a popular site for community activities. Student organizations and publications have their offices there. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.

#### MARGUERITE HALL (1969)

The tallest building in the immediate area is this 12-story residence hall, which offers panoramic views of Lake Erie and the Buffalo skyline. The facility houses men and women on separate floors and includes a coed floor for graduate students, adult students or seniors. The residential life office, college infirmary and health center are located on the first floor.

#### NIAGARA ANNEX - 631 NIAGARA STREET (1991)

This building houses vital administrative support offices. These include alumni, institutional advancement, personnel, personal counseling, publications and public relations. The facility is within easy walking distance of the Porter Avenue campus and helps integrate the college into the surrounding neighborhood.

#### NEW ACADEMIC CENTER (opening Fall 2001)

The new 57,000 square-foot, five-story Academic Center will provide new state-of-the-art classrooms, laboratories, faculty offices and flexible space for future needs. It will provide students with an excellent new learning environment.

### THE COLLEGE COMMUNITY

D'Youville is a small, friendly college and plans to stay that way. It is small enough for people to know each other by name, but large enough to offer course choices and activities. The relatively low student-faculty ratio in many programs provides the opportunity for students to receive additional personal attention in and out of class.

### FACULTY

Because D'Youville is a teaching college, faculty members regard instruction rather than research as their first priority. They hold degrees from leading universities in the United States and abroad, including Columbia, Bombay, Dublin, Berkeley and Toronto. They represent many ethnic and religious backgrounds, a diversity that adds to the richness of academic life at D'Youville.

### STUDENTS

About 80 percent of D'Youville's students commute; the rest live on campus. Most are from New York State and nearby Canada, but there is a growing representation from other states and other countries.

### ALUMNI

D'Youville's alumni have a long history of support and loyalty to the college. Their personal and professional achievements have given the college an outstanding reputation. They have met D'Youville's standards and have contributed to the quality of health care, education, business and social services locally, nationally, and in more than a dozen countries.

## ALUMNI ASSOCIATION

The Alumni Association is composed of more than 10,000 graduates. Criterion for membership in the association is graduation from the college.

Located on the first floor of the Niagara Annex, the alumni office is the liaison between alumni and the college in matters of alumni activities including annual giving, surveys, placement, networking and recruitment. Alumni news is printed in the college publication D' Mensions.

In areas throughout the country with a sufficient concentration of alumni, informal chapters have been established. There are chapters in Buffalo, Rochester, Syracuse, the Capitol District (Albany), Northern New York, Merrimack Valley, Washington, Chicago, California, Atlanta, Florida and Philadelphia (Yardley).

Members of the Alumni Association have given strong support to the college through the Alumni Loyalty Fund and through capital campaigns. Their gifts of time and money and their personal involvement in college activities over the years have helped make D' Youville a respected institution. Since 1925, the Loyalty Fund has provided funds that are used by the college for financial aid to students and capital improvements.

Knowing that involvement with students is not only rewarding, but also necessary for the vitality of the association, alumni leadership are committed to admissions recruitment, co-sponsor career programs, and recognize student leadership and achievement. The association funds the Sister Mary Charlotte Barton Kinship Scholarships and established an endowed scholarship to broaden the alumni's support of current students. Various fund-raising projects are sponsored annually to underwrite the scholarships.

Alumni have participated in college-wide activities, serving on the board of trustees and the president's advisory council.

## ALUMNI ASSOCIATION BOARD OF DIRECTORS OFFICERS 2001 - 2002

President	Catherine M. Braniecki, '73
Vice President	Dolores Gaeta Prezyna, '70
Recording Secretary	Colleen Collins Matthews, '97
Corresponding Secretary	Joan K. Sutton, '62
Treasurer	Linda Kane Stievater, '63

## DIRECTORS

**TERMS EXPIRE 2002:** Gloria Drake McDonald, '49

Norine Callahan Kirkpatrick, '59

**TERMS EXPIRE 2003:** Maureen P. Hutchinson, '45

Genevieve McNeil Dobmeier, '52

Cynthia Wierzbicka DeLuca, '75

Frances D' Amico, '84

Patricia A. Tornabene, '95

**TERM EXPIRE 2004:** B. Jean Harrington Duggan, '48

Jean Knopinski, '48

Inez Saggesse Hedeman, '50

Louise Balling, '60

Rosalie Vicario Sperrazza, '64

Anne Moraca Sawicki, '74

Martha Fildes Falzarano, '77

Timothy Kennedy, '99

**EX-OFFICIO:** Patricia Marino Smyton, '65,

Director of Alumni Relations

**STUDENT** Keith Falter, '03

**REPRESENTATIVES:** Sarah French, '04

## COMMUNITY SERVICE

D' Youville's commitment to develop liberally educated professionals is shown in its programs of community service.

The college engages in cooperative programs with the Buffalo Public School System on both the elementary and secondary levels. Students from the D' Youville-Porter Campus School 3, a K-8 school, receive computer, library and science laboratory instruction on D' Youville's campus. The Leonardo da Vinci High School, a college-prep magnet school for the liberal arts, is housed at D' Youville. Teachers from both schools collaborate with D' Youville faculty members on professional projects. In addition, a satellite of the City As School, a program for at-risk students, is located at D' Youville.

D' Youville is also a charter member of an elementary school and college consortium that is designed to provide professional development for pre-service teachers as well as collaborative opportunities for faculty.

Campus ministry heads a number of ongoing programs designed to encourage student participation in community services. Students provide food service regularly at Night People, a neighborhood drop-in center for the homeless. They also coordinate the Adopt-a-Grandparent program, which matches college students with residents of a facility for the well-aged.

Continuing education sponsors programs in conjunction with the Western New York Association of Homes and Services for the Aging, the BryLin Hospital Foundation, the Interfaith AIDS Network, Island Physical Therapy and the United Cerebral Palsy Association.

# STUDENT LIFE

## NEW STUDENTS

New students will have many exciting challenges and opportunities as they begin their careers at D'Youville College. To assist in the transition, they may be invited to attend an orientation program specifically designed to meet their needs. There are orientation programs for freshmen, families, transfers, certificate and graduate students. At the orientation program, coordinated through Connections: Your Information and Resource Office, one will learn what is required for their program, course selection with an academic advisor, registration, and information seminars.

The D'Youville Freshman Experience (DFX) is designed to assist the freshmen class. The first year will be exciting, fun and challenging. DFX will help students successfully deal with the adjustment issues that all freshmen face. Starting with orientation, freshmen are assigned a college mentor and are registered for FOCUS: Freshmen Seminar. In addition there are specific activities and leadership opportunities (D'Youville Leads) as well as a Peer Mentor Program (coordinated through the Leadership Development Institute).

All new students (and their families) receive a copy of the New Student Handbook when they attend orientation. This publication contains essential D'Youville College information and is used as a guide during the orientation session.

## RESIDENTIAL LIVING

Living on campus is a good way to make the most of one's college years. The convenience of being within a block of labs and the library makes it easier to use free moments for study or research. Being on the scene for campus activities, scheduled and unscheduled, makes it easier to attend events.

The most important benefit of living on campus is learning to share and to live with people from different backgrounds. New students become familiar with their new surroundings quickly and are soon share in the experience of campus life.

The atmosphere in a residence hall is different from that of any other place. Friendships somehow seem stronger; the college experience seems somehow more vivid.

A number of housing options are available, including same-gender and coed floors. Each living area of the residence hall has a study lounge, a TV lounge and a kitchenette. Other amenities include a Macintosh and IBM computer lab, laundry facilities and vending services, along with 24-hour security coverage.

A resident assistant (RA) is a student staff member who lives on and supervises each floor. The RA is responsible for programming activities, enforcing rules, distributing information and maintaining a positive living environment. They are available to answer questions, listen to students' concerns and help with the adjustment to D'Youville College.

The room and board charge includes three meals each weekday in the Porterview Room of the College Center and brunch and dinner on weekends.

Through Residence Council, students sponsor activities, review policies, make recommendations for change, maintain harmony and work together with the residence life staff to meet the challenges of community living.

## RESIDENTIAL REQUIREMENT

The college requires all freshmen, who do not live within commuting distance of the college, to reside on campus through their freshman year. Special exceptions to this rule can be applied for through the residence life office, although not all such requests will be granted.

## SERVICES TO STUDENTS

### ACADEMIC ADVISEMENT

An academic adviser works with the student from the beginning of the college experience to plan a sequence of courses necessary to complete an academic program. Throughout the years at D'Youville, the student meets with the adviser to review progress in completing the requirements necessary for a degree, certification, licensure and/or graduate work. The college registrar has also assumed the title and responsibilities of coordinator of advisement. The coordinator is responsible to monitor and assist the overall academic advisement at the college.

### CAMPUS MINISTRY

D'Youville is an institution dedicated to serving the needs of the college community and the broader society. Campus ministry facilitates this endeavor by providing a variety of opportunities for the development of the student's social, moral and spiritual potential. The goal of campus ministry is to enable all members of the college community to grow in personal spirituality and to contribute their time and talents in service to the campus and ultimately to the wider community.

Campus ministry offers a variety of programs throughout the academic year that are designed to foster both spiritual and personal growth. Opportunities such as religious education, spiritual guidance, Bible study, counseling, retreats, social action programs and social events are made available.

Worship services are offered in various traditions both on and off campus. In an effort to celebrate religious diversity, a variety of ecumenical experiences are also offered to the D'Youville community. Campus ministry publishes a Community Worship Directory and is affiliated with both Christian and non-Christian churches and organizations.

### CAREER SERVICES CENTER

The D'Youville College Career Services Center assists freshmen, graduate-level students and alumni to prepare for the job market. Individual career counseling, resume/cover letter preparation, interviewing, job search advice and reference file services are available. Career-related classroom workshops, on- or off- campus career fairs and a job search reference library keep students updated on career trends. Internet access provides students and alumni with valuable job-hunting and employer-research assistance.

A professional networking program connects students with alumni working in their field of interest. Additional services include scholarship and graduate school information, current full- and part-time job listings and a part-time student employment program.

Based on responses from the 1999 graduate survey, the following employment statistics highlight the success of the D'Youville College graduates:

Employed	
a. Graduates successfully employed or attending graduate school	98%
b. Career-related field	95%
Graduates in full-time or part-time graduate school	13%
Graduates planning to attend graduate school in the future	28%

## DAY CARE CENTERS

The college does not offer on-campus childcare facilities. The Childcare Coalition of Niagara Frontier, Inc., 877-6666, is an information and referral service on childcare services, pre-school, daycare, before and after school extended programs, family daycare providers, nursery schools, and offers information on quality and regulations. There is no fee for the coalition's service.

## FINANCIAL AID

The financial aid office is the key to obtaining all the aid possible to meet the expenses of a college education. Financial aid personnel will help determine what types of aid to apply for and will explain deadlines, requirements and conditions in accordance with federal and state regulations.

## GRIEVANCE PROCEDURE

The college is committed to the education and social development of its students. If, in the course of this complex educational process, a student feels he/she has been treated unfairly by a college employee, the college has both a standard grievance procedure and a grievance officer. In addition, there is also a postsecondary complaint registry. Students can refer to the student handbook for a description in detail.

## HEALTH SERVICES

The health center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, physical examinations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time nurse practitioner staffs the center. A complete pre-entrance physical examination, which includes the New York State immunization requirement, is required of all students. D'Youville College strongly recommends that all full- and part-time students have medical insurance. Medical insurance can be purchased during the first six weeks of each semester. Contact the health center at 881-7698 for information on individual and family policies. By federal law, all international students must carry health insurance coverage. International students will be billed directly by the college for this insurance, which will be managed through the health center.

## LEARNING CENTER

The Learning Center assists students in meeting their academic goals. Tutorial assistance, academic counseling, reading, writing and math skills instruction and assistance to students with disabilities are some of the many services that the Learning Center offers. For further information, students can visit the Learning Center on the fourth floor of the Koessler Administration Building or call 881-7690.

## MENTOR PROGRAM

In addition to an academic advisor, each new freshman is assigned a mentor. The Mentor Program is designed for the student to work, one-on-one, with a D'Youville administrator or support staff member who has volunteered to assist new students in their transition to college life. Mentors are assigned to students through Connections.

## PERSONAL COUNSELING

Licensed and board-certified, professional counselors are available for confidential, individual and group counseling sessions and consultation. Mental health counseling deals with issues related to growth, development and adjustment in personal, social and educational areas of concern. In addition, personal counseling has available SHELF-HELP, a resource library of self-help tapes, books, articles and brochures for an individual's private use. Programming, including seminar workshops, is provided throughout the year to promote student mental and emotional health and positive well being.

## ATHLETIC PROGRAMS

D'Youville, in cooperation with the Student Association, provides intercollegiate, intramural and recreational activities for the college community.

The intercollegiate program is a Division III member of the National Collegiate Athletic Association (NCAA) and competes in the Eastern College Athletic conference (ECAC), and the Upstate Athletic Alliance (UAA). The college sponsors men's and women's basketball, volleyball, cross country, soccer, golf, men's baseball and women's softball teams. The teams and individuals are eligible for regional and national post-season play and awards.

The College Center is home to Spartan Athletics and all intramural and recreational offerings. Located within the structure is the gymnasium, swimming pool, fitness center, athletic training room, and varsity locker room. The intramural program consists of individual and team events for people of all skill levels. Programs include flag football, volleyball, basketball, floor hockey and billiards. The college also offers a wide variety of recreational activities including aerobics, water-aerobics, swim classes and use of the fitness center.

## Student Activities and Student Association

The D'Youville College Student Association and the student activities office organize leadership programs, student services and social, recreation and educational events. These activities improve the quality of campus life, build a sense of community and complement the academic experience. By participating in these events students develop career-related skills, make life-long friends, succeed academically and experience new exciting things. Studies have shown that students who are active perform better academically and remain in school at a higher rate than those students who do not become involved.

## Student Association

The Student Association is the governance body that represents the concerns of students. All students are members of the Student Association and are welcome to attend the bi-weekly senate meetings. The Student Association Senate is comprised of four officers, co-programming chairs, co-athletic committee chairs, five representatives from each class, one graduate, one non-traditional (at least 23 years old) and one part-time student senator. It is these 31 people who make the decisions that affect the entire student population.

The Student Association also administers the students' activity fee which is used to fund clubs and organizations, the college calendar, special events and athletics.

### Student Organizations and Annual Events

D'Youville College provides an array of organizations, clubs and events for students to become involved in. They can join academic, cultural and recreational clubs, serve on campus-wide committees, contribute to student publications, perform in the arts, attend numerous exciting activities, and take advantage of many volunteer opportunities. These wonderful experiences allow students to develop leadership skills, make friends, receive recognition, meet faculty and staff, and enhance their academic experience. Interested students are encouraged to participate in these activities upon their arrival at D'Youville.

### Student Association recognized Clubs and Organizations

- Alliance
- Athletic Committee
- Asian Student Union
- Biology Club
- Black Student Union
- Campus Ministry
- Catalyst (student newspaper)
- Commuter Council
- DaVinci Mentor Program
- D'Youvillian (yearbook)
- D'Youville Chorale
- D'Youville Drama Club
- Issues Committee
- Lambda Sigma Honor Society (sophomores)
- Latin American Student Organization
- Leadership Development Institute
- Native American Circle of Friends
- Poet (student writings)
- Public Relations Committee
- Residence Council
- Ski Adventure Club
- Student Dietetics Association
- Student Nursing Association
- Student Occupational Therapy Association
- Student Physical Therapy Association
- Student Physician Assistant Association
- Teachers of Tomorrow's Students

### Annual Events

- Welcome Week
- International Luncheon
- Club Day
- Welcome Back Mixer
- Competeathon
- Gospel Sensations
- Moving-Up-Days
- Women's History Month
- Family & Friends Weekend
- Kwanzaa Celebration
- Sporting Event Excursions
- Bellypalooza
- Sibling Weekend
- Black History Month

### MULTICULTURAL AFFAIRS

The Multicultural Affairs office has been developed to aid D'Youville College in maintaining an atmosphere of cultural pluralism where individual groups can maintain a sense of cultural identity, while building a strong community. The office functions as a support system bridging the gap between the college and the multicultural student.

We believe that multiculturalism is a process rather than an event. The campus community accepts, appreciates and actively unifies diversity into the "cultural quilt" from which society is made.

### CONNECTIONS: YOUR INFORMATION AND RESOURCE CENTER

Connections is located on the first floor of the Academic Center, Room 126, the heart of student academics. The office accommodates all students and functions as a general student affairs office. Office hours are expanded from 9 a.m. - 7 p.m., Monday through Thursday and from 9 a.m. to 4:30 pm on Friday, to accommodate both day and evening students, faculty and staff.

The office is a central point for college information. Students needing forms, applications, brochures, catalogs, etc., are able to stop by the office and collect what they need. Additionally, students are able to return required forms to the office. The office will then deliver the information to the correct location the next day.

The office is concerned with the interests of all students and provides outreach to commuter, graduate, non-traditional, evening and Canadian students.

Suggestions, comments or concerns are welcomed. Students may stop by Connections or set up an appointment by calling (716) 881-7766. This number may be used 24 hours a day and callers will receive a response the next business day.

### DISABILITY STATEMENT

D'Youville College attempts to assist employees and students on individual concerns they may have while they work or learn at the college. Individuals with disabilities, who provide appropriate documentation, will be provided with reasonable accommodations to assure access, independence and full participation in the mainstream of the educational and work process.

For more information, contact the coordinator of disability services at (716) 881-7728.

### CAMPUS SECURITY

D'Youville College annually provides a security report containing statistics, policies and a description of programs that promote campus safety. A copy of this report is available to all prospective students and employees, and may be requested by contacting the admissions office or the vice president for student affairs.

# ADMISSION

## ADMISSIONS PROCEDURES AND POLICIES

Admission to D'Youville College is moderately competitive. The selection process attempts to identify those qualified men and women who will benefit most from the wide variety of academic and extracurricular programs that the college offers.

Full-time enrollment or status means the student is registered in a specific degree program and carrying 12 or more credit hours (except for post-baccalaureate students pursuing teacher certification). Part-time enrollment or status means the student is registered for fewer than 12 credit hours and may or may not be enrolled in a specific degree program. Students should note that part-time enrollment may effect the status of their financial aid.

All students are required to select an academic major at the time they apply to the college. Students who are interested in attending D'Youville College but prefer to or must delay their commitment to an academic major, can be admitted to the college through the Career Discovery Program in the department of liberal arts.

1. D'Youville College maintains a "rolling admissions" policy whereby applications are processed continually throughout the year, except for the physician assistant program, which requires deadline dates for administrative purposes. Decisions under rolling admissions are normally mailed within three weeks after the office of admissions and financial aid receives and recognizes all necessary forms, test scores and transcripts.
2. Acceptance is conditional until final semester/year grades have been submitted.
3. A non-refundable reservation deposit of \$100 (\$150 for occupational therapy, physical therapy, dietetics, and physician assistant) must be paid in US funds by the date and/or time indicated on the acceptance letter. This deposit will be applied to the first semester's tuition.
4. A completed physical examination form including documentation or records of immunization is required of all students prior to registration. The college reserves the right to refuse admission to classes or to the residence hall to any student who fails to comply with this policy.
5. All entering freshman and first-time transfer students who have not completed a bachelor's degree will be required to take D'Youville's Skills Assessment Inventory (SAI) examination prior to registration. The SAI is used as an advisement tool to help identify any academic deficiencies of the student.
6. Applications and all supporting credentials become the property of D'Youville College and cannot be returned to the applicant.

## FRESHMAN ADMISSION

While D'Youville College does not require completion of specific high school subjects for general admission, it believes that the best foundation for college level work is the traditional college preparatory high school program consisting of subjects in English, natural science, social science, mathematics and/or foreign language. However, certain programs do have specific admission prerequisites (See: Courses of Instruction). Applications are evaluated on the following basis:

1. Academic performance based on an official high school transcript from an accredited high school with a minimum of 16 credits/units or evidence of completion of a general equivalency diploma.
2. Official transcripts from post-secondary schools are also required if the student has completed coursework for advanced college credit through an institution of higher learning.
3. Scores from the Scholastic Aptitude Test (SAT) and/or American College Test (ACT).
4. Rank in class.
5. Recommendations\* (optional).

For certain majors, prior experience in the field or area of specialization (recommended, not required) is considered.

*\* Recommendations are required for physician assistant candidates and must be submitted only on the reference form provided as part of the PA application.*

## Freshman Application Process

Applications will be processed when the following items have been forwarded to the office of admissions and financial aid:

1. A D'Youville College application form (includes online application) and a \$25.00 (U.S. funds) non-refundable processing fee. Checks payable to: D'Youville College-Application Fee.
2. Official high school transcripts and/or proof of completion of the GED, as well as any transcripts for any post-secondary courses completed.
3. Results of the SAT or ACT testing (SAT or ACT test scores are often recorded on the student's high school transcript).

## Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program is sponsored jointly by D'Youville College and New York State. This program provides financial aid, academic, personal and career counseling to academically and financially disadvantaged students for up to five years of study. Students who demonstrate potential and motivation in academics and learning are encouraged to apply. Applicants must be New York State residents, first time college students or transfers from an EOP/HEOP college program.

## TRANSFER ADMISSION

Individuals who have attended an institution of higher learning following high school graduation are considered transfer applicants if they have accumulated a minimum of 12 credit hours. Grades of P, S, CR, etc. do not count as credit bearing courses. Admission to D'Youville College as a transfer applicant is based on the following:

1. Academic performance based on previous college credit earned from an accredited institution(s). Minimum grade point average (G.P.A.) for acceptance will vary based on the program of interest.
2. Competitive ranking among other applicants (for certain majors).

### Transfer Application Process

Applications will be processed when the following items have been completed/forwarded to the office of admissions and financial aid:

1. A D'Youville College application form (includes online application) and a \$25.00(US funds) non-refundable processing fee. Checks payable to: D'Youville College-Application Fee.
2. Official transcripts from any and all colleges and universities previously attended.
3. Letters of recommendation (for certain majors).
4. A personal interview (for certain majors).

### Transfer Credit Policy

D'Youville will grant maximum credit consistent with the core curriculum and the requirements of the program/major into which the student transfers. Previously earned credits may be used for degree requirements if an equivalency of the course is established. Courses accepted for credit require an earned grade of C or above with some majors requiring higher grades for specific courses. Students accepted for admission will receive, by mail, an evaluation of their transfer credits as well as any course requirements needed to complete a D'Youville degree.

Students may transfer up to one-half of the major requirements and all the core requirements. Students must, however, complete a minimum of 30 semester hours at D'Youville and meet all course requirements of their department (major) and the general college requirements for graduation. No more than 65 credits may be transferred from a two-year college or its equivalent.

Students entering D'Youville College holding a B.A. or B.S. from another accredited institution are not required to meet the core curriculum requirements. However, they must make up any prerequisites required of the major or program and complete at least one-half the major course requirements at D'Youville as well as fulfill all other policies and requirements pertaining to the degree. Students must have completed at least 60 credits in courses outside their major area.

## RE-ADMISSION

Any student who previously attended D'Youville College and had withdrawn, officially or by failing to register for another semester, must make application for re-admission through the office of admissions and financial aid. Readmitted students are responsible for the graduation requirements and academic policies that exist at the time of readmission.

### Fresh Start Rule

1. An undergraduate student who re-enrolls at D'Youville College after an absence of five or more years may petition the registrar to re-evaluate all coursework attempted in the student's previous residency. If the petition is approved, all courses taken will remain on the permanent record. Those with grades of C- or higher or S (satisfactory) will be counted for credit, all others will not.
2. If the petition is approved, the student resumes his/her academic program with no cumulative quality point ratio and, therefore, is subject to the conditions of warning, probation, and dismissal that govern all students.
3. Under the provisions of this rule a student, prior to graduation must be re-enrolled for a minimum of 30 credit hours.
4. All courses ever taken at D'Youville College will be used in the calculation of the cumulative quality point ratio required for graduation with honors.

## ADULT STUDENT ADMISSION

Adult or "returning" students are those who have been out of high school for a number of years and are now looking to enter college to start or complete a degree. Adult students are regulated by the same procedures as FRESHMAN or TRANSFER students depending on their educational history. In addition, adult students should be aware of the following:

1. Returning adults may choose to apply to any of the degree programs now offered or through the college's ADVANCE Adult Degree Completion Program ( *see page 61* ).
2. SAT and/or ACT scores are not required for students who have been out of high school for one year or more. For students who have been out of high school for five years or more and who are applying to physical therapy, occupational therapy, dietetics or the physician assistant programs, these scores are not required. Prior experience and strength of recommendations will replace standardized tests.
3. Notification of veteran status (if applicable) is required on the application. Letters of recommendation from an employer, former employer or supervisor, and a personal interview are optional. The exception to this requirement is in the physician assistant program which requires three letters of recommendation. If qualified, PA applicants will be contacted on an individual basis for a personal interview.

## INTERNATIONAL STUDENT ADMISSION

D'Youville College is proud of its international office and the various programs specifically designed for the international student. From the Learning Center to a three-credit hour English as a second language class, D'Youville actively supports the needs of individuals from foreign lands. With currently enrolled students from Brazil, Canada, China, Hungary, Japan, India, Malaysia and more, D'Youville College is committed to fostering global understanding and cultural awareness to all.

### International Student Application Process

All prospective international students must request an application packet from the D'Youville College international office. For international application materials visit the D'Youville College Web Site at [www.dyc.edu](http://www.dyc.edu) or contact:

International Director  
D'Youville College  
One D'Youville Square, 320 Porter Avenue  
Buffalo, New York 14201  
Tel: 716-881-7600  
Fax: 716-881-7790  
E-mail: [admiss@dyc.edu](mailto:admiss@dyc.edu)

After receipt of application materials all prospective international students must complete the following items and return them with various fees:

- A. D'Youville College Application
- B. \$25.00 application fee in international money order or check drawn on a U.S. bank.
- C. Foreign Student Application/Data Form
- D. Complete US Department of Justice Affidavit of Support.
- E. All official transcripts/school records of secondary education and university work translated into English. Evaluation may be done by completing the WES application provided by D'Youville College or contacting:
 

World Education Services, Inc.  
Post Office Box 745, Old Chelsea Station  
New York, New York 10113-0745  
Tel: 212-966-6311  
Fax: 212-966-6395  
E-mail: [info@wes.org](mailto:info@wes.org)  
Web Page: [www.wes.org](http://www.wes.org)
- F. Test of English as a Foreign Language (TOEFL) results sent directly from Educational Testing Service or an official copy of TOEFL results. Satisfactory completion an English Language program at ELS language centers will be accepted in lieu of the TOEFL. Students must achieve a minimum score of 500 written or 173 computer based on the TOEFL. To receive study materials and all information pertaining to the TOEFL, including how to schedule an appointment by telephone, visit the TOEFL web site at [www.toefl.org](http://www.toefl.org) or contact:
 

TOEFL Services, Educational Testing Service  
Post Office Box 6151  
Princeton, New Jersey 08541-6151  
Fax: 609-771-7500

To receive information pertaining to ELS language centers, including a program catalog, center locations in the U.S. and around the world, visit the ELS web site at [www.els.com](http://www.els.com) or contact:

ELS Language Centers  
400 Alexander Park  
Princeton, New Jersey 08540-6306  
Tel: 609-750-3500  
Fax: 609-750-3597  
E-mail: [info@els.com](mailto:info@els.com)

- G. \$500.00 deposit towards tuition must be submitted in advance before any new international student (non-transfer) will receive a Federal Form I-20.

Once all documents have been received, the materials will be evaluated by the D'Youville College international director and a decision will be rendered. The D'Youville College director of admissions and financial aid will send a letter of that decision via post. If the student is accepted, the acceptance letter will be part of the D'Youville College enrollment packet. The enrollment packet will contain all the necessary materials to complete enrollment procedure including the following:

- A. Directions on how to wire transfer school fees into D'Youville College account.
- B. Directions on how to get to D'Youville College including airport information.
- C. Mandatory Student Health Insurance Application (Must be completed and returned to D'Youville upon arrival).
- D. Candidate's Reply Form.
- E. Health Information Letter and Directions from director of Health Services.
- F. Health Center Immunization Report.
- G. Athletic Department Information
- H. D'Youville College Guaranteed Tuition Plan.

With the exception of certain unforeseen circumstances, all international students arriving from a country outside the U.S. will receive a Federal Form I-20 for F-1 student visa purposes after the deposit of \$500 is received. In the event that a student does not receive an F-1 student visa from the U.S. Consulate in their respective country, the student deposit will be refunded.

## SENIOR CITIZEN ADMISSION

With space permitting, individuals 65 and older may enroll, tuition free, for any course offered during the school year as a non-matriculating student. Senior citizen students are responsible for the college's general fee, except residents of Mary Agnes Manor and Santa Maria Towers for whom this fee is waived.

## PERSONAL INTERVIEW

Although a personal interview in most programs is not required, it is highly recommended. Appointments can be made by writing or calling the office of admissions and financial aid at (716) 881-7600 or toll-free at 1 (800) 777-3921. Candidates for the physician assistant program will be contacted for an individual departmental interview by the program director during the application process.

# EXPENSES AND FINANCIAL AID

## TUITION AND FEES—UNDERGRADUATE

Tuition, per semester, full-time .....	\$6,175
Tuition, per credit hour, part-time	
1-8 hours .....	340
9-11 hours and over 18 hours .....	380
Audit .....	340
Tuition, per credit hour, overload	
19 credit hours and above .....	380
General college fee:	
Full-time .....	60
Part-time .....	30
Student Association fee	
(assessed by Student Association):	
Full-time .....	40
Part-time, per credit hour .....	2

## OTHER FEES AND CHARGES

Application fee	
payable with application, nonrefundable .....	\$25
Acceptance deposit	
applicable to first semester	
tuition, nonrefundable .....	100
(5-year undergraduate and masters) .....	150
New student orientation fee .....	25
Late registration fee .....	30
Late payment charge .....	50
Challenge examinations,	
Written exam, per credit hour .....	15
Clinical exam, per credit hour .....	50
Record fee, per credit hour .....	15
I.D. replacement fee .....	10
Returned check charge .....	10
Student Professional Liability Insurance .....	20
International Student Health Insurance (estimated)	
August 20, 2001 - August 20, 2002, coverage .....	445
January 20, 2002 - August 20, 2002, coverage .....	298
Graduation fee or degree in absentia .....	60
Academic gown, outfitters' price approx. ....	40
Placement credentials folders, seniors entitled	
to 1 folder gratis, each additional folder .....	5
Transcript fee .....	5
Alumni audit fee:	
Undergraduate, per course .....	15
Graduate, per course .....	35
Laboratory Fees, per course	
Human gross anatomy .....	250
Adaptive interventions .....	65
Dietetics labs .....	25
Other OT/PT labs .....	40
Nursing clinical .....	60
PA clinical skills .....	71
PA senior seminar (fall) .....	240
PA senior seminar (spring) .....	40
Other labs .....	35
Student teaching field experience late application fee .....	50
NLN test for senior nursing students (except RN's) .....	30

All full-time students are included in the special group plan of accident insurance. The premium for each 12-month period is included in the general fee. Sickness and hospitalization insurance is available through the college for approximately \$342 for each 12-month period. Family coverage is also available at additional cost.

Students in nursing (including registered nurses and transfer students), occupational therapy, physical therapy, dietetics, social work, and physician assistant programs are required to have liability insurance coverage through the college for each clinical course, including those challenged. A policy providing liability coverage up to \$1 million is provided through the college and billed at the time of registration.

Students who are formally admitted into the undergraduate program will be considered full time if they are registered for 12 to 18 credit hours in any semester. Students in five-year B.S./M.S. degree programs will be considered full-time undergraduate students for tuition purposes if they are registered for 12 to 18 credit hours in their graduate (5th) year.

## OTHER EXPENSES

Students must purchase textbooks, consumable supplies and equipment, which are a necessary corollary to the program in which they are registered.

Students enrolled in the division of nursing are required to purchase such items as uniforms, bandage scissors, stethoscopes and sphygmomanometers.

Students in the physician assistant program will be required to purchase lab coats, stethoscopes, oto-ophthalmoscopes, reflex hammers and tuning forks, and have CPR training. Clinical rotations in places outside the Western New York area may require room and board expenses.

## RESIDENT STUDENTS

Students are offered the option of living on campus in the college's residence halls. Resident students under the age of 21 are asked to provide parental consent if they desire to move off campus. Forms and information for the latter are available in the office of residential life.

Residence and board per semester (basic plan) .....	\$3,077**
Room reservation deposit (nonrefundable after June 1) New students .....	100
Room damage deposit .....	50

Residents may occupy their rooms from the evening preceding the first day of classes to the day after the final examination period. The residence hall is generally closed during Thanksgiving, intersemester breaks and Easter vacation. Students who obtain permission to arrive before the opening of the semester or who are allowed to remain after the official closing date will be charged a residence fee of \$20 per day.

\*\* Room rates are based on the type of facility reserved by and assigned to students. A schedule of rooms and rates is available from the office of residential life.

## ROOM DEPOSITS

Students residing on campus for the first time are required to make a room deposit of \$100. For freshmen starting in the fall, this is credited on the fall semester's bill and is nonrefundable after June 1.

Continuing students intending to return for the fall semester should make a room deposit of \$50 in March or April. This is credited on the following semester's bill and is nonrefundable after June 1. Continuing students need to receive clearance from the student accounts office before receiving their room assignments.

## SUMMER SESSIONS

Tuition and fees for the summer sessions are the same as those charged for the regular semesters. For information on room and board, contact the director of residential life at (716) 881-7698. Some financial aid assistance may be available for the summer sessions if a student is matriculated and is registered for at least six credit hours. To be considered for financial aid, the student must contact the financial aid office at (716) 881-7691 for further information and requirements.

## FINANCIAL AGREEMENTS

Students who register for classes are obligated to settle all bills incurred with that registration. Nonattendance does not absolve liability unless written notice is received by the registrar's office the first week of class.

If an unpaid account is referred to a collection agency, the agency's costs and/or attorney fees may be added to the amount owed.

The college reserves the right to change established tuition, fees and services and to determine the effective date of such changes without prior notice.

Scholarship students, no matter what amount of their award, are required to pay the application fee, acceptance fee, room deposit and any related fees.

Cost of transportation to clinical practiced, or observation areas are the responsibility of the student.

Damage to college property is charged to the student(s) responsible. The college is not responsible for the loss of personal property.

## DEFERRED PAYMENT OPTION

D'Youville offers all students the deferred payment option of spreading a semester's tuition and fees over four equal monthly payments. Twenty-five percent of the outstanding balance is due at the beginning of the semester, with the balance to be paid in three equal monthly installments by the end of the semester. The fee for this option is \$25 and shall be added to the first payment.

### The college also participates in the following plans:

**AMS**—A 10-month installment plan. Payments begin in June and the budget is based on the full year's expenses. A \$50 fee includes life insurance.

**Tuition Management Systems**—This company provides information about private educational loans, lines of credit and monthly billing options. Their 10-month installment plan costs \$45.

## GUARANTEED TUITION PLAN

This program allows participating students to lock in their current semester full-time tuition rate for up to eight consecutive semesters at D'Youville College. The student must be enrolled full time and matriculated in one of the college's degree programs. Students agree to pay the semester full-time tuition by July 15 for the fall semester, and by November 15 for the spring semester.

## COLLEGE POLICY FOR EMPLOYER TUITION ASSISTANCE

Students whose employers offer tuition assistance can defer payment until the end of each semester by complying with the following procedure:

1. The student must pay a \$25 deferred-tuition fee each semester.
2. The student must submit a letter from their employer stating the percentage to be paid by the company and the date of expected payment.
3. The student must sign a promissory note for the amount due and remit or schedule payment on any balance not paid by the company policy (e.g., student fees).

## FINANCIAL ARRANGEMENTS

Payment of tuition and fees for college expenses must be arranged with the student finances office each semester by a date specified by the treasurer at the time of billing. Students who fail to meet this deadline will be assessed the late payment charge. Students who have not completed financial arrangements with the student finances office will be subject to cancellation of registration at the option of the college.

Students will not be permitted to register for a new semester or reside in campus housing if amounts are owed from a previous semester. Transcripts, diplomas and certificates for professional examinations or licensures will also be withheld. Interest is charged on unpaid balances at a rate of one percent per month.

## PAYMENT AND REFUND

Expenses are payable each semester in U.S. dollars, before the established deadline for each semester. Checks should be made payable to D'Youville College and mailed to the business office. Payments are accepted in the form of cash, checks, MasterCard or VISA. It is understood that students using credit cards to pay their tuition and fees have read and understand the college's refund policy.

In case of authorized absence or withdrawal from the college, tuition and board adjustments will be made from the date on which withdrawal is processed through the registrar's office. Students are required to present an approved withdrawal form to the registrar's office.

Students are responsible for tuition and fees associated with their course registration unless they officially withdraw. Nonattendance does not constitute withdrawal. Withdrawals must be processed through the registrar's office.

Tuition refunds for the fall and spring semesters will be based on the date of official withdrawal through the registrar's office.

Students who officially withdraw during the fall or spring semesters may be eligible for a refund of tuition in accordance with the following schedule:

**TUITION REFUND**

Through the end of the add/drop period .....	100%
Through the third week .....	80%
Through the fourth week .....	60%
Through the fifth week .....	40%
Through the sixth week .....	20%
After the sixth week .....	0%

**ROOM AND BOARD REFUND**

Through the end of the add/drop period .....	80%
Through the third week .....	60%
Within the fourth week .....	40%
Within the fifth week .....	20%
After the fifth week .....	0%

The first day of classes constitutes the beginning of the first week. Fall, spring, and summer schedules should be consulted for exact dates of each semester.

Tuition and board are not refunded in case of unauthorized or unrecorded withdrawal. See the academic section of this catalog for the withdrawal and registration cancellation policy.

**FEDERAL STAFFORD LOAN REFUNDS**

The student accounts office notifies the student when a Stafford Loan is received electronically. If that loan creates an overpayment of tuition and fees, a refund check will automatically be mailed to the student. If the student's bank still processes paper checks, the business office will notify the student that the school has received the check. Eligibility for a refund is determined at the time the student signs the check in the student accounts office.

**FINANCIAL AID OFFICE**

The financial aid office is located on the second floor of the Koessler Administration Building. Normal office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. If a student is unable to meet with a financial aid counselor during these times, he or she can call to schedule an early evening appointment by calling (716) 881-7691.

The financial aid office offers workshops to complete the Free Application for Federal Student Aid (FAFSA) beginning the first Wednesday in February until the Wednesday prior to April 15. Students and parents should bring their completed federal tax returns to this workshop. Call the financial aid office for the exact times and locations of these workshops. New students should complete and submit the FAFSA for receipt at the processor by March 15 of the year they will enter D' Youville College. Continuing students should complete and submit the FAFSA for receipt at the processor by April 15 for the following academic year. All students are advised to file the FAFSA electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**COST OF EDUCATION**

The following are sample budgets used in determining aid eligibility. Items marked with an \* are estimated and may vary from student to student.

**Undergraduate—Dependent and Independent**

	<b>D'Youville Resident</b>	<b>Commuter Not Living With Par- ents</b>	<b>Commuter Living with Parents</b>
Tuition	\$12,350		
Fees	200,	\$12,350	\$12,350
Sub-Total	12,550	200	200
Room and Board*	6,154	12,550	12,550
Transportation	640	6,154	1,500
Books*	680	640	640
Personal*	680	680	680
Origination Fee*	200	680	680
<b>TOTAL</b>	<b>\$20,904</b>	<b>200</b>	<b>200</b>
		<b>\$20,904</b>	<b>\$16,250</b>

**TYPES OF FINANCIAL ASSISTANCE**

**D'YOUVILLE COLLEGE SCHOLARSHIPS**

D' Youville College awards certain scholarships to incoming students based on careful review of previous high school and college academic records. No separate scholarship application is required. Each student is reviewed for scholarship eligibility. Recipients will be notified in the spring semester after they have been accepted by the college.

**Presidential Honors Scholarships:** For incoming freshman, these scholarships are renewable for a total of three consecutive years for full-time study. New student must complete the FAFSA by March 15 and by April 15 each year thereafter. Students must also maintain an overall cumulative average of 2.75. Annual awards are \$6,000.

**Division Scholarships:** For undergraduate students, renewable for a total of four years for full-time study. Applicants must submit a FAFSA for receipt at the processor by March 15 for new students and by April 15 each year thereafter. Students must also maintain an overall cumulative average of 2.5. Award amounts vary.

**Resident Scholarships:** For undergraduate resident students, renewable for a total of two consecutive years for full-time study. Applicants must submit a FAFSA for receipt at the processor by March 15 for new students and by April 15 each year thereafter. Students must also maintain an overall cumulative average of 2.5. Awards are 50% of room and board using the cost of a double room at double occupancy, in a D'Youville College residence hall.

All scholarship recipients losing a semester of eligibility due to earning less than the required cumulative average will not recover that semester; for example, an eight-semester scholarship would then be reduced to seven semesters. Likewise, a student taking a leave of absence loses the scholarship for semesters during the leave, and does not recover them upon re-enrollment.

No student is eligible for more than one of the above D'Youville College academic scholarships.

## GRANTS

**Federal Pell Grants:** These grants are available for students, without a previous bachelor's degree, who demonstrate high financial need. The Federal Pell Grant Program is the largest federal student aid program. Federal Pell Grants are not repaid. Awards will range up to \$3,750 in 2001-2002. Enrollment eligibility begins at less than half time enrollment. Financial eligibility is based on family income, assets, household size, and number of people in the household attending college, among other factors. Students must file a FAFSA.

**Federal Supplemental Educational Opportunity Grants (SEOG):** SEOGs are available for students, without a previous bachelor's degree, who demonstrate exceptionally high financial need. They are not repaid. Federal SEOG eligibility is determined by the financial aid office. Eligibility is based on family income, assets, household size, number of people in the household attending college, the amount of funds allocated to the college by the federal government, the number of people applying for the funds and the timeliness of a student's application for this aid. Those demonstrating a greater financial need will be given priority for federal SEOG awards. Students must file the FAFSA by March 15, for new students and by April 15 for each year thereafter.

**D'Youville Grant:** Eligibility for this grant is similar to federal SEOG eligibility. However, the D'Youville Grant is college funded, and the allocation from the college may vary from year to year. Applicants must file the FAFSA by March 15, for new students, and by April 15 each year thereafter.

**D'Youville Out-of-State Grant:** This grant is offered to undergraduate full-time students from states other than New York. It is offered to help offset the state aid the students cannot receive from their home states.

**Tuition Assistance Program (TAP) Grants:** This is a grant for New York State residents attending college within New York State. Applicants must be full-time students, in good academic standing

working toward a degree or certificate. Awards may range from \$275 to \$5000 per year. Eligibility is based on New York State net taxable income of less than \$80,000. Using standard deductions, this is approximately a \$90,000 federal adjusted gross income for a family of four. Students must attend college full time to qualify for TAP. In addition to filing the FAFSA, the student must also file the TAP application. All students who have received four semesters of TAP (24 points) must have a 2.0 grade point average and have declared a major to be eligible for subsequent awards.

**Aid for Part-Time Study (APTS):** This is a New York State-funded program for its residents. Applicants must be enrolled for three to 11-credit hours per semester. A dependent student's family NYS net taxable income cannot exceed \$50,500 and an independent student (and spouse's) income cannot exceed \$34,250. Award amounts vary depending upon the allocation from New York State to the college. Students applying for APTS must file a FAFSA and APTS application. APTS applications must be filed once a year by the last day of the drop-add period for the semester for which they are applying. A copy of the prior year New York State tax return must also be submitted at the same time.

## WORK-STUDY

**Federal Work-Study Program (FWS):** The purpose of FWS is to promote the part-time employment of students who need earnings to help meet their costs of attendance. Most employment opportunities are on campus and students are paid \$6.50 per hour. Community service placements are available in the vicinity of D'Youville College. Students must provide their own transportation. These positions are paid the same hourly rate as the on-campus positions. Students generally work about eight hours per week when school is in session, although they may work full-time during vacation periods. Student employees are paid every four weeks. Priority for FWS awards will be given to those demonstrating a greater financial need. New students must file the FAFSA by March 15 and by April 15 each year thereafter.

**Student Employment Program (SEP):** This is an on-campus employment opportunity similar to Federal Work-Study except the SEP is funded entirely by the college. Students work an average of eight hours per week, earn \$6.50 per hour and are paid every four weeks. Students must complete the FAFSA to determine ineligibility for Federal Work-Study before they are eligible for SEP.

## LOANS

**Federal Perkins Loan:** The Federal Perkins Loan is a low interest (five percent) loan to help both undergraduate and graduate students, matriculated and enrolled for at least six credits, with college expenses. Eligibility criteria are similar to those for federal Pell and federal SEOG grants. Award amounts vary depending upon the allocations from the federal government and the collections (repayment) from former student borrowers. Students must sign a promissory note each year, promising to repay the loan principal, with the five percent interest, beginning six or nine months after graduation, depending on the date of first disbursement, or after ceasing to be enrolled for at least six credit hours. Participation in entrance and exit interviews is required by federal regulation. Priority for the Federal Perkins Loan will be given to those demonstrating a greater financial need. New students must file the FAFSA by March 15 and by April 15 each year thereafter.

**Nursing Student Loan (NSL):** The NSL is a low interest (five percent) loan to help undergraduate nursing students, matriculated and enrolled for at least six credits. Eligibility criteria are similar to those for Federal Pell and Federal SEOG grants and Federal Perkins Loans. Award amounts vary depending upon the sum of the repayment from former student borrowers. Students must sign promissory notes each semester they receive an NSL, promising to repay the loan principal, with the five percent interest, beginning nine months after graduation after ceasing to be enrolled in a nursing curriculum, or after ceasing to be enrolled for at least six credit hours. Participation in entrance and exit interviews is required by federal regulation.

#### Sample Repayment Schedule - 5% Interest

Loan	Number of Quarterly Payments	Quarterly Payments	Finance Charge		Payment
			5% Annual Rate	Percentage Total	
\$500	6	90.00	21.52		521.52
1000	13	90.00	83.35		1083.35
1500	19	90.00	192.63		1692.63
2000	27	90.00	357.74		2357.74
3000	40	95.94	830.58		3830.58
4000	40	127.45	1107.36		5107.36

**Subsidized Federal Stafford Loans:** The Subsidized Federal Stafford Loan is a low-interest loan to help undergraduate and graduate students, attending full-or part-time, with college expenses. The interest rate is eight percent for previous borrowers, and varies for new borrowers on or after October 1, 1992, not to exceed 8.25 percent. The monies are made available to students through private lending institutions such as commercial or savings banks, savings and loan associations, and credit unions. They are insured by state guarantee agencies (in New York State, the Higher Education Services Corporation) and reinsured by the federal government. Subsidized Federal Stafford Loan limits are as follows: \$2,625 for the first year of undergraduate study, \$3,500 for the second year, \$5,500 per year after the first two years have been completed and \$8,500 per year for graduate study. The total Subsidized Federal Stafford debt for undergraduates cannot exceed \$23,000 and for graduates, \$65,500, including any amount borrowed as an undergraduate. Total student aid, inclusive of the Subsidized Federal Stafford Loan, cannot exceed the cost of education at the school. Students must demonstrate financial need for the Subsidized Federal Stafford Loan by first completing and filing a FAFSA. Students pay a three percent origination/insurance fee collected by the lender and submitted to the Department of Education. Like Federal Perkins Loans and Nursing Loans, the federal government pays the interest on the Subsidized Federal Stafford Loan during at least half-time enrollment. Interest and principal payment by the borrower begins six months after graduation or after the student ceases to be enrolled for at least six credit hours. All first time Federal Stafford Loan borrowers at D'Youville must have an entrance interview prior to the release of the first disbursement of the first Federal Stafford Loan made to the borrower for attendance at D'Youville.

**Unsubsidized Stafford Loan Program:** All students, regardless of income, will be able to obtain a student loan. Interest rate and loan limits are the same as the Subsidized Federal Stafford Loan. Interest starts to accrue on the day the loan is disbursed. The student is responsible for interest accrued during the in-school and deferment periods. Interest payments may be capitalized by the lender and added to the loan principal. Repayment of principal begins six months after the student ceases to be enrolled for less than half time. Students pay a three percent origination/insurance fee collected by the lender and submitted to the Department of Education. Borrowers can receive both the subsidized and unsubsidized loans for the same loan period. However, the combined total of both programs cannot exceed the annual limits. The student must first apply for the subsidized loans. One application is used to apply for both loans. All first time Federal Stafford Loan borrowers at D'Youville must have an entrance interview prior to the release of the first disbursement of the first Federal Stafford Loan made to the borrower for attendance at D'Youville.

#### Sample Repayment Schedule - Federal Stafford Loan

Loan	Number of Monthly Payments	Monthly Payments	Finance Charge		Payment
			8% Annual Rate	Percentage Total	
\$1,000	18	59.14	64.52		1,064.52
2,000	36	62.67	256.22		2,256.22
3,000	72	52.60	787.18		3,787.18
4,000	108	52.08	1,624.08		5,624.08
6,000	120	72.80	2,735.59		8,735.59
7,000	120	84.93	3,191.52		10,191.52
9,000	120	109.19	4,103.38		13,103.38
10,000	120	121.33	4,559.31		14,559.31

Additional eligibility for independent students is provided. This program provides for a maximum annual loan of \$4,000 for the first two years of undergraduate study, \$5,000 for students who have completed two years of undergraduate study, and \$10,000 for graduate students. Aggregate loan limits are \$23,000 for dependent undergraduate students, \$46,000 for independent undergraduate students and \$73,000 for graduate students. Loan limits do not include amounts borrowed under the Subsidized Federal Stafford Loan or Federal PLUS programs. Under the Unsubsidized Stafford Loan Program, graduate and professional students and independent undergraduate students are eligible to borrow. Repayment begins within 60 days after disbursement, except that the borrower is entitled to certain deferments of repayment of principal and interest. The Unsubsidized Stafford Loan Program is also a variable rate loan influenced directly by the 91-Day Treasury bill. Students must submit a FAFSA.

**Federal Parent Loans for Undergraduate Students (PLUS):** Parents may borrow funds for dependent undergraduate students. The maximum amount a parent may borrow on behalf of each eligible student is the cost of education for the academic year, minus all other financial aid (grants and loans). There is no aggregate loan limit. The interest rate for this loan is a variable rate, not to exceed nine percent, and directly influenced by the 91-Day Treasury Bill. Repayment begins within 60 days after disbursement of the Federal PLUS. A request to defer the principal on this loan is possible. Contact the lender for the proper form. Students must submit a FAFSA.

**McTaggart-D'Youville Student Loan Fund:** Institutional loans to undergraduate and graduate students who are not eligible for sufficient federal, state or D'Youville College funds to meet their financial needs. The maximum loan for any one academic year is \$1,000. The loan must be repaid at the interest rate of the Federal Perkins Loan currently in effect.

Repayment begins nine months after the borrower ceases to be a student. Some special considerations apply.

**McConville Student Loan Fund:** Institutional loans to undergraduate and graduate students who are not eligible for sufficient federal, state, private or D'Youville College funds to meet their financial needs. The maximum loan for any one academic year is \$2,000. The loan must be repaid at the interest rate of the Federal Perkins Loan currently in effect. Repayment begins nine months after the borrower ceases to be a student. Some special considerations apply.

**Study Abroad** D'Youville College students, enrolled in a program of study abroad approved for credit by D'Youville College, will be considered as enrolled at D'Youville College for the purpose of applying for assistance under the Title IV, Higher Education Assistance Programs. These programs include Federal Pell Grant, Federal SEOG, Federal Perkins Loan, and the Federal Family Education Loan Programs.

## **ENDOWED, RESTRICTED AND GENERAL SCHOLARSHIPS**

D'Youville College administers a number of scholarships donated by private citizens, foundations or corporations to undergraduate, returning students. Basic criteria for these awards are good academic standing, a grade point average of 2.75 or better, after at least one semester at D'Youville College, and/or demonstration of financial need. However, each scholarship has eligibility criteria particular to the desires of the donor. The continuing student must submit a FAFSA for receipt at the processor by March 15, and a D'Youville College Endowed and Restricted Scholarship application available in the financial aid office. These scholarships include the following:

**Pauline Alt, Ph.D. Endowed Scholarship**  
**Alliance to the Medical Society**  
**Dara Barker Scholarship**  
**Sister Mary Charlotte Barton, GNSH, Alumni Kinship Scholarship**  
**Dr. Charles A. Bauda Award in Health Services**  
**Philomena V. Bauda Nursing Award**  
**Norman T. and Rita A. Bauer Memorial Scholarship**  
**Jennifer Berner Scholarship**  
**Sally Jean Bilotta Scholarship**  
**Black Student Union Scholarship**  
**Bristol-Meyers Squibb Scholarship**  
**Natalie and Virginia Carley Scholarship**  
**Crane Scholarship for Widows and Orphans**  
**Sister Margaret of the Sacred Heart Dooling Scholarship**  
**Cathleen Dowling Scholarship**  
**Sister Mary Sheila Driscoll Scholarship**  
**Marguerite d'Youville Scholarship**  
**D'Youville College Scholarship for a daVinci Graduate**  
**Virginia K. Ego Memorial Scholarship**  
**Faculty and Staff Scholarship**  
**Beverly Fest Scholarship**

**Josephine Goodyear Foundation Scholarship**  
**Hearst Scholarship**  
**HSBC Scholarship**  
**Mother Mary Ita, GNSH, Endowed Scholarship**  
**Edward J. Johannes, Jr. Scholarship**  
**Katherine G. Koessler Scholarship**  
**Patricia J. Loser Scholarship**  
**Alice M. and Charlotte M. Meagher Scholarship**  
**Mount Mercy Graduate Scholarship**  
**Moynihan Memorial Scholarship**  
**Du Couet Musarra Scholarship**  
**Marie Claire Gunning O'Leary Endowed Scholarship**  
**Palisano Scholarship**  
**Joseph Perna Family Scholarship**  
**Eugene T. Reville Scholarship**  
**Joan Robinson Scholarship**  
**Mary Crehan Roche Scholarship**  
**Sigma Theta Tau Zeta Nu Chapter Endowed Scholarship**  
**Joseph Simon Scholarship**  
**John Ben Snow Scholarship**  
**Gertrude Lander Stein Scholarship**  
**Sorg Endowed Scholarship**  
**Student Association Scholarship**  
**Irma Thiel Endowed Scholarship**  
**Tiffany Endowed Scholarship**  
**UPS Scholarship**  
**Van Dyke Family Endowed Scholarship**  
**Monica Clark Wallace Scholarship**  
**Dr. Mark and Beulah Welch Scholarship**  
**Sister M. Theodore Weppner Scholarship**  
**Helen H. Zientek Endowed Scholarship**

The Endowed and Restricted Scholarship Application is available in the financial aid office by Feb. 1 and is due to the department chairperson on March 15 prior to the next academic year. Some of the scholarships listed above require separate applications. All applicants will be notified of the results in June.

Dr. Mary Charlotte Barton Alumni Kinship Scholarships are available to students who meet the academic and financial criteria and that have been nominated by an alumni relative, such as a mother, father, grandparent or sibling.

### **Tuition Waivers**

In addition, the following tuition waivers are available to those students meeting specific eligibility criteria:

**Grey Nuns of the Sacred Heart Waiver:** Members of the Congregation of Grey Nuns may attend D'Youville College tuition-free for day, evening or summer sessions. All fees are the responsibility of the student. This policy is applicable to credit or non-credit courses, full- or part-time study, and matriculating or non-matriculating student status.

**Grey Nun Kinship Waiver:** Nieces or nephews of a Grey Nun who attend D'Youville College full time are eligible for \$1,000 per year tuition waiver. Applicants must complete the FAFSA and the TAP application.

**Religious Credit for Members of Orders other than Grey Nuns of the Sacred Heart:** Orders listed in the National Catholic Directory. Tuition is discounted 75 percent after all other financial aid. All fees are the responsibility of the student. Applicants must complete the FAFSA and the TAP application.

**Family Tuition Waiver:** Families with two or more students attending D'Youville College on a full-time basis in the same year receive a reduction of \$400 per year on each student's tuition. Both students need to be members of the same household. Families with two or more students residing in the residence halls in the same year receive an additional \$150.00 per year reduction on each student's room and board. Applicants must complete the FAFSA and the TAP application

**SPECIAL NOTE:** All students qualifying for non-need based aid (e.g., Presidential Honors, D'Youville Division and Resident Scholarships, tuition and room and board family credit waivers, RN-only waiver, religious tuition waiver, resident assistant or assistant to the director of resident life waiver, GNSH Kinship Award, employee and employee-dependent waivers, Federal Nurse Traineeship Grants, or graduate scholarships) must file the FAFSA annually. (Exceptions: GNSH waiver and Canadian discount recipients). In this way, students can be considered for all sources of assistance offered or administered by D'Youville. The amount of tuition remission will be determined after all private, state and federal awards have been allocated. Also, note that for the aid programs listed above, all recipients must be enrolled full time (12-credit hours or more per semester), with the exception of current employees and RN students. Employees and dependents of employees need to file a FAFSA to receive tuition waivers. Also, RN students who are registered for even one credit hour must file a FAFSA (as they may be eligible for a Pell Grant) to be given the RN tuition waiver.

## OUTSIDE SOURCES OF AID

There are many sources of financial assistance not offered by the college directly, or through the principal federal or state student aid programs. Many service organizations, private corporations and foundations offer scholarships or low-interest loans to their employees to aid in career advancement. The library reference department may be of assistance in locating information on such externally funded programs. Following are several web site addresses for scholarship searches:

[www.fastweb.com](http://www.fastweb.com)  
[www.fastweb.com/canada/scholarships.salliemae.com](http://www.fastweb.com/canada/scholarships.salliemae.com)  
[www.cashe.com](http://www.cashe.com)  
[www.collegeboard.org/toc/html/tocfinancialaid000.html](http://www.collegeboard.org/toc/html/tocfinancialaid000.html)  
[www.grivision.com/money.htm](http://www.grivision.com/money.htm)  
[www.freschinfo.com](http://www.freschinfo.com)  
[member.aol.com/shawnyl/farc.html](http://member.aol.com/shawnyl/farc.html)  
[member.aol.com/shawnyl/search.html](http://member.aol.com/shawnyl/search.html)

Also, several government agencies sponsor student assistance programs for special groups. These include:

New York State Native American Education Unit:  
 New York State Aid to Native Americans.  
 U.S. Bureau of Indian Affairs, Department of the Interior:  
 U.S. Aid to Native Americans  
 U.S. Veterans Administration:  
 Veterans Administration Educational Benefits  
 New York State Higher Education Services Corporation:  
 Regents Awards for Children of Deceased or Disabled Veterans  
 Regents Award for Children of Deceased Fire Fighters or Police Officers  
 New York State Office of Vocational and Educational Services for Individuals with Disabilities  
 New York State Health Services Scholarship

The students make applications directly to these agencies.

## EMPLOYER TUITION ASSISTANCE

The employers listed below provide some form of tuition assistance for their employees. If a student works for one of these organizations and is interested in their tuition assistance program, contact the personnel officer. Many local and Canadian hospitals and health care facilities provide tuition assistance for employees.

Brooks Memorial Hospital  
 Bry-Lin Hospital  
 Buffalo Psychiatric Center  
 Catholic Health System  
 Cingular Telephone  
 Citibank  
 Ford Motor  
 Gaymar Industries  
 General Motors  
 Honeywell  
 HSBC Bank  
 Intercontinental Branded Apparel  
 Kaleida Health  
 Key Bank  
 Lockport Memorial Hospital  
 Mount St. Mary's Hospital  
 Niagara Falls Memorial Medical Center  
 Niagara Mohawk  
 Outokumpo American Brass  
 Rich Products  
 Roswell Park Memorial Institute  
 Sheehan Memorial Hospital  
 TOPS Markets  
 United Parcel Service  
 Veridian  
 Veterans Administration Medical Center  
 Westwood-Squibb Pharmaceutical

**Reserve Officers' Training Corps (ROTC):** Scholarships assist in paying tuition, college fees and a flat rate for books and academic supplies in addition to a subsistence allowance of \$200 per month (\$1,000 per year). Three-and-two-year scholarships are available to qualified college students. No previous military or ROTC experience is necessary. D'Youville College ROTC scholarship winners will be cross-enrolled into the Canisius College ROTC program.

Nursing Reserve Officers' Training Corps Scholarship Incentive is given to a ROTC recipient attending D'Youville in the full-time nursing program. The incentive would include the following:

- For a \$12,000 or \$8,000 ROTC Scholarship, D'Youville will pay the difference in tuition for four years.
- For a \$5,000 ROTC Scholarship, D'Youville will pay 50 percent of the tuition difference the first year and 25 percent of the tuition difference for years two, three and four.

### TUITION REDUCTION FOR CANADIAN STUDENTS AND GRADUATES OF SENECA COLLEGE

Currently, D'Youville is offering Canadian students a 20 percent reduction in their tuition only (no fees) after all D'Youville grants and scholarships. This reduction is intended to provide some assistance in covering the currency exchange rate. Students receiving the RN waiver are not eligible for this reduction. If a student is a dual U.S./Canadian citizen, the student may choose to take advantage of either U.S. federal aid or the Canadian waiver. Accordingly, if the student will apply for U.S. federal aid, the student must file the FAFSA for receipt at the processor by March 15, as a new student, and by April 15 each year thereafter. The student must meet New York State residency requirements to apply for TAP. Graduates of Seneca College in Canada, who are enrolled in the international business BS/MS program and who are neither Canadian nor U.S. citizens, will also be granted the 20 percent Canadian waiver.

### RN WAIVER for BSN COMPLETION PROGRAM

Undergraduate students enrolled in the bachelor of science in nursing (BSN) completion program for RNs are eligible to receive a tuition waiver of 50 percent. The RN waiver is for 50 percent tuition only (no fees), after all D'Youville grants and scholarships. U.S. citizens and eligible non-citizens must complete the FAFSA each year and must file the FAFSA by March 15, as a new student, and by April 15 each year thereafter.

### FINANCIAL AID APPLICATION PROCESS

Students must apply annually for all forms of financial assistance. Continued receipt of aid is not automatic; there is no guarantee of funding from one year to the next.

To ensure maximum consideration for governmental and college-based aid, these steps should be followed and the information noted:

- To be considered for Federal Pell Grant, Federal Stafford Loans and Federal Campus-Based aid (e.g., Federal Work-Study, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Nursing Student Loan) and college-awarded aid (e.g., D'Youville Grants, all D'Youville scholarships), the FAFSA must be filed. Paper FAFSAs are available each year, in about mid-December, in high school guidance and college financial aid offices. The Federal Code number for D'Youville College is 002712. Electronic filing of the

FAFSA is done at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

- A student whose FAFSA reaches the processor by April 15 receives priority consideration for the aid noted above. Applications received after April 15 are considered late and subject to availability of funds after awards have been made to those students who filed by April 15.
- The processor, upon receipt of a FAFSA, mails a student aid report to the student. The processed aid application and analysis are transmitted to the school.
- Aid applicants, who are selected for verification by the U.S. Department of Education will be required to submit to the financial aid office signed copies of federal tax returns and supporting documentation. This information should be submitted only when directly requested by the financial aid office.
- Students new to D'Youville College will not receive notification of eligibility for aid until the admissions office has officially accepted them.
- Independent students are required to submit documentation of their independence to the financial aid office. Usually, a copy of the student's driver's license or a copy of the student's birth certificate will meet this requirement.
- When any aid is offered, a student must accept or decline it by the date specified in the award letter. If the financial aid office does not receive a response by the date noted on the award letter, the offer of aid will be withdrawn.
- Federal regulations require that students inform the financial aid office if any financial aid is received from any off-campus agency or organization. Any such aid becomes part of the total aid package and may affect one's eligibility for assistance.
- All undergraduate matriculated students without a previous bachelor's degree, who are taking even one credit hour per semester, must apply for the Federal Pell Grant. Application for the Federal Pell is made directly on the FAFSA (instructions for this are in the FAFSA application booklet). As a result of filing the FAFSA, a student will be sent a student aid report from the Federal Pell processor. The SAR is only submitted to the financial aid office to correct or add information.
- All matriculated New York students attending full-time (12 credit hours or more each semester) must apply for the New York State Tuition Assistance Program (TAP) grant. A pre-printed TAP application will be mailed to all New York state residents who have filed the FAFSA and have listed at least one New York state college on the FAFSA. The TAP code for undergraduate students is 0195. The TAP code for graduate students is 5720.
- All matriculated New York resident students attending less than full time (three to 11 credit hours) should apply for the New York State Aid for Part-Time Study (APTS) grant. APTS applications are available in the financial aid office. The deadline is the last day of drop/add period each semester. A copy of the previous year's N.Y.S. tax return must be attached to the application.
- Federal Stafford Loans and Federal Parent Loans for Undergraduate Students (PLUS) are programs sponsored by New York state and private lenders (commercial and savings banks, savings and loan associations, and credit unions). They lend to student and parent applicants according to federal guidelines. Pre-printed Stafford Loan applications will be mailed to all eligible students. Parent Loan applications are available from the D'Youville College financial aid office.
- To obtain all forms of financial assistance, a student must be in good academic standing and be making satisfactory academic progress.

## SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID FROM NEW YORK STATE

New York state regulations require the College to have a Satisfactory Academic Progress policy within the guidelines set by New York state. D'Youville College requires that full-time, matriculating students, who receive New York state aid, are considered to be making New York state satisfactory academic progress for financial aid purposes if they meet the following criteria:

	Semester Credits Completed	Credit Hours Earned	Cumulative QPA
At the end of the 1st semester, before a 2nd payment of financial aid	9	9	1.0
At the end of the 2nd semester, before a 3rd payment of financial aid	9	18	1.5
At the end of the 3rd semester, before a 4th payment of financial aid	12	30	1.5
At the end of the 4th semester, before a 5th payment of financial aid	12	42	2.0
At the end of the 5th semester, before a 6th payment of financial aid	12	54	2.0
At the end of the 6th semester, before a 7th payment of financial aid	12	66	2.0
At the end of the 7th semester, before an 8th payment of financial aid	12	78	2.0
At the end of the 8th semester, before a 9th payment of financial aid	12	90	2.0
At the end of the 9th semester, before a 10th payment of financial aid	15	105	2.0
At the end of the 10th semester, before an 11th payment of financial aid	15	120	2.0

All students who have used 24 TAP points must have at least a 2.0 cumulative average and must have declared a major to maintain TAP eligibility.

Part-time matriculating students are considered to be making New York state satisfactory academic progress for financial aid purposes if they are maintaining a cumulative QPA consistent with full-time study; and if they are earning at least 50 percent of credit hours undertaken during the first year in which an award is received, 75 percent of credit hours undertaken during the second year in which an award is received, and 100 percent of credit hours undertaken thereafter.

If circumstances so warrant, the criteria may be waived at the discretion of the Committee on Academic Progress for Financial Aid. Application for a waiver is to be initiated through the director of financial aid. New York state law limits a student to only one waiver in the student's entire academic career.

Freshmen and transfer students will be assumed to be in good academic standing and making satisfactory academic progress during their first semester of attendance.

If a student fails to meet any of these criteria, further payments of any New York State financial aid awards will be suspended until either the student has regained satisfactory academic progress or has shown evidence of the ability to successfully complete the program.

**TAP Limitation for Repeated Courses:** Basic to the payment of state student aid (e.g. TAP grants, Regents Scholarships) is the requirement that courses that make up a student's minimum course load be creditable toward the degree, diploma or certificate program in which the student is enrolled. Further clarification of this regulation states that unless a course is required to be repeated in order to obtain a passing grade to fulfill graduation requirements for a particular degree it will not be considered in determining the enrollment status of the student and therefore not subject to state aid (TAP and Regents Scholarship).

Below are two examples that cite a situation for each case:

There are circumstances where a repeated course may be included in the determination of full-time or part-time status for financial aid purposes. A student may repeat a failed course. A student may repeat a course in which a grade is earned that is passing at the institution but is not acceptable in a particular curriculum.

*Example 1:* A student is enrolled in a nursing program where the lowest acceptable grade in a nursing course is a C; the student receives a D in a nursing course. The course, when repeated, may be included for purposes of determining the student's full-time or part-time status for financial aid eligibility. The student would not earn credit applicable toward the program of study for the course in which the D was received; therefore, the course, when repeated, may be counted for financial aid purposes.

*Example 2:* A student who has applied for TAP receives a D in a liberal arts elective that is accepted by the institution toward the student's baccalaureate degree in history. However, the student wishes to retake the course in the hope of improving the original grade. Since the original D was acceptable to the institution and therefore credit was earned, when it is taken a second time the credit will not be earned again. In this situation, the credits for the repeated course cannot be included in the calculation of full-time status for the purpose of determining the student's eligibility for a TAP award.

## SATISFACTORY ACADEMIC PROGRESS - REGULATIONS GOVERNING TITLE IV FEDERAL AID RECIPIENTS

Federal regulations require the college to have a satisfactory academic progress policy within the guidelines set by the U.S. Department of Education. To be eligible for Title IV financial assistance, Title IV recipients will be reviewed to ensure that they are making progress toward a degree or certificate. These students must carry a cumulative C average, its equivalent, or academic requirements consistent with the requirements for graduation as determined by the college at the end of the second academic year. Each continuing student (Title IV recipient) must meet the requirements specified herein. Title IV financial aid programs include: Federal Pell Grant, Federal Perkins Loan, Federal Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (SEOG), Federal Stafford Loan, and Federal PLUS Loans. Each student will be monitored at the completion of every academic semester, including summer school. Enrollment status will be determined as of the second week of classes. While these requirements govern the student's eligibility to continue receiving financial aid, each student must also conform to the academic policies established by the Faculty Council.

**Full Time Students (12 + credit hours):**

Upon Completion Of:	Semester Hours Earned	Cumulative Hours Earned	Cumulative Q.P.A.
1st semester	9	9	1.0
2nd semester	9	18	1.5
3rd semester	9	27	1.5
4th semester	9	36	1.8
5th semester	9	45	1.8
6th semester	9	54	2.0
7th semester	9	63	2.0
8th semester	9	72	2.0
9th semester	9	81	2.0
10th semester	9	90	2.0
11th semester	9	99	2.0
12th semester	9	108	2.0

**Three-Quarter Time Students (9-11 credit hours)**

Upon Completion Of:	Semester Hours Earned	Cumulative Hours Earned	Cumulative Q.P.A.
1st semester	6	6	1.0
2nd semester	6	12	1.25
3rd semester	6	18	1.5
4th semester	6	24	1.5
5th semester	6	30	1.65
6th semester	6	36	1.8
7th semester	6	42	1.8
8th semester	6	48	1.9
9th semester	6	54	2.0
10th semester	6	60	2.0
11th semester	6	66	2.0
12th semester	6	72	2.0
13th semester	6	78	2.0
14th semester	6	84	2.0
15th semester	6	90	2.0
16th semester	6	96	2.0
17th semester	6	102	2.0
18th semester	6	108	2.0

**Half-Time Students (6-8 credit hours)**

Upon Completion Of:	Semester Hours Earned	Cumulative Hours Earned	Cumulative Q.P.A.
1st semester	4	4	1.0
2nd semester	4	8	1.0
3rd semester	4	12	1.25
4th semester	4	16	1.5
5th semester	4	20	1.5
6th semester	4	24	1.5
7th semester	4	28	1.65
8th semester	4	32	1.8
9th semester	4	36	1.8
10th semester	4	40	1.8
11th semester	4	44	1.9
12th semester	4	48	2.0
13th semester	4	52	2.0
14th semester	4	56	2.0
15th semester	4	60	2.0
16th semester	4	64	2.0
17th semester	4	68	2.0
18th semester	4	72	2.0
19th semester	4	76	2.0
20th semester	4	80	2.0
21st semester	4	84	2.0
22nd semester	4	88	2.0
23rd semester	4	92	2.0
24th semester	4	96	2.0

**GRACE PERIOD and LOSS OF TITLE IV AID**

The first time a student does not meet the Title IV Satisfactory Academic Progress Regulations, the student will be given a one semester grace period. During this grace period, the student will continue to receive Title IV assistance, but it is the individual's responsibility to regain good academic standing, whether it be through full-time, three-quarter time, or part-time study. At the end of this period, the student's academic performance will be compared to the appropriate standards. If the student has again failed to meet the requirements, the student will lose all eligibility for Title IV aid (Federal Pell Grant, Federal Stafford Loans, Federal Perkins Loan, Federal Work-Study, Federal SEOG). When the student has completed an enrollment period without Title IV aid, and has achieved the required G.P.A. and cumulative credit hours (good academic standing), the student regains future Title IV aid eligibility. If circumstances so warrant, the criteria may be waived at the discretion of the Committee on Academic Progress for Financial Aid. Application for a waiver is to be initiated through the director of financial aid.

Students who have failed to meet the Title IV SAP requirements for three consecutive semesters (for which they were placed on Title IV probation the first semester, and granted a waiver of the requirement the second semester), are ineligible for Title IV aid for the next semester. The student may again apply for a waiver of the SAP policy.

Freshman and transfer students are assumed to be in good academic standing and making satisfactory academic progress for the first semester of attendance.

## INCOMPLETE GRADES

If the student can convert an incomplete grade into a complete grade before the start of the next semester, the grade and credit hours will be counted in determining the student's academic progress. The student must submit to the financial aid office proof of the grade upon completion.

According to the regulations, if the student does not convert the incomplete grade before the start of the next semester, the student is not making satisfactory progress. The student will be given a one-semester grace period for the duration of the coming semester and allowed to continue receiving Title IV assistance. At the end of this probationary semester, the student will once again be monitored for progress. If the student is not up to par, the student will lose Title IV aid eligibility.

## DEPARTURE FROM D'YOUVILLE COLLEGE

If a student withdraws, takes a leave of absence or graduates from D'Youville, the following should be kept in mind:

- Payment of principal and interest of all Federal Stafford Loans must begin within six months after the last day of at least half-time enrollment.
- Borrowers of Nursing Student Loans, Federal Perkins Loans, and Federal Stafford Loans must participate in exit interviews before a withdrawal, leave or degree is granted.
- D'Youville will notify the Higher Education Services Corporation of a Federal Stafford Loan borrower's less-than-half-time enrollment, withdrawal or graduation.
- Financial aid transcripts to other colleges for students who are in default of any student loans borrowed during attendance at D'Youville will clearly indicate the default status.
- Upon departure from D'Youville, all students must meet with a financial aid counselor for an exit interview.

## FINANCIAL AID REFUND POLICY

Students who have been enrolled, are recipients of Federal Title IV Financial Aid and who completely withdraw from the college or take a leave of absence, will receive a refund in accordance with the federal refund policy based on the number of days the student completed, less unpaid charges for the amount to be retained by the college, repaid to the financial aid programs, and refunded to the student.

All refunds will be paid to the financial aid programs in accordance with federal policy in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal Plus Loan
5. Federal Pell Grant
6. Federal SEOG
7. Other Title IV Programs

## FINANCIAL AID GLOSSARY

**AWARD PACKAGE:** A list of the financial aid a student has been awarded from the various programs (federal, state, and campus).

**BUDGET:** An estimate of what it will cost to attend college. A budget includes tuition, fees, room and board, transportation, books and supplies, and personal expenses.

**CAMPUS-BASED FUNDS:** Any federal financial aid that is awarded (determined) by the college (e.g. Federal Perkins Loan, Nursing Student Loan, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study).

**FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA):** The need analysis forms that students use to report family income and assets. The FAFSA is sent to an approved processor. The college uses the analysis sent by the processor to determine a student's financial eligibility. Electronic application is made at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**FAMILY CONTRIBUTION:** A determination, by an approved federal formula, of how much a student and the family can contribute toward educational costs. The family contribution is reported to the college as part of the analysis of the student's aid application (FAFSA).

**FINANCIAL ELIGIBILITY:** The difference between the budget and the family contribution. The amount of money a student is eligible to receive to assist in meeting the costs of education.

**FULL-TIME:** 12 credit hours or more per semester.

**GRANT:** Gift aid that does not have to be repaid. A grant is based on financial need.

**INSTITUTIONAL FUNDS:** Any financial aid that is D'Youville College funds and is awarded by the college.

**LOAN:** A type of financial aid that must be repaid, usually at low interest rates and after the student has left school. For subsidized educational loans the federal government pays the interest while the student is attending at least half time. For unsubsidized loans, the student is responsible for the interest even while in college.

**PART-TIME:** Less than 12 credit hours per semester. Generally, students must be enrolled at least 6 credit hours per semester to be eligible for financial assistance. (Exception: New York State TAP requires full-time enrollment).

**PRIORITY DEADLINE/DUE DATE:** New students must file the FAFSA to be received by the processor by March 15. Continuing students must file the FAFSA to be received by the processor by April 15. If a student's FAFSA is received by the processor by these dates, the application is considered to be on time. The on-time application will be given priority in the distribution of campus-based and institutional funds. D'Youville recommends the FAFSA be mailed by March 1 or April 1 respectively to be received by March 15 or April 15. Electronic filing expedites the process. The email address is [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

**SCHOLARSHIP:** A type of financial aid usually awarded for outstanding ability (e.g. academic scholarship). Financial need is usually not a criterion. A scholarship does not have to be repaid.

**TITLE IV AID:** Federal student aid programs regulated by the U.S. Department of Education under Title IV.

# ACADEMIC POLICIES AND PROCEDURES

## ACADEMIC STANDING

### GENERAL COLLEGE REQUIREMENTS

A student's academic standing is determined by the cumulative quality point average (Q.P.A.). An undergraduate's cumulative-earned credits determine the classification of that student by year. Sophomores, juniors and seniors are expected to maintain a minimum cumulative Q.P.A. and a semester average of 2.0.

Seniors, juniors and sophomores with a semester average below 2.0 receive a letter of warning from the dean and are placed on academic probation for one semester. After two consecutive semesters on probation, a student may be asked to take a leave of absence or be dismissed. Probation continues beyond two semesters only under extraordinary circumstances.

First semester freshmen with a Q.P.A. below 1.8 are placed on academic probation for one semester and limited to 12 credit hours. After two consecutive semesters with a cumulative Q.P.A. below 1.8, a freshman is subject to dismissal from the college.

Students on academic probation are limited to a maximum of 12 credit hours. Freshmen and sophomores placed on probation by the Academic Policies Committee will be required to meet with a designated contact person in the learning center to develop an academic plan constructed to improve their Q.P.A. Juniors and seniors will be subject to policies developed by their department. Failure to make these contacts may result in dismissal or mandatory leave of absence following review by the Academic Policies Committee.

Special admit students, who do not meet satisfactory academic progress at the end of their first two semesters, may be required to take a one semester leave of absence.

Any student who is receiving credit and matriculating toward a degree is in good standing. Refer to the section on financial aid for regulations concerning academic eligibility for financial aid.

## ACADEMIC YEAR

The regular academic year is composed of two semesters of approximately 15 weeks each. The first semester, including final examinations, ends before the Christmas holiday. The second semester ends before Memorial Day. D'Youville also offers three 4-week and an 8-week session of summer study.

## ACADEMIC ADVISOR

All students matriculating at D'Youville College are assigned an academic advisor, within their major, to help assess progress, to give direction in the program of study and to assist in the choice of courses. Students must receive the permission and signature of the advisor before registering or making any changes or additions to their registration.

Students are welcome to contact the advisor at any time during the semester. All faculty members post and observe regular office hours and are also available by appointment.

Students in the Career Discovery Program will be assigned academic advisors from the liberal arts department.

## CHANGE OF ADVISOR

Ordinarily a student will retain the advisor assigned by the department chair. An individual wishing to change advisors should consult the department chair, the chair will alert the registrar when a change occurs.

Students are required to choose and be accepted into a program by the time they complete 45 credit hours. When a student in the Career Discovery Program has applied and been accepted into an academic program, they will be assigned a new academic advisor by the chair of the new academic program.

## COORDINATOR OF ADVISEMENT

The college registrar is also the coordinator of academic advisement. The coordinator is responsible to monitor and assist the overall academic advisement program at the college.

## ADMISSION TO A MAJOR

Qualified students are admitted to a major when accepted into the college. Students who are suitably qualified, but undecided about selection of a major, may matriculate as Career Discovery Program students. A student, who has attained 45 credit hours, must be accepted into a major program or may be subject to dismissal from the college. A student dismissed from one major may transfer to another major within the college provided that the student meets the standards specified for the new major. Such transfers must occur within one semester of the dismissal from the major; otherwise, the student may be subject to dismissal from the college.

Students who are admitted to the college, but who have not declared or have not been accepted into a college major, will be assigned to the Career Discovery Program and their admissions files will be forwarded to the chair of the liberal arts and the CDP coordinator, who will assign the student an advisor. Within this group of students, those who are taking course work intended to complete the entrance requirements for an intended major will be permitted to complete one full semester of course work before being assigned to a CDP class. At the end of one semester, if these students are accepted into their major of interest, they will be transferred from the Career Discovery Program into the new major, and their files will be sent to the chair of the new major. Students who have not been successful in admission to the major of interest after one semester of course work will be required to begin a Career Discovery course or apply to another major. Upon completion of the Career Discovery Program course, but not later than the beginning of the third semester of academic work or completion of 45 credit hours, the student must choose an academic major or risk being dismissed from the college.

First-year students who have not yet identified and been accepted into a major, despite enrollment in a CDP course the first semester, will be required to register for CDP 102.

## CHANGE OF MAJOR

Any student who changes majors must complete a change of major form available in the registrar's office.

When making a formal application for a change of major, the student may request that specified courses required for the first major be excluded from the second major. The following conditions will prevail:

1. Course to be excluded was required in the previous major.
2. Course cannot be applied to core requirements except in the area of free electives.
3. Once accomplished, both credit and quality points will be excluded from calculation toward the second degree.
4. Student must initiate the request in writing to the registrar.

The student may choose to keep some courses from the previous major and drop others. All courses taken remain on the student's transcript as part of the complete record, but the courses excluded will not be added to the cumulative average.

## STUDENTS DISMISSED FROM PROGRAMS

A student dismissed from an academic major may transfer into another major before the beginning of the next semester, providing the student is qualified for and accepted by the new major. In the case of immediate transfer into a new major, the student's departmental file will be forwarded appropriately. Otherwise, the following policies will apply. When a student is dismissed from an academic major, the chair of that program will place a statement of explanation in the student's file with conditions under which the student may or may not re-apply to the program. The student's file will be forwarded to the director of the Career Discovery Program and an advisor from the liberal arts department will be assigned. The student will be required to take CDP 201, Career Planning (1 credit), in the semester immediately following the dismissal from the original major in order to continue to matriculate. Upon completion of this course, students must choose a major if they have 45 credit hours of academic work. If a student is unable to comply with these policies, the student may be dismissed from the college.

## CLASSIFICATION OF STUDENTS

Matriculating students are those following a prescribed curriculum of study leading to a degree. Matriculating students are eligible for financial aid consideration. Undergraduate matriculants are grouped by class year based on the number of credits earned:

- Seniors have earned 86 or more credits;
- Juniors have earned 56-85 credits;
- Sophomores have earned 26-55 credits;
- Freshmen have earned 25 or fewer credits.

It should be noted that, in certain majors, program requirements will determine the level of the students within the major, regardless of the total hours completed. Therefore, the class year does not always indicate the graduation year.

Non-matriculating students have not been formally accepted into the college, whether they are attending undergraduate or graduate classes.

The classification codes recorded in the registrar's office are used for periodic college and government reporting purposes.

## REGISTRATION

Undergraduates are expected to register during the periods specified in the academic calendar. Specific dates are posted for each class year; time of registration is determined by computer lottery and posted in the lobby of the Health Science Building and on the bulletin board outside the registrar's office.

Prior to registration, the student must consult with the academic advisor and clear with the student accounts office. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available in the registrar's office shortly after the registration period has ended.

Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered for it.

## CROSS REGISTRATION

Full-time undergraduate students may register for courses at other member colleges of the Western New York Consortium of Higher Education during the fall and spring semesters. However, a student may not become full time by means of the cross-registration course. Cross registration of D'Youville students is subject to approval of their department head and course availability at the member college. To complete cross registration, students must obtain forms from the office of the registrar, who must sign the form before it is presented to the host institution.

## INTERINSTITUTIONAL COOPERATION

D'Youville is a charter member of the Western New York Consortium of Higher Education and participates in a cooperative exchange program. Full-time students may register for no more than a total of two courses at member colleges with permission of the department chairperson. D'Youville students may use the libraries at Daemen and Medaille Colleges.

## COURSE LOAD

Full-time undergraduate students carry 12 or more credits. The average course load for a student is 15 credit hours. Full-time tuition covers from 12 to 18 credit hours.

Students with a Q.P.A. of 3.0 or above may elect to carry more than 18 hours a semester. Specific permission for this is obtained from the department head. Students are charged for any credit hours over 18 at the current rate per credit hour.

## CHANGE OF REGISTRATION (Drop/Add Procedure)

Students may change their course selection by submitting a completed form to the registrar's office during the scheduled drop/add period at the beginning of each semester.

Matriculating students need an advisor's signature on the change of registration form when adding or deleting a course. If a student merely wishes to change the section, but retain the same course, only the student's own signature is needed on the form. However, in those majors where student schedules are constructed with a pre-determined block of courses and laboratories, the signature of the program director is necessary to authorize a change of section.

Students may not "force register" by appearing in a class. During the drop/add period students who have been closed out of a course may have their name placed on a waiting list in the registrar's office. Students are notified should space become available.

## ATTENDANCE

Students are expected to attend all regularly scheduled classes. Each instructor may determine the requirements for class attendance within specific courses; the requirements should be clearly stated at the beginning of each semester. Faculty are requested to notify the registrar if a student has never attended or stops attending a class.

Students who must interrupt their studies for medical/health reasons should contact either the health center or the counseling center. Documentation from the attending health care professional must be provided and should include the expected date of return.

## AUDIT

Permission to audit a course must be obtained beforehand from the department head after consultation with the instructor. The request to audit must be made at the time of registration and is not reversible.

Credit is not given for audit courses; a notation of AU appears on the transcript in place of a grade. The fees for auditing are equivalent to those for regular credited courses, except for alumni as indicated in the fee schedule.

## CROSS-LISTED COURSES

Several courses are listed in two disciplines. At the time of registration, the student may select the discipline where the credit will be applied and should indicate this on the registration form. Cross-listing is indicated after the course description in the catalog.

## PREREQUISITES and COREQUISITES

Prerequisites are courses which must be successfully completed (as determined by the regulations of the division in which the course is taught) before a specific course is begun. They generally are part of a sequence that a division determines to be met for the integrity of the discipline and the benefit of the student. Individual programs may set higher standards of acceptable completion in order to progress to the next level of the major.

Corequisite courses must be successfully completed either before a specific course is begun or at the same time as a designated course. If a corequisite has not previously been completed successfully, the student must register for both the designated course and the co-requisite at the same time. Should a student withdraw from the corequisite, registration for the primary course will likewise be cancelled. A student may occasionally (after consulting their academic advisor) wish to withdraw from a co-requisite course in mid-semester while remaining in the other course. This can only be done with the previous agreement of the instructor of the course in which the student wishes to remain. It is recommended in such a case that the student continue to audit the co-requisite course while attending the other, and that the co-requisite be completed during the next semester in which the course is offered. In some divisions, courses are listed as prerequisite and corequisite to more than one course. In this instance, students may withdraw from a course but must successfully complete it prior to beginning the higher level course for which it is a prerequisite.

## DIRECTED STUDY

In unusual circumstances, a student may be permitted to take a course in the regular curriculum on a directed-study basis. Reasons for giving this permission are commonly related to the student's status (a) as a candidate for graduation whose program requires the course or (b) as a transfer into the major for whom the course is unavailable because of the course scheduling rotation. Another circumstance which may apply occurs when a course, which is offered only occasionally and is not necessary for the major, is sought by a student as an elective. This last instance is the least likely to receive approval.

The student must obtain the approvals as indicated on the directed study forms available in the registrar's office.

## SPECIAL TOPICS

A special topics course is one designed to fit a timely need in a specific area. A title will indicate the specific content of the offered course.

Special topics courses will be designated by the discipline code letters and the numerals 389 (fall offerings) or 390 (spring offerings). Faculty advisors will be informed of content and prerequisites by the division offering the course.

## INDEPENDENT STUDY

A student pursuing an independent study is able to delve into some special area of interest which is beyond the scope of current course offerings at D'Youville.

Seniors and juniors who have a cumulative average of at least 3.0 are eligible. Exceptions may be possible through petition if the cumulative average is at least 2.5.

The student undertaking such a project should have an appropriate background preparation in the subject.

Independent study courses will be designated by the discipline code letters, the numerals 479 (fall offering) or 480 (spring offering) and the initials IS, e.g., NUR 479IS. The title will reflect the course content.

The student must complete a written proposal of the study and obtain the approvals as indicated on the independent study forms available in the registrar's office.

## PASS/FAIL OPTION

All pass/fail grades appear on the transcript as S (Satisfactory) or U (Unsatisfactory) with no quality points assigned. Students may choose courses for an S/U grade in free elective courses in the core and in any course outside the major program requirements. A maximum of eight courses during the college career may be chosen for an S/U grade.

Courses may be taken in any semester as long as the total number of courses does not exceed eight.

Students must make application for an S/U grade by mid-semester as specified in the current college calendar. This is usually the eighth week of the semester.

## REPEATING A COURSE

- Students may repeat any course once. In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the quality point average. Students must complete and submit the appropriate form at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York State will not allow the credit hours for the course to determine the minimum course load required for financial aid purposes.
- Students who fail a course or do not meet minimum course requirements for a division and/or program at D'Youville College may only replace the failure by taking/passing the course at D'Youville College. Only by special permission would a student be allowed to register off campus for a course failed at D'Youville College according to the following conditions:
  - Permission must be secured beforehand.
  - Permission must be recommended by the department head and forwarded to the appropriate dean for final decision.

## WITHDRAWAL FROM A COURSE

In order to withdraw from a course at any time, a student must complete a course withdrawal form, obtain the signature of the advisor and return the form to the registrar's office before the end of the tenth week of the semester.

A grade of W appears on the transcript when the student withdraws after the end of the drop/add period. Students who do not follow this procedure and stop attending class will receive a grade of F for the course.

## EXAMINATIONS

Course examinations are given at the option of the instructor. If mid-terms are to be given, they are normally scheduled during a regular class period at approximately the eighth week of the semester.

Final examinations are scheduled by the registrar at the end of the semester. The final examination period commences after study days which are noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all day Tuesday through Friday following the end of classes. Examinations for Saturday classes are announced by the professor.

A student should not regularly have more than three final examinations in any specific day. In the instance where this occurs, students should bring documentation (i.e., registration record and exam schedule) to the attention of the professors involved, who may make alternative arrangements in individual cases. Professors who find that a substantial number of students have such conflicts may wish to consult with the registrar and reschedule their examinations.

In those cases when the examination schedule must be postponed or interrupted because of external forces (weather), examinations will be rescheduled for other days the same week. This includes the possibility of rescheduling examinations in the late evening or on Saturday following the previously announced schedule.

## GRADING

### Grades and Quality Points

Quality points are awarded according to the grades earned. The quality point average (Q.P.A.) is obtained by dividing the total number of quality points by the total number of semester hours of credit attempted, exclusive of S/U grades.

Letter Grade	Grade Definition	Quality Points Per Semester Credit Hour	Numerical Value
A	Excellent	4.00	93-100
A-		3.67	90-92
B+		3.33	87-89
B	Good	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Average	2.00	73-76
C-		1.67	70-72
D+		1.33	67-69
D	Less than Average	1.00	63-66
D-	Minimum passing grade	0.67	60-62
F	Failure	0	Below 60
FX	Failure for non-attendance	0	
*I	Incomplete	0	
*IA	Absent for semester exam	0	
R	Course Repeated		
S	Satisfactory completion of minimal requirements for course	0	
U	Unsatisfactory	0	
**W	Withdrawal without penalty	0	

\* Temporary grades. An IA automatically becomes an F if the student does not complete a deferred examination before the date determined by the professor involved. An I becomes an F or a U if the work is not completed before the end of the eighth week of the next semester in which the student is enrolled.

Students will not be allowed to register for a course for which a prerequisite has been established, if a grade of incomplete ("I" or "IA") has been received in the prerequisite course and has not been replaced by an acceptable grade before the course begins.

\*\* A course may be dropped without academic penalty until the end of the tenth week of the semester. F is given after that time.

### Grade Reports

Grade reports are mailed to students at their permanent address approximately two weeks after the close of the semester.

### I Grade

The grade of I (incomplete) is used when the instructor is not prepared to give a final mark for the semester, either because of the student's illness or some other justifiable delay in the completion of the course requirements.

Application for an I grade must be made on a form issued by the registrar's office and must include the instructor's signature. Students who do not follow this policy and have not satisfactorily fulfilled the requirements for the course will receive a grade of F.

The grade of I becomes F if the work is not completed before the end of the eighth week of the following semester in attendance. Exceptions to this provision may only be granted by the appropriate dean.

Students who complete work for a course in which they have received an I grade may request a revised grade report from the registrar's office.

### Grade Change

Grades which have been recorded in the registrar's office can be changed only through consent of the faculty member and with the permission of the dean. Forms for this purpose are available to faculty in the registrar's office.

### DEAN'S LIST

Full-time matriculating undergraduate students who have attained a semester average of 3.40 or above, are eligible for the dean's list. Students with grades of Incomplete at the end of a semester are ineligible for the dean's list for that semester.

Students who earned dean's list status in either the previous spring or fall semesters are acknowledged during the honors convocation held each spring.

### HONORARY AWARDS

The D'Youville Medal is awarded annually to a senior who, exemplifying the spirit and ideals of the college, is deemed outstanding for achievement, service and loyalty to the college. Candidates are nominated by faculty and administrators and elected by the senior class.

The Lee Conroy Higgins Award, presented annually by the alumni association, recognizes a senior for outstanding support of and involvement in campus activities and shows concern for fellow students. Candidates are nominated by students and faculty; final selection is made by a committee of students and faculty. An engraved memento and a monetary award are presented to the recipient.

The St. Catherine of Alexandria Medal, presented by the Buffalo Chapter of Kappa Gamma Pi, is awarded annually to a junior who is outstanding in scholarship and notable for service to the college and community. The recipient is elected by faculty, administrators and the junior class.

Department awards are conferred annually on those students who demonstrate mastery of subject content and exemplify service to the college and community.

### POLICY ON ACADEMIC INTEGRITY

Students are expected to conduct themselves with integrity and honesty while completing course requirements and complying with college academic regulations. Violations of academic integrity include, but are not limited to the following:

- (a) **Plagiarism:** The presentation of another's writing or another's ideas as one's own without citation;
- (b) **Cheating:** The use or provision of any unauthorized assistance when completing an exam or individual assignment;
- (c) **Falsification:** The fabrication of signatures, notes, reports, data, or other academic information; the submission of reports, papers or exams prepared by a person other than the student; this includes purchasing or selling term papers or other academic materials;
- (d) **Procurement:** The distribution or acceptance of prior or current lab assignments, exams or other academic matter without the permission of the instructor; and,
- (e) **Co-submission:** The submission, without permission of the instructor, of academically required materials previously or contemporaneously submitted in whole or in substantial part in another course.

A breach of academic integrity, as determined by the instructor, shall result in automatic failure of the exam, paper or course and/or inability to repeat the course, a requirement of additional academic work, or as stated in the course syllabus. Demonstrated infractions will be reported to the dean of the respective school. Appeals from the instructor's decision shall be made first to the department chair; then to the dean of the respective school and possible referral to the Academic Integrity Board. Appeals from decisions of the Academic Integrity Board may be made to the Judicial Review Board of the college. Appeals from decisions of the Judicial Review Board may be made to the college president whose decisions shall be final. Repeated infractions may result in dismissal from the college.

### PROCEDURES FOR ALLEGED VIOLATIONS OF THE D'YOUVILLE COLLEGE POLICY ON ACADEMIC INTEGRITY

1. A faculty member who has knowledge that a student has committed a violation of the policy on academic integrity may confront the student and impose a penalty of failure of the exam, paper, or course, and/or inability to repeat the course, a requirement of additional academic work, or as stated in the course syllabus. The faculty member will notify in writing both the director of the student's academic major program (which may subject the student to additional program/specific sanctions) and to the dean of the respective school. If the student has no academic major, the director of the program in which the student receives academic advisement will be notified along with the dean of the respective school. Any penalty imposed is subject to review and possible referral by the respective dean to the Academic Integrity Board for its review and possible modification. A record of the violation and penalty imposed will be a part of the student's academic record (department and registrar's office) while at the college. Appeals from the instructor's decision shall be made first to the instructor's department chair or program head; then to the dean of the respective school; and possible referral to the Academic Integrity Board. Appeals from decision of the Academic Integrity Board may be made to the Judicial Review Board of the College. Appeals from decisions of the Judicial Review Board may be made to the college president whose decisions shall be final.
2. If the student's records show prior offenses of the academic integrity policy, the respective dean shall refer the student's second and subsequent alleged violations to the Academic Integrity Board (*after action*

taken by appropriate faculty member). The Academic Integrity Board will meet to consider what, if any, further sanctions are in order. The board will be convened as necessary by the respective dean. The board will be comprised of the members of the Academic Policy Committee of the Faculty Council. Members of the committee who are involved in the alleged violation will remove themselves from proceedings. Appeals from decisions of the Academic Integrity Board may be made to the Judicial Review Board of the college. Appeals from decisions of the Judicial Review Board may be made to the college president whose decision shall be final.

3. Sanctions for second and subsequent violations of the academic integrity policy require approval by the members of the board and are as follows:
  - a. Dismissal from the student's academic program with either an opportunity to reapply after one semester or one year; or no opportunity to reapply.
  - b. Forced leave of absence from the college for at least one semester and no more than two semesters. The term semester does not include summer sessions or courses. Any credit earned at another institution while a student is on a forced leave of absence will not be accepted by D'Youville College for any purpose.
  - c. Dismissal from the college with no opportunity to reapply.

## TRANSFER CREDIT

Evaluation of college credit previously earned at other institutions is made by the registrar. Credit evaluation will be made only after an official transcript is received. Transfer credit may be awarded for each course in which the student received a grade of C or better from an accredited institution, in courses applicable to the college core or the intended major. Certain majors may require higher grades to transfer in specific areas. Courses and credits transfer; grades do not.

Students may transfer up to half their major requirements and all core requirements. Students must, however, complete a minimum of 30 semester hours at D'Youville and meet all of their major department and general college requirements for graduation. No more than 65 credits may be transferred from a two-year college or its equivalent.

Students entering D'Youville College with a bachelor's degree from an accredited institution are not required to meet the core requirements. However, they must make up any prerequisites for the major field, complete at least one-half of the major field requirements at D'Youville, and fulfill all other requirements pertaining to a degree.

## EDUCATION PROGRAMS IN NON-COLLEGIATE ORGANIZATIONS

In some circumstances, credit may be awarded for education and/or training obtained through certain non-collegiate organizations (e.g., industrial or corporate programs). Guidelines for awarding credit are currently found in the following documents:

- a. The Directory of The National Program on Non-Collegiate Sponsored Instruction, The University of the State of New York, The State Education Department.
- b. A Guide to the Evaluation of Educational Experiences in the Armed Services of the American Council on Education.

## CREDIT BY EXAMINATION FOR ADVANCED STANDING

### Advanced Placement Program

D'Youville participates in the Advanced Placement Program administered by the College Entrance Examination Board. Students who receive a rating of 3 to 5 on the Advanced Placement Examinations will be considered for college credit, advanced placement or both. Policies vary with the student's desire to use such credits in a major or in an elective area. A maximum of 15 credits will be accepted.

### College Level Examination Program (CLEP)

The College Entrance Examination Board has established CLEP to measure academic achievement; it does not set standards or award credit. At D'Youville, the awarding of credit is determined after consultation with the registrar. For information about CLEP, consult the registrar.

### Regents College Examination Program (RCEP)

The New York State Education Department established this program so that individuals who have developed college-level competencies outside the formal classroom can demonstrate these competencies and receive credit. The examinations are now available in more than 30 subjects. D'Youville participates in this program and grants credits to students who pass RCEs and meet D'Youville standards. A maximum of one full year's work (30 credits) may be accomplished in this way. RCEs in nursing concentrations are no longer accepted by the Department of Nursing. For further information, write to College Proficiency Examination Program, State Education Department, Albany, New York, 12234.

## Challenge Examinations

Challenge examinations assume prior accomplishment of knowledge in the course to be challenged. Challenge examinations may be taken for those courses which are specifically designated by number in the core or major and have been approved for challenge by the discipline in which the course is offered.

The following limitations will apply:

- a. A challenge examination is not a substitute for an independent study.
- b. Determination of the student's prior knowledge and, therefore, eligibility for a challenge examination will be made by the instructor of the challenged course.
- c. No course may be challenged in which the student has had prior course work.
- d. A challenge examination must be taken within six weeks of application for the exam.
- e. A student may challenge a course only once.

The challenge examination for a laboratory course should include a laboratory component as determined by the discipline of the challenged course.

Credits earned by a challenge examination will be designated "Credit" in the student's transcript if the examination is passed at a level acceptable to the requirements of the student's major course of study. Nothing will be entered in the transcript if the examination is not passed at this level. Credit so earned will not be counted against otherwise allowed pass-fail opportunities. No grade or quality points will be assigned.

Students who need more information on challenge examinations may meet with the registrar or the department chair.

## CANDIDACY FOR GRADUATION

To be eligible for a baccalaureate degree, a student must fulfill all core curriculum and general program requirements, earn an overall quality point average of 2.00, and complete at least 30 credit hours at D'Youville. The minimum number of credit hours required for graduation is 120 at the undergraduate level. Individual majors may require a greater number of credits and/or a higher quality point average.

## VERIFICATION FOR GRADUATION

Responsibility for fulfilling degree requirements rests with the student. Final verification is done by the registrar.

Each student must make an appointment and meet with the registrar to review degree requirements and to verify eligibility for graduation. This should be completed no later than Oct. 30 for students graduating in May or Aug. of the following year. Students who expect to graduate in Dec. should complete the verification process during the preceding spring semester.

Commencement is held in May. Students are eligible to participate in commencement if all degree requirements are completed in December of the preceding year, in May, or in August. A student may be eligible for August completion only if there are no more than nine credits to be completed during the summer session.

All financial obligations to D'Youville must be fulfilled before the diploma can be awarded or transcripts are issued.

## DUAL DEGREE

To earn a second baccalaureate degree, a student is required to complete at least 30 credit hours at D'Youville in addition to those required for the original baccalaureate degree. All requirements for the curriculum in which the second degree is earned must also be satisfied.

## DOUBLE MAJOR

Students may major in two academic areas. The student will be required to fulfill degree requirements in both curricula. This may be done within the minimum 120 hours. Students must be formally accepted for admission into each degree program.

## EXCEPTIONS TO DEGREE REQUIREMENTS

Exceptions to major programs and/or degree requirements must be made in writing. Forms (waivers) for this purpose are available in the Registrar's Office. Verbal approval is not sufficient.

It should be noted that when a course is waived, the credit requirement is not. Another course must be substituted for the original requirement.

## GRADUATION HONORS

On the basis of the cumulative undergraduate quality point average, honors at graduation are awarded as follows:

- 3.46 cum laude
- 3.70 magna cum laude
- 3.90 summa cum laude

Transfer students must complete at least 60 credit hours of graded course work at D'Youville to qualify for honors at graduation. S/U courses and challenge examinations do not count towards honors.

## QUALITY POINT AVERAGE

The semester average and the cumulative quality point average (Q.P.A.) are derived by dividing the number of quality points earned by the number of semester credit hours carried. (S/U grades carry no quality points.) Grades for courses transferred from other institutions are not included in the Q.P.A. calculation.

## THE "FRESH START" RULE

An undergraduate student who re-enrolls at D'Youville College after an absence of five or more years, may petition the registrar to recalculate the previous cumulative quality point average.

If the petition is approved, all courses previously taken will remain on the permanent record. However, only those courses in which grades of A to C- or S were earned will be counted for credit. The student then resumes an academic program with no cumulative quality point average.

Under the provisions of this rule, a student, prior to graduation, must be enrolled for a minimum of 30 credit hours.

However, for the determination of graduation honors, all courses ever taken at D'Youville College will be used in the calculation of the cumulative quality point average.

## OFF-CAMPUS STUDY

After formal matriculation at D'Youville College, students are expected to complete all course work applicable to the degree at D'Youville College.

In certain unusual circumstances, off-campus study may be allowed. Conditions which might facilitate permission for off-campus study include:

1. A course is not offered at D'Youville or is being offered at a time when the student would be more than fifty (50) miles from the D'Youville campus. (However, the latter does not apply if the course is being offered through D'Youville's Distance Learning program.)
2. At this specific time, the course is necessary for the student to maintain appropriate progress toward a degree.

Students who believe they qualify to study off campus, may submit a request to the appropriate dean whose decision is final. Permission may not be presumed until all necessary signatures have been obtained.

## LEAVE OF ABSENCE

Students who are granted a leave of absence from their studies at D'Youville College (or have a leave of absence imposed on them by the Academic Policies committee), are not permitted to take courses at another institution during the time of the leave. In the exceptional case where this might be allowed, it would only be done with previous written permission.

## WITHDRAWAL FROM THE COLLEGE

A student wishing to withdraw from D'Youville must contact the department chair in person or in writing and submit the proper withdrawal form to the registrar's office.

Withdrawal will be considered effective the date the written intent of withdrawal is received. The procedure is not complete until the written intent is properly filed with the college.

If the withdrawal procedure is completed mid-semester, courses for which the student is currently enrolled will be assigned the grade of W, but no refund will be made after the fifth week of the semester or after dates stated in the summer session brochure.

Discontinuance of attendance, notifying instructors, or mere telephone contact with college personnel DOES NOT constitute an official withdrawal. Students remain both academically and financially responsible for all courses for which they have enrolled until the withdrawal procedure has been finalized with the registrar's office.

### RELIGIOUS HOLIDAYS

D'Youville College complies with state regulations regarding religious holidays. State Education Law S224-a, regarding students unable because of religious beliefs to attend classes on certain days says:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of religious beliefs, to attend classes or participate in any examination, study or work requirement on a particular day or days.
2. Any student in an institution of higher education who is unable, because of religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and the administrative officials of each institution of higher education to make available to each student, who is absent from school because of religious beliefs, an equivalent opportunity to make up any examination, study, or work requirements the student may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after 4 p.m., or on Saturday, similar or make-up classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial efforts shall result to any student who makes use of the provisions of this section.
6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in supreme court of the county in which such institution of higher education is located for the enforcement of rights under this section.

### FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

D'Youville College students or parents, as provided by statute, may review any official records, files and data directly related to themselves that are on file with the registrar's office or in the career development center. The files available include identifying data, academic work completed, grades, family background information, references, ratings and/or observations. (References, ratings and/or observations completed before Jan. 1, 1975 are not available to students.) Requests to see the aforementioned materials should be made in writing to the registrar or the director of the career development center, respectively. The records, files and/or data will be made available no later than 45 days from the time the written request is received.

Student records, files, and data will be made available to other individuals or agencies outside of the college only after the student concerned has authorized the release of the information.

However, the following are exceptions:

1. Authorized officials (e.g., officials of other schools in which the student seeks to enroll);
2. Accrediting organizations;
3. In the case of an emergency if the knowledge of such information is necessary to protect the health and safety of the student or other persons.

The following, however, is considered directory information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. This information may be released by D'Youville without the consent of the student unless the concerned party has specifically requested in writing that his or her consent be obtained.

Directory information will not be made available to the party requesting it unless the appropriate administrative officer of D'Youville College has considered and approved the request.

A student or parent, as provided by statute, may request in writing, a review of information that may be inaccurate and/or misleading. The review will be conducted by an appropriate administrative officer of D'Youville who does not have a direct interest in the outcome.

According to the Buckley Amendment, information contained in the educational records of students who are 18 years of age or enrolled in post-secondary institutions may be sent to the parents without the written consent of the student only if the student is a financial dependent of the parents. (The term dependent is defined in section 152 of the Internal Revenue Code as an individual [son, daughter, stepson, or stepdaughter of a taxpayer] who receives over half of his/her support from the taxpayer during the given calendar year.)

### CHANGE OF NAME, ADDRESS, AND PHONE

It is the responsibility of each individual student to notify D'Youville College, in writing, of any change of name, address or phone number. Forms are available in the registrar's office.

### TRANSCRIPT OF ACADEMIC RECORD

A transcript of an academic record includes all courses taken at D'Youville College and credit hours earned at D'Youville, as well as earned credit hours accepted as transfer credit. Extraneous information from other colleges or from high school records is not included on the D'Youville College record.

All requests for transcripts must be made to the registrar's office in person or in writing. Official transcripts bearing the college seal must be mailed directly to the agency or institution requiring them. College policy does not permit an official transcript to be issued to a student. Any transcripts issued directly to a student will be stamped "Issued to Student" and will lack the college seal and registrar's signature.

Current transcript fees are listed in this catalog in the section titled Expenses and Financial Aid; a special rate is charged to students presently in attendance. A transcript or any information concerning a student's record will not be released if there is any outstanding indebtedness to the college.

Transcript requests may not be processed immediately during periods of registration, grade reporting or commencement.

# ACADEMIC PROGRAMS

D'Youville has structured its curriculum in the liberal arts tradition. All professional programs include a solid foundation in liberal education.

## DEGREES

D'Youville's four year programs, leading to bachelor of arts, bachelor of science, and bachelor of science in nursing degrees, are registered with the New York State Department of Education.

Graduate degree programs are offered in nursing (MS), clinical nurse specialty in community health nursing (MS), education (MS), family nurse practitioner (MS), health services administration (MS), and international business (MS).

Dual degree programs are offered in dietetics (BS/MS), international business (BS/MS), occupational therapy (BS/MS), and physical therapy (BS/MS). A dual degree in nursing is available for registered nurses with an associate's degree (BSN/MS).

To be eligible for a baccalaureate degree, students must fulfill all core curriculum and general program requirements, earn an overall quality point average of at least 2.00 and complete at least 30 credit hours at D'Youville. The required QPA in specific programs is indicated later in this catalog. The minimum number of credit hours required for graduation is 120. One-half of the major credit hours must be earned at D'Youville.

Students who consider themselves eligible for a degree must file a verification form in the Registrar's Office no later than the fall semester preceding graduation. Final responsibility for fulfilling degree requirements rests with the student. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid awards.

## Dual Baccalaureate Degrees

A second bachelor's degree may be earned by completing 30 additional credit hours at D'Youville and fulfilling all of the requirements for the second degree.

## CORE CURRICULUM

D'Youville College firmly believes that the liberally educated person is free from a narrowness of interest which results from excessive specialization. Therefore, a central aim is to introduce students to the principal areas of human learning and to enable students to cultivate respect for those areas.

To help achieve this, D'Youville requires that all students take a rounded program of humanistic studies called the core curriculum, which consists of at least 18 courses distributed as follows:

## HUMANITIES

*Eight courses are required, including:*

ENG 111	English Communication
ENG 112	English Communication
PHI 201	Ethics in Theory and Action
OR	
RS 201	Religion and Social Responsibility

Five courses selected from the following areas, with choices made from at least three of the five areas:

<b>Literature:</b>	<i>any literature course in English or a foreign language</i>
<b>Fine Arts:</b>	<i>any course listed under fine arts, music, dance, theater arts, speech or creative writing</i>
<b>Philosophy:</b>	<i>any course</i>
<b>Religious Studies:</b>	<i>any course</i>
<b>Foreign Language:</b>	<i>any course</i>

## SOCIAL SCIENCES

Four courses are required, one from each of the following areas:

### History:

HIS 103	Comparing World Civilizations
HIS 111	Growth of Western Culture
HIS 203	American Economic & Social History to 1865
HIS 204	American Economic & Social History Since 1865

**NOTE:** *A student entering with a high school average of B or better, and a B or better average in social studies may elect any upper level history course to fulfill the core requirement.*

### Sociology:

SOC 101	Principles of Sociology
SOC 102	Social Problems

### Psychology:

PSY 101	General Psychology
PSY 203	Developmental Psychology

### Political Science/Economics:

PSC 201	American Government and Economics
ECO 201	Macro Economics
ECO 202	Micro Economics

## MATHEMATICS

One course, any 100 level course excluding Mat 101, is required.

## COMPUTER SCIENCE

One course, any 100 level course, is required.

## NATURAL SCIENCE

Two courses at the 100 or 200 level are required. At least one of the courses must include a laboratory component.

## ELECTIVES

Three courses outside the requirements for the major field are also required.

**NOTE:** *If a student is exempt from any one core course, that student's core curriculum is reduced to 18 courses. If a student is exempt from more than one core course, the core curriculum remains at 18 courses and the additional free hours are added to the elective area. In all cases, at least 120 credit hours must be earned in order for a baccalaureate degree to be awarded.*

## Writing Intensive Program (WIP)

Description: Designated writing courses in the Writing Intensive Program have two purposes: to develop expository skills and to teach the use of language as an instrument for thinking across disciplines. Such courses aim to develop student writers' mastery of language so that they may discover, organize, and communicate their knowledge. "WIP" courses are offered in a variety of disciplines. They offer students guided practice in writing in differing fields across the curriculum, teach the skills necessary to write for the course/discipline, and offer intensive professor/student interaction.

**Requirement:** *Every candidate for any undergraduate degree (including BS/MS degrees) entering the college in the Fall 1999 semester and later must successfully complete two courses designed "Writing Intensive Program." English 111 is a prerequisite for all "WIP" courses.*

## SCHOOL OF ARTS, SCIENCES, AND PROFESSIONAL STUDIES

### Mission Statement

The School of Arts, Sciences, and Professional Studies is dedicated to a rigorous preparation in the liberal arts and sciences, education, and business as a foundation for graduate education and professional entry to careers in schools, colleges, universities, business organizations, clinics, hospitals, community agencies, and research facilities. The school seeks to educate students to become experts in their fields, competent, responsible and ethical leaders in their communities, and citizens who apply their knowledge and skills for the betterment of humankind.

### Vision Statement

The School of Arts, Sciences, and Professional Studies has as its goal to educate students who are experts in their fields, who are competent, responsible, and ethical leaders in the schools and communities in which they work and reside, and who use their knowledge and skills for the betterment of humankind.

### Department of Business

D'Youville College, under the auspices of the department of business, offers bachelor degrees in accounting and business management. An accelerated program, ADVANCE, in management is also offered to working adults. In addition, the department offers a combined five-year bachelor/master's degree in international business.

The bachelor's/master's degree in international business combines specialized training in international business with a strong foundation in a foreign language, research, communication, ethics, and interpersonal skills. Rapid changes in the global economy and the explosive growth in international trade and investment makes it necessary that managers be trained in the following:

- understanding for business practices,
- managing cultural differences, and
- communicating in foreign languages.

Top executives of international business confirm the need for managers with international business training, especially at the master's level. Graduates of this program will be able to pursue worldwide employment with the following:

- multinational companies,
- international financial institution,
- government agencies,
- management consulting firms,
- trading or transportation companies, and
- colleges and universities

The bachelor of science degree in management provides students with knowledge of the various phases of management. The program creates a total experience in which students develop abilities, knowledge, and attitudes which will help them perform as competent and responsible business managers. The curriculum prepares the student by emphasizing a firm basis of liberal arts and a common body of knowledge about management responsibilities.

The bachelor of science degree in accounting prepares the student to work in the fields of public accounting, private corporate accounting, and financial management. The student who selects accounting as the field of concentration is trained in advanced principles in various systems, in cost analysis, and in auditing and tax procedures. The program qualifies the student to sit for the Certified Public Accountancy examination in the majority of states, including New York.

The department of business also offers an advanced master's program in international business. Please refer to the graduate catalog for additional information.

### Department of Education

The department of education offers an integrated five-year combined bachelor of arts in interdisciplinary studies and master of science in education degree for prospective teachers of youngsters at the early childhood, childhood and middle childhood levels. Students who wish to teach at the secondary level are enrolled in bachelor's degree programs in English, biology, or history. Options are also available for students who wish to pursue certification in teaching students with disabilities at both the elementary and secondary levels.

Those who already possess a baccalaureate degree and wish to be certified to teach or add an area of certification may enroll in a post-baccalaureate sequence. Information is available from the director of teacher certification programs, and the graduate catalog.

The program in education prepares a student to be a teacher professional. Structured in a liberal arts tradition, the curriculum introduces the student to the principal areas of human learning, develops an intellectual and social maturity that allows one to realize his or her potential as a responsible individual, and provides each student with the capabilities to meet the challenges and demands of a pluralistic world in an effective, productive manner. Professional education courses and field experiences provide the support necessary for teacher competencies of knowledge, skills, attitudes and understanding, and the degree of necessary expertise to function effectively in an educational classroom setting.

The department of education graduate:

- has acquired a knowledge of the social, philosophical, and organizational bases of American education;
- is foremost a teacher professionally capable of rational classroom decision-making;
- demonstrates the ability to make intelligent decisions in working cooperatively with students, staff, parents, and the community.
- possesses those personal attitudes, social skills, values, and habits which are characteristics of a good teacher and which aid in communicating within a pluralistic society;
- exhibits written skill in planning for instruction, has a command of subject matter as evidenced by preparation and teaching performance, and shows knowledge of a variety of teaching methods and skillful use of materials related to teaching regular and/or exceptional students;
- understands the purpose of evaluation and demonstrates the ability to evaluate student progress and growth through techniques specifically related to a given purpose;
- continues to grow professionally and participates through study, research, reading, involvement in community events and membership in professional organizations and activities so that learning becomes a lifelong process.

## CONTINUING EDUCATION

The office of continuing education offers non-credit workshops and seminars of a professional or personal development nature. It includes three aspects:

1. Non-credit courses offered through regular schedules in fall and spring.
2. Contracts for external non-credit programs. The office works with local organizations such as businesses, school districts and non-profit groups who want to set up training programs for their members.

The office grants Continuing Education Units (CEUs) for participation in some of its programs.

## D'YOUVILLE-BUFFALO PUBLIC SCHOOLS

D'Youville College and the Buffalo Public School system cooperate in formal partnerships on both the elementary and secondary school levels.

Students from the D'Youville-Porter Campus School 3, a K-8 school, receive computer, library and science laboratory instruction at D'Youville. Faculty members from both institutions collaborate on professional projects.

The Leonardo da Vinci High School, a magnet program in the liberal arts, uses D'Youville's campus for teaching and laboratory instruction. D'Youville provides educational support services as well as encouraging professional cooperation.

In addition, a satellite of the Buffalo Alternative High School, a program for at-risk students, is located at D'Youville.

### Department of Liberal Arts

A student seeking to become a liberally educated person needs exposure, in breadth and in depth, to the humanities and the social sciences.

These studies, concerned not merely with information but with values, help the student's development as a total person. This implies not only intellectual and social development but also maturity in assessing the values essential to a sound philosophy of life. The department of liberal arts offers degrees in English, history, psychology, sociology, and philosophy. Requirements for these programs are listed in the courses of instruction section of this catalog. Courses are also offered in foreign languages, fine arts, gerontology, and religious studies.

Students within the department must maintain a minimum 2.00 grade point average in courses taken at D'Youville in their major subject area.

## THE CAREER DISCOVERY PROGRAM

D'Youville College offers the choice of the Career Discovery Program for two types of students, those who wish to begin their college studies without an immediate commitment to a major and those who require more preparation before entering a particular major. Students may take up to four semesters before applying and being admitted into a major program of study.

Students in the Career Discovery Program begin with the Perspectives on Professions course in their first semester. This course helps student to define and assess interests, learn about majors and career choices, practice decision making in career options, and determine which majors are most suited for them. Contacts with professionals from various fields, guest speakers, job shadowing and internships are possible experiences for students in the program. Job search training and resume writing are also provided.

With the assistance of the program director, academic advisors and faculty, students in the Career Discovery Program determine their major as soon as possible, but not later than after 45 completed credit hours.

## RESERVE OFFICERS' TRAINING CORPS (ROTC)

D'Youville College has a special cross-enrollment, tuition-free arrangement with Canisius College for students desiring leadership education through the Reserve Officers' Training Corps (ROTC) Program. For more details on this program see Military Science under the Courses of Instruction section in this catalog and/or contact the Canisius College Professor of Military Science (PMS) at 846-4608 or 883-7000, Ext. 308/309.

## SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)

D'Youville College is a member of Service Opportunity Colleges (SOC), a consortium of national higher education associations which functions in cooperation with the Department of Defense (DOD), the military services, and the Coast Guard to help meet the voluntary higher education needs of service members.

### Department of Mathematics and Natural Sciences

Knowledge of science and mathematics is essential to the development of a liberally educated person. The student with a special interest in biology, chemistry and mathematics will find in them a foundation for a wide variety of professional careers. These career opportunities are expanding rapidly in today's increasingly technological society.

All students take some science and mathematics. The department offers a bachelor's degree in biology. Requirements for this program are listed in the Courses of Instruction section of this catalog. The department also provides the basic science courses for many programs, including nursing, occupational therapy, and physical therapy.

Students within the department must maintain a minimum 2.00 grade point average in courses taken at D'Youville in their subject area.

### Department of Distance Learning and Instructional Support Services

The department of distance learning and instructional support services coordinates distance learning services, instructional media services and academic computer services. It maintains the distance-learning course management software, Blackboard, which is used to build "virtual classrooms," and supports all D'Youville distance-learning courses and programs. The department manages the academic computer labs and classrooms, maintains hardware and software in the labs and supplies instructional media equipment to other classrooms. It provides technology in-service and user training to faculty and students that use campus computing facilities and distance learning services. In addition, the department analyzes student and faculty technology needs on an ongoing basis and promotes the use of technology in academic areas.

## SCHOOL OF HEALTH AND HUMAN SERVICES

### Mission Statement

The School of Health and Human Services educates a diverse student body at the baccalaureate and master levels and provides continuing education. As a community of scholars and health and health/human services practitioners, the school emphasizes excellence in teaching/learning, encourages scholarship/research and collaboration with others in health and human services. It provides leadership and service to the college community and the community at large by promoting physical, social and psychological wellness, promoting prevention of disease and social disorders, and increasing access to health and human services.

The performance of abortion procedures is not consistent with the tradition, mission or values of the college. Therefore, D'Youville College does not enter into clinical contracts or agreements, nor place students on clinical rotations at sites with individual practitioners for OB/GYN placements, in which students are expected to observe or participate in abortion procedures or to provide any information about abortion services beyond referral to another medical professional. Students reserve the right not to participate in procedures that conflict with personal values.

### Vision Statement

The School of Health and Human Services influences the changing health care and human services delivery system in partnership with the communities it serves through scholarly activity, service and an educational continuum that seeks to educate and influence future practitioners, policy makers and the public at large.

### Dietetics Department

The dietetics program is a five-year combined BS/MS degree program for full-time or part-time students. Upon graduation, students are awarded a dual bachelor of science and master of science degree. The program offers the experiences and training required to be eligible to take the national exam to become a registered dietitian. Program components include summer sessions and fieldwork experience. The coordinated program begins in June (between the third and fourth years).

### Health Services Administration Department

The health services administration department offers a bachelor of science degree in health services, a master of science degree in health services administration, and three advanced certificates in health services administration: long-term care, and research associate. The graduate programs are described in the graduate catalog.

The health services program is designed to provide a strong liberal arts and science background for undergraduate students who wish to enter the health services job market directly after graduation. It is also designed to prepare students to continue graduate studies in physical therapy, health services administration or other health-related fields.

### Holistic Health Studies Department

The holistic health studies department has been created in the school of health and human services to serve as the academic home and structure within which new programs in complementary and alternative medicine may be studied and if opened, housed. Programs currently under review in this department include a doctor of chiropractic, master's in acupuncture and master's in integrative healing.

### Nursing Department

The undergraduate and graduate programs are fully accredited by the National League for Nursing. The basic professional program leads to the bachelor of science in nursing (BSN) degree in four academic years and prepare the student to sit for State Board NCLEX-RN Examinations. The program has a strong liberal arts foundation preparatory to and correlated with professional courses. Students take required clinical courses, which include 1,320 hours of clinical preparation, beginning in the sophomore year.

A special curriculum (RN/BSN Completion Program) is available for RN students with an associate degree in nursing. The curriculum is designed to capitalize on the knowledge and experience gained from previous college course work. Other RNs will receive individualized academic advisement to create a program designed to meet their particular needs.

The combined BSN/MS Program for registered nurses with an associate degree enables the RN to complete both the BS and MS in a combined course of study. Students must meet existing admissions criteria for both programs and have one year of work experience.

Graduate nursing programs are offered leading to a master of science in nursing (choice of clinical focus), family nurse practitioner, or community health nursing. The community health nursing program includes concurrent preparation in either teaching, management or addictions nursing. The master of science program (choice of clinical focus) is 30-36 credit hours, family nurse practitioner is 39 credit hours and the community health nursing program is 36-54 credit hours. A thesis or project option is available in each of the programs.

All programs include a focus on community-based practice, interdisciplinary health care studies, and collaboration and partnerships with clients, health care professionals and agencies.

Graduates are prepared for careers in a multitude of health care settings including primary care, community and home health nursing, hospital nursing, long-term care nursing, and new independent roles in managed care settings. Employment opportunities vary by specific programs.

Information about requirements for the BSN and BSN/MS nursing programs is found in the course of instruction and programs of study sections of this catalog. The MS programs and graduate course offerings are found in the graduate catalog.

### Occupational Therapy Department

The occupational therapy program is a five-year combined BS/MS program. The curriculum begins with a strong liberal arts core. The core curriculum provides students with a general knowledge base and the opportunity to develop analytical abilities that are the foundation for excellence in the professional competencies. Students will also complete six months of full-time fieldwork experience provided at a variety of settings across the country. In addition to a strong academic and clinical preparation, students are expected to complete a master's thesis or project based on a strong research component. The curriculum's academic, clinical and research threads provide a thorough preparation for graduates to be successful in a variety of health care settings.

### Physical Therapy Department

D'Youville College's physical therapy department offers two curriculum tracks for freshman admission into the physical therapy major. One curriculum track offers a five-year combined BS/MS degree curriculum and the other curriculum track provides an opportunity for guaranteed early admission to a post-baccalaureate MPT curriculum.

The combined BS/MS curriculum is a five-year entry-level master's degree program with admission in the freshman year. Students who successfully complete all requirements specified by the five-year course of studies, including successful defense of the thesis or project, will be awarded a dual BS and MS degree in physical therapy at the time of graduation. The program has been approved and registered by the New York State Education Department and was awarded initial accreditation on April 23, 1991, by the Commission on Accreditation of Physical Therapy Education and subsequent re-accreditation in 1996. Admission to the combined BS/MS degree program will conclude in spring of 2002.

Under a unique admission's policy, qualified D'Youville College undergraduate students are able to gain early admission's guarantee to the master in physical therapy curriculum. Students interested in a career in physical therapy should request consideration for a guarantee of early admission to the MS in PT or MPT Program at the time of application to the college. Undergraduate majors that most readily accommodate courses of study leading to a bachelor's degree as well as completion of all pre-requisite MPT course work include biology, health services and sociology (see appropriate section of undergraduate catalog). This program has been approved and registered with the New York State Education Department and with the Commission on Accreditation of Physical Therapy Education. For a further description of the M.P.T. curriculum and policies on guarantee of early admission, refer to the D'Youville College 2001-2002 graduate catalog.

Physical therapy graduates are prepared to practice in a variety of settings and are competent entry-level generalist practitioners. Professional courses are supported by the liberal arts courses in the core curriculum, which provides a foundation for the development of general knowledge and analytical abilities as well as professional skills.

### Physician Assistant Department

The physician assistant program is a four-year baccalaureate of science degree program with admission at the freshman year. Graduates are eligible for the National Certifying Examination for Primary Care Physician Assistants developed and administered by the National Board of Medical Examiners.

The physician assistant program has been approved and registered by the New York State Department of Education and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Students in the program are educated to deliver high-quality medical care as a physician assistant in primary care settings with an emphasis on service to medically underserved communities in our country.

### Learning Center

The Learning Center includes three components, the office of disability services, the federally-funded Title IV Student Support Services (SSS), and the Higher Education Opportunity Program (HEOP), cosponsored by the State Education Department and D'Youville College.

The Learning Center staff administers the Skills Assessment Inventory (SAI)-reading, writing and math tests to entering students, including transfers, in order to determine their readiness for required courses. It also provides non-credit courses in reading and study skills, writing and math. In addition, supplemental instruction (SI) is available in several courses. Professional tutorial assistance is provided in reading, writing, math and selected courses. An intensive, five-week pre-college skills program, EX-CEL, is offered in the summer to enable current and incoming students to improve their skills.

Professional and peer tutors are also available to assist students in basic skills and in various high-risk courses, depending on the availability of tutors.

In addition to the instructional programs, academic counseling is available to students in the areas of personal development, general academic know-how and D'Youville College policies and procedures.

Students with disabilities or physical handicaps are encouraged to voluntarily contact the coordinator of disability services BEFORE the beginning of the semester to discuss and plan support services and accommodations. Students are advised to submit appropriate documentation as early as possible and to follow all procedures outlined by the office of disability services.

The Learning Center is open 8:30 a.m. – 6 p.m., Monday through Thursday, and 8:30 a.m. – 4:30 p.m. on Friday. Appointments are recommended (881-7690).

# COURSES OF INSTRUCTION

## ACCOUNTING

The bachelor of science degree in accounting prepares the student to work in the fields of public accounting, private corporate accounting, financial accounting, or governmental or institutional accounting.

Students wishing to major in accounting must have at least three years of high school mathematics.

The program qualifies the student to sit for the Certified Public Accountancy Examination in New York and other states.

Students who specialize in accounting must take MGT 304; LAW 303 and 304; ACC 211, 212, 311, 312, 321, 322, 401, 404, 417, 421 and 444 and two electives from ACC 389-90, 403, 407, 410; CSC 110 or 151; ECO 201, 202, 207, 328, MGT 411. All accounting majors take ACC 444 (internship) for a minimum of 3-credit hours. A waiver of this requirement will be given only in exceptional circumstances as determined by the department chair. If a waiver is granted, the student must take another minimum 3-credit course stipulated by the department chairman in consultation with the student's advisor.

A student must earn at least a C in each course required for the major. A minimum of 15 credits in accounting courses and at least half (30) of the credits in the major must be earned at D'Youville. A student may repeat no more than three major courses in the total program.

Unless otherwise indicated, odd numbered courses are offered in the fall semester and even numbered courses are offered in the spring semester.

### Accounting Articulation Agreements

D'Youville has formed articulation agreements allowing transfer students from the following institutions and programs to enter the accounting program at the second or third year level:

Seneca College, Ontario, Canada

Accounting and Finance

Erie Community College, New York

Business Administration

Business Transfer

Bryant & Stratton, New York

Accounting

Trocaire College, New York

Accounting

Transfer Concentration

Agreement details and other information for transfer students are available in the department of business.

### 211 Principles of Accounting I (3)

This is a foundation course dealing with accounting principles and procedures with emphasis on the entire accounting cycle, special journals, control accounts and subsidiary ledgers.

### 212 Principles of Accounting II (3)

This course explores theory and applies accounting principles mastered in ACC 211 and accounting for general partnerships and corporations. Prerequisite: ACC 211.

### 311 Intermediate Accounting (3)

This is a detailed study of financial statement items and special corporation problems. Problems emphasize analytical approaches to typical accounting situations and approved methods for full disclosure of financial information. Prerequisite: ACC 212.

### 312 Intermediate Accounting II (3)

This course explores applications of the current standards of theory and policy to areas of earnings per share, income taxes, liabilities, investments, statement analysis and comparisons. Prerequisite: ACC 311.

### 321 Tax Accounting (3)

This course studies the various individual income tax laws with special emphasis on current regulations. Students practice in the preparation of tax returns. Prerequisite: ACC 212.

### 322 Cost Accounting (3)

This course explores major cost systems in depth, including job, process and operations costing systems, standard cost systems and flexible budgets, and the income effects of alternative product costing methods. Special topics also covered include cost allocation techniques; spoilage, waste and scrap treatment; and the role of cost accounting in professional CPA and CMA exams. Prerequisite: ACC 212. Offered in the fall semester.

### 389-90 Special Topics in Accounting (3)

This is a seminar in a topic related to the field of accounting. A subtitle indicates the specific content of the course. Prerequisite: ACC 311 or permission of the instructor. Offered as needed.

### 401 Auditing (3)

This introduction to the theory, practice and ethics of independent auditors includes discussion and application of the statements on auditing standards of the American Institute of Certified Public Accountants. Prerequisite: ACC 312. Offered in the spring.

### 402 Managerial Accounting (3)

The course is designed to acquaint the student, who is not an accounting major with the kinds of accounting information managers need, the source and availability of this information, and the interpretation and utilization of this information in carrying out the managerial functions in an organization. Prerequisite: Senior level or permission of the instructor. Not open to accounting majors.

### 403 Accounting Theory and Application (3)

Students study via the case method of specialized areas of accounting. Accounting theory and tax questions are an integral part of this course. Although the course is not designed specifically as review for the CPA exam, instructors utilize selected problems and cases from previous exams for study, thereby benefiting students who wish to sit for the exam. Prerequisites: ACC 321, 322, LAW 303, 304. Offered as needed.

### 404 Advanced Accounting (3)

This course is an advanced approach to accounting principles in the areas of partnership, liquidations, government accounting, non-profit accounting and consolidations. Prerequisite: ACC 312. Offered as needed.

### 407 Fund Accounting (3)

This is an elective course designed to introduce accounting students to governmental and not-for-profit accounting. It includes discussion and application of principles of local government accounting, typical entries in a fund accounting system and financial statements for a fund accounting system. It also deals with accounting principles for colleges, universities and hospitals. Prerequisite: ACC 312. Offered every other year.

### 410 Taxation of Corporations and Partnerships (3)

This course is an in-depth approach to a variety of tax issues associated with the corporation, regular and subchapter S, and the partnership. Prerequisite: ACC 321. Offered every other year.

## BIOLOGY

Students majoring in biology must have successfully completed at least one year of high school chemistry and MAT 101 or a placement test score indicating mastery of the MAT 101 material before they qualify for acceptance to the major.

**B.S. Program:** This program has been designed to satisfy the admission requirements of medical, dental, and veterinary schools and provides a sound preparation for most graduate programs in biology. A total of 38 hours in biology, including BIO 101-102 or its equivalent, 302, 303 and 312 are required. BIO 302 should be taken in the second year. The additional 18-credit hours must be selected from BIO 107, 108, 208, 218, 229, 240, 242, 304, 310, 317, 320, 342, 389-390, 403, 407-410 and 479-480. CHE 101-102, 219-220, MAT 125-126 and PHY 101-102 are also required.

In addition to the above science courses, many medical schools stress the need for broadly and humanely educated applicants. After consulting their advisor, students should select courses in philosophy, ethics, history, and literature that will contribute to their liberal education. A pre-medical advisory committee, which is chaired by Dr. Richard E. Dowds, professor of biology, gives students current information about medical schools. A faculty advisor will advise students interested in graduate school possibilities.

**B.A. Program:** This program has fewer required courses in mathematics, chemistry and physics and a smaller requirement of biology electives than the B.S. program. It is intended for those who do not wish to pursue an advanced degree in biology or medicine or those who wish to combine biology with another concentration (e.g., nursing), preparation for MPT, or with a structured minor. A total of 34 credit hours in biology including BIO 101-102 or its equivalent, 302, 303 and 312 are required. The additional 14 credit hours must be selected from BIO 107, 108, 208, 218, 229, 240, 242, 304, 310, 317, 320, 342, 389-390, 403, 407-410 and 479-480. CHE 101-102, 219 and one semester of mathematics chosen from MAT 117, 120, 123 or 125, are also required.

Students within the department must maintain a minimum 2.0 G.P.A. in courses taken at D'Youville in coursework required for their major. Students who fail to earn this G.P.A. will be placed on probation in the major. Probation may continue for a maximum of three consecutive semesters or a total of four nonconsecutive semesters. Students who exceed these

limits will be dismissed from the major. If a student is dismissed from the B.S. program on account of poor performance in courses not required for the B.A. program, they may have their record re-evaluated as a major in the B.A. program, and may be declared in good standing if their performance in the B.A. requirements justifies this.

Students may appeal these decisions on academic status by submitting in writing, to the department chairperson, reasons why exceptional consideration may be justified.

Unless otherwise indicated, odd numbered courses are offered in the fall semester, and even numbered courses are offered in the spring semester.

**Dietetics/PreMed:** The dietetics program offers motivated students to register for courses to fulfill the prerequisites for application to most medical schools. The science emphasis includes both semesters of organic chemistry, two semesters of physics, and Calculus I. Students will be able to complete these courses within their first two years in the dietetics program, which will give them the requirements needed to apply to the early assurance program at the University at Buffalo Medical School in the spring semester of their sophomore year.

### 101 Introductory Biology (4)

The lecture topics included are origins of life, prebiotic chemistry, surveys of the major plant, invertebrate and vertebrate phyla. The course also includes evolutionary principles governing taxonomic criteria and the physiology of movement of food and water in plants. A lab accompanies the above lecture. Intended for majors. This course is not appropriate for non-majors.

### 102 Introductory Biology (4)

The lecture topics include a survey of the cell, its chemical constituents and its organelles, energy metabolism and photosynthesis. Introductory genetics and development are covered. A lab accompanies the above lecture. Intended for majors. This course is not appropriate for non-majors.

### 105 Human Biology (4)

Current topics of interest concerns the function of the healthy and diseased human body are covered. Examples include diet and nutrition, reproduction, infectious disease and the immune system, and the effect of drugs on the nervous system. This course is comprised of three hours of lectures and three hours of laboratory a week and it is not eligible for elective credit in the major. Offered both semesters.

### 107 Human Anatomy and Physiology (3)

This is a study of the structural and functional relationships of the human organism, emphasizing cells and tissues, the integument, skeletal system, muscular system, nervous system and sense organs. This course is comprised of three lectures and two hours of laboratory a week. Prerequisite: high school chemistry. Offered both semesters, this course is intended for health science majors.

### 107L Laboratory (1)

To accompany BIO 107.

### 108 Human Anatomy and Physiology (3)

This continuation of 107, emphasizes the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development. This course is comprised of three lectures and three hours of laboratory a week. Offered both semesters, this course is intended for health science majors.

### 108L Laboratory (1)

To accompany BIO 108.

### 121 Introduction to Wines (3)

This course is designed for anyone wishing to learn about wines. Topics include biology of grapes, yeasts, sensory perception, chemistry of fermentation and metabolism of wine, surveys of different types of wines and the history of winemaking with emphasis on regional and cultural influences. The course will be team taught to exploit a diversity of faculty expertise and guest speakers will be featured. The course is comprised of three lecture hours per week and one or more field trips to local wineries in Ontario and New York. Prerequisites: High school chemistry. Students must be of legal drinking age in Canada. Not eligible for elective credit in the major. Offered in the fall semester.

### 208 Microbiology (4)

This is an introduction to the classification, morphology and physiology of microorganisms, particularly of bacteria and viruses with laboratory emphasis on sterile technique, cultural characteristics and physiology of bacteria. The course is comprised of three lectures and three hours of laboratory per week. Prerequisite: BIO 101-102 or BIO 107-108 and one year of chemistry. Offered in the fall and spring semesters as needed.

**210 Modern Topics in Biology (3)**

This is an introduction to biological topics of general interest and practical value. Topics are drawn from areas such as basic biological principles, functioning of the human body, health problems and environmental issues. Students have a role in choosing topics and are actively involved in class presentations and discussions. This course is comprised of three lectures per week and is not eligible for elective credit in the major.

**215 Environmental Science (3)**

This is an introduction to the principles of environmental science and considers how those principles can be applied to the understanding and solution of current environmental problems. The course is comprised of three lectures per week and is not eligible for elective credit in the major. Only offered in the day session of the fall semester.

**215L Environmental Science Laboratory (1)**

This is field and laboratory work designed to provide practical experience while investigating the basis for environmental principles. Students are directly exposed to the monitoring of environmental problems. The course is three laboratory hours per week and is not eligible for elective credit in the major. Optional. Corequisite: BIO215. Only offered in the day session of the fall semester.

**218 Invertebrate Zoology (4)**

This is a survey of the major invertebrate groups with emphasis on their diverse patterns of form and function. Coverage of each group includes its distinguishing characteristics and patterns of adaptations for coping with the needs of life by following examples of selected species. Basic biological principles and special impacts on humans are discussed when appropriate. In the laboratory, live and preserved specimens from marine, freshwater and terrestrial habitats are used to explore aspects of anatomy, physiology and behavior. The course is comprised of three lectures and three hours of laboratory a week. Prerequisites: BIO 101-102 or permission of instructor. Offered in the fall semester.

**223 Evolution and Human Heredity (3)**

This is a study of the principles of evolution with an emphasis on biological patterns of adaptations. The history of natural selection is traced through the lives of Darwin and Wallace and the geological influence of Charles Lyell is emphasized. The impact of Darwin in Victorian society, as well as modern impacts in American society are explored. The chromosomal basis of evolution is presented and the genetic syndromes of several diseases are presented. The overall emphasis is on preparing educated citizens to understand what biologists mean by evolution with a hope of enabling them to make better judgments on evolution themselves. The course is comprised of three lectures a week and is not eligible for elective credit in the major.

**229 Ecology (4)**

This is a broad introduction to the basic concepts of ecology as they pertain to population, evolutionary processes, communities and ecosystems. Several current environmental problems are explored in the light of these concepts. Laboratory includes a mix of lab and field exercises designed to put lecture topics into practice. The course is comprised of three lectures and three laboratory hours a week. Prerequisite: BIO 101-102 or permission of instructor. Offered in the fall semester. This course is intended for biology majors.

**240 Human Gross Anatomy for Physicians' Assistants (4)**

This is a human gross anatomy course involving lectures and laboratory with original cadaver dissection, and the study of some completed dissections. This course is similar to Biology 339, but includes increased emphasis on anatomy of abdominal and pelvic visceral organs and neuroanatomy. The course is intended for students in health professions other than occupational and physical therapy. Prerequisites: BIO 107-108 (Human Anatomy and Physiology) or equivalent or permission of instructor. Offered in the spring semester.

**242 Evolution (3)**

Evolution is the single most unifying theory in the biological sciences. This course traces the beginnings of Darwinian-Wallace evolution by natural selection and places this theory in historical perspective. Current evidences of evolution are given and explained and evolution at the gene level is discussed. The emphasis of the course is on biological and biochemical adaptations to changing environments. Some limited treatment of population genetics is included. Prerequisites: BIO 101-102. Offered as needed.

**302 Genetics (4)**

This is an examination of the principles of classic and molecular genetics. Topics discussed include Mendel's contribution, linkage, gene mapping, structure and function of DNA and RNA; bacterial and viral genetics, gene function, mutation, regulation of gene activity, recombinant DNA technology and quantitative and population genetics. Laboratory experiments with *Drosophila*, bacteria and fungi demonstrate principles discussed in the lecture. The course is comprised of three lectures and three hours of laboratory a week. Prerequisite: BIO 101-102 and 2.2 G.P.A. or permission of instructor. Offered in the spring semester.

**303 Biochemistry (3)**

This one semester course emphasizes structure/function relations among the components responsible for the biochemical function of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. Prerequisite: BIO 101-102 and CHE 219. Offered both semesters.

**303L Biochemistry Laboratory (1)**

Offered both semesters.

**304 Microscopic Anatomy (4)**

This course examines the organ systems of the body microscopically. The development, histology, histophysiology and histopathology of the tissues and organs of the body will be presented in lecture. The lab incorporates microscopic examination of the organ systems and training in processing of tissue for imaging and instruction in the use of imaging equipment. The course is comprised of two lectures and four hours of laboratory a week. Prerequisite: BIO 101 and 102, or BIO 107 and 108. Offered in the spring semester.

**307 Pathophysiology (3)**

This is a study of disease processes as disturbances of the body's homeostasis. The body's defense mechanisms and their breakdown are emphasized. Various clinical assessment methods are discussed. The course is comprised of three lectures a week. Prerequisite: BIO 107-108 and CHE 111-112. The course is offered both semesters and is not eligible for elective credit in the major.

**310 Immunology (3)**

This is a study of the biology of the immune response, immunologic techniques and their applications. Prerequisite: BIO 101-102 or BIO 208. Offered as needed.

**312 Molecular Cell Biology (4)**

This is a detailed analysis of cellular organelles in relation to active transport, endocytosis, cell-to-cell communications, cell death and protein synthesis. Chromosome organization, gene structure, RNA synthesis and regulation of gene expression are also considered. Discussions will emphasize techniques and key experiments that have helped in the development and formulation of contemporary concepts. This course is comprised of three hours of lectures and one discussion hour a week. Prerequisite: BIO 102 or 108 and BIO 303. Offered as needed.

**317 Comparative Anatomy (4)**

This is a study of vertebrates and their chordate origins, including an overview emphasizing their historical relationships. The major systems, such as integument, muscular, nervous, endocrine, circulatory, and skeletal, are presented with examples from the major vertebrate groups. The course is comprised of three lectures and three hours of laboratory a week. Prerequisite: BIO 101-102.

**320 Developmental Biology (4)**

This is a study of the principles of development and their application to animal and plant embryos, regeneration, metamorphosis, cancer and related processes. The laboratory includes observation and experimentation with living animal and plant material, plant tissue culture, and examination of prepared slides. The course is comprised of three lectures and three hours of laboratory a week. Prerequisite: BIO 101-102 or permission of instructor. BIO 302 recommended. Offered in the spring semester.

**339 Human Gross Anatomy (6)**

This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis will be placed upon the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply and their functions in movements. Additional dissections will involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity. The course is comprised of two lecture hours and eight lab hours a week. Prerequisites: BIO 107/108 or equivalent and permission of instructor.

**342 Endocrinology (3)**

This is a study of the function of the endocrine system in regulating and maintaining biological processes. The course is comprised of three lectures a week. Prerequisite: BIO 101-102 or BIO 108. Offered in alternate years.

**389-90 Special Topics in Biology (3)**

This course presents an opportunity to study a selected topic in the biological sciences. Topics can originate with faculty or students. Offered as needed.

**403 Comparative Animal Physiology (3)**

This is a study of function in animals including neural and sensory, endocrine, circulatory, and physiological strategies for gas exchange and water balance. The course is comprised of three lectures a week. Prerequisite: BIO 101-102, CHE 101-102, or equivalent, or permission of instructor. Offered as needed.

**407-408 Research at D'Youville (2-3 per semester)**

Library or laboratory research problems are carried out under the direction of staff members on campus. Prerequisite: junior or senior status in biology or permission of instructor.

**409-410 Research at Roswell Park C.I (2-3)**

Laboratory research is carried out at Roswell Park Cancer Institute under the direction of its staff. Requires permission of the department chairperson and approval by R.P.C.I. Prerequisite: senior standing in biology and a 3.0 G.P.A. in mathematics and science courses.

**479-480 Independent Study (1, 2, 3)**

Qualified students may investigate selected topics with permission of the instructor.

## CAREER DISCOVERY PROGRAM

Qualified students who have chosen to delay their selection of a major and those who have not met the entrance requirements for their choice of major are admitted into the Career Discovery Program.

One course, CDP 101, is required of all students in the Career Discovery Program and a second course, CDP 102, is required for those students who do not transfer into a degree program after the completion of CDP 101. Career internships and work experience are available for students as a part of the second semester course work.

In the first year of the program, faculty advisors work with students individually and in small groups. At this time, the student is expected to be both maturationally and academically qualified to select a major. For more information, contact the program director at (716) 881-8158.

All students dismissed from a major at the completion of a semester, who have exhausted their appeal processes and have not been immediately accepted into another major, will automatically be assigned by the registrar to the Career Discovery Program. These students will be required to take CDP 201, Career-Life Planning, in the semester immediately following the semester in which they are dropped from their original major. Students will be required to choose a new major upon completion of CDP 201 and before the beginning of the next semester if their cumulative academic work exceeds 45 credit hours.

**(CDP) 101 Perspectives on Professions I (2)**

This course is based on the premise that choosing an appropriate major depends on self-knowledge and a knowledge of the changing world of work. It seeks to provide the student with the necessary flexibility, tools and skills to survive in a changing work environment. The course's philosophy is that student-centered courses, that provide experience in self evaluation and discovery of career options, are integral components of the process of choosing a major. Experience and opportunities for interviewing, researching career options and academic planning are provided as part of the program in order to develop the skills necessary for selection of an appropriate career pathway. Participants meet in small groups (10-15), individually with their advisors and in large groups to hear professionals from selected career fields.

**(CDP)102 Perspectives on Professions II (1)**

The focus is on individual work and academic planning with the advisor in this tutorial. There are three one-day work place visits or an equivalent amount of career work determined by the student's areas of career interest and based on work during the first semester course work. Contacts for these job shadowing assignments are arranged by the director of the Career Discovery Program. Prerequisite: CDP 101.

**(CDP)201 Career Life Planning (1)**

A course designed for students who are dismissed from an academic major. The course will provide them with the tools and research skills in self evaluation as well as the career options that are necessary components of selecting an appropriate academic major. This six week course is given during the spring semester and will support the student in the discovery of personal work values, personality traits, working and thinking styles and research methods necessary for the discovery of career options. At the completion of this course, the student is expected to choose and be accepted into a new academic major.

## CHEMISTRY

No concentration is offered in chemistry.

Courses support the programs in biology, dietetics and nursing and are open to all students.

Courses numbered 300 and above may be offered in conjunction with other institutions of higher education in the area. Except as noted, odd numbered courses are offered in the fall semester and even numbered courses in the spring semester.

Students who are interested in the physician assistant program are encouraged to take Chemistry 101, 101L, 102 and 102L.

**101 General Chemistry (3)**

This introduction to fundamental chemical principles includes topics such as atomic structure, bonding and properties of gases, liquids, solids and solutions. The course consists of three lectures and three hours of laboratory a week. Prerequisite: one year high school chemistry and three year high school mathematics or MAT 117 or 122. Corequisite: CHE 101L. Offered fall.

**101L Laboratory (1)**

Three hours of laboratory. Corequisite: CHE 101.

**102 General Chemistry (3)**

This course is a continuation of Chemistry 101. Topics include chemical equilibria, kinetics and oxidation-reduction systems. Prerequisite: CHE 101 and CHE 101L. Corequisite: CHE 102L.

**102L Laboratory (1)**

Three hours of laboratory. Corequisite: CHE 102.

**111 Chemistry for the Health Sciences I (3)**

This is a survey of general and organic chemistry that emphasizes fundamental principles and the properties and characteristics of important groups of chemicals. This course consists of three lectures per week. Prerequisite: one year of high school chemistry, college prep chemistry or permission of instructor. Offered both semesters.

**112 Chemistry for the Health Sciences II (2)**

This survey of metabolism in the cell includes the instruction of compounds and other components involved in metabolism and regulation of metabolism. The course consists of two lectures per week. Prerequisite: CHE 111 or permission of instructor. Offered both semesters.

**113L Chemistry for the Health Sciences Laboratory (1)**

Laboratory exercises illustrating principles, techniques and practices of general chemistry, organic chemistry and biochemistry. The lab consists of three hours of laboratory a week. Prerequisite: CHE 111. Prerequisite or corequisite: CHE 112. Offered both semesters.

**211 Quantitative Analysis (3)**

This course explores the theory and practice of volumetric, gravimetric and instrumental methods of analysis. Prerequisite: CHE 101-102 and one semester of college mathematics except MAT 101. Corequisite: CHE 211L.

**211L Laboratory (2)**

Six hours of laboratory. Corequisite: CHE 211.

**214 Organic Chemistry (3)**

This is a survey of aromatic and aliphatic hydrocarbons and their functional derivatives. Prerequisite: CHE 101-102 or permission of instructor. Corequisite: CHE 219L.

**219L Laboratory (1)**

This lab explores the preparation and purification of organic substances. It consists of three hours of lab a week. Corequisite: CHE 219.

**220 Organic Chemistry II (3)**

This course is a continuation of 219. Prerequisite: CHE 219. Corequisite: CHE 220L.

**220L Laboratory (1)**

This lab applies modern synthetic techniques to the preparation of a variety of organic compounds. It consists of three hours of lab a week. Corequisite: CHE 220.

**303 Biochemistry (3)**

This one semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. Prerequisite: BIO 101-102 and CHE 219. Offered both semesters.

**303L Biochemistry Laboratory (1)**

Offered both semesters.

**389-390 Special Topics in Chemistry (3)**

This course presents an opportunity to study a selected topic in chemistry. Topics can originate with faculty or students. Offered as needed.

**407-408 Research at D'Youville (2-3 per semester)**

Library or laboratory research problems are carried out under the direction of staff members on campus. Prerequisite: junior or senior standing in biology.

**411 Research at Rich Products (2-3)**

Laboratory research is carried out at Rich Products under the direction of its staff. Requires permission of department chairperson. Prerequisite: junior or senior standing in biology and 3.0 Q.P.A. in major courses.

**450 Research (2 or more credits)**

Research is conducted in an area selected in consultation with the staff members. Prerequisite: senior standing. May be taken in either or both semesters. Offered as needed.

**479-480 Independent Study (1, 2, 3)**

Qualified students may investigate selected topics with permission of the instructor.

## COLLEGE SKILLS

Non-credit skill courses are designed to enable students to acquire the academic skills required for success in freshman-level courses. Registration in college skill courses is based on the recommendation of the Student Support Services coordinator, SAI test results and eligibility. Based on The Faculty Council decision, LSK 074 is mandatory for those recommended. For more information contact the Student Support Service coordinator.

**050 Critical Thinking (NC)**

This course is designed to develop and enhance skills crucial to learning in a college environment. Skills covered include: reasoning and problem solving; analyzing perceptions; using language effectively; critically examining viewpoints and beliefs and forming concepts. 3 hours. Pre/post-test evaluation. Offered fall.

**065 Writing Skills (NC)**

Students evaluate their use of language and roles as learners in order to discover the pleasures of writing, perform extensive revising, evaluate their peers' work and word-processing on the computer. The instructor guides the student writers through the writing process, stressing a variety of strategies to discover, develop, and refine writing topics. 3 hours. Pre/post-test evaluation. Offered fall and spring.

**066 Writing Skills II (NC)**

Students write numerous drafts of five essays and perform extensive self-evaluation. Students complete sentence-combining exercises, sentence pattern exercises and other tasks which promote syntactical development. The computer is used for word-processing. 3 hours. Pre/post-test evaluation. Offered fall and spring.

**067 Professional Tutorial Assistance in Writing (NC)**

Professional tutors provide writing support designed to meet the students' writing needs in their actual course work, via weekly writing conferences. Specific skills instruction (for example, developing a thesis, mechanics, research techniques, revising) is integrated into tutorial sessions, as needed. Pre/post-test evaluation. Offered fall and spring.

**074 Reading and Study Skills (NC)**

This course is designed to assist students in their development of college level reading and study skill strategies. Emphasis will be placed on relating skills directly to the type and volume of reading required for college courses. 3 hours. Pre/post-test evaluation. Offered fall and spring.

**077 Professional Tutorial Assistance-Reading in the Content Area (NC)**

Reading instructors provide support designed according to a student's need (e.g., reinforcing concepts, reading strategies, reviewing, study and test-taking skills, and vocabulary development). Pre/post-test evaluation. Offered fall and spring.

**085 College Math Skills (NC)**

The content of this course is designed to assist the student in basic arithmetic computation. Skills covered include basic mathematical functions, whole numbers, decimals, fractions and percents. 3 hours. Pre/post-test evaluation. Offered fall and spring.

**086 College Math Skills II (NC)**

This course is designed to assist students with a strong arithmetic background, but with limited or no exposure to algebra. Skills covered include natural and rational numbers, integers, polynomials, algebraic fractions, exponents and radicals, natural and rational numbers, integers, equations and polynomials. 3 hours. Pre/post-test evaluation. Offered fall and spring.

**087 Professional Tutorial Assistance in Math (NC)**

This weekly meeting with the instructor is scheduled to reinforce mathematical concepts. In addition to content tutoring, much work is done to build up a strong math foundation. Specific study skills developed are the following: reading math textbooks, using reading aids in a math textbook, developing a reading study plan to use with math textbooks, accumulating notes from textbook and class presentations, preparing for a test in mathematics and taking a mathematics test. Pre/post-test evaluation. Offered fall and spring.

## DIETETICS

The dietetics program is a five-year, entry-level master's degree program with admission at the freshman year. Transfer students will be accepted on a space available basis. The program allows students to transfer into the first four years.

Students who complete all requirements specified by the five-year course of studies will be awarded both a BS and an MS degree in dietetics at the time of graduation.

The program has been approved and registered by the New York State Education Department. Its ongoing development is guided by the standards of the American Dietetic Association.

The D'Youville College dietetics program is currently granted accreditation by the Commission on Accreditation/Approval for Dietetics Education of The American Dietetics Association. Students admitted into the coordinated program (senior and graduate years) are considered graduates of an accredited program after their successful completion of the program.

D'Youville College guarantees placement in the coordinated program if the student maintains the college's academic standards. The coordinated program combines the classroom instruction and professional practice experiences required to become a registered dietitian.

The program consists of a liberal arts core, professional course work, a broad range of professional practical experiences and the opportunity to plan, conduct and evaluate research. It combines classroom learning, research, and clinical practice through the use of a range of health care facilities in the Buffalo area. Students are offered didactic and practical experiences in clinical dietetics, food systems, management, community nutrition and research.

### Mission Statement

Recognizing the importance of good nutrition in maintaining health and preventing disease, the dietetics department strives to serve the community by producing dietitians with the knowledge, skills and experience to meet the challenges of the diverse and changing field of dietetics. Our intent is to prepare students to fulfill prominent and varied professional roles and become leaders in their fields.

The department supports the principles of academic excellence, service to others and lifelong learning by fostering the student's professional and personal growth within a broad range of educational and practical experiences.

### Admissions Requirements

Admission requirements reflect the structure of the program as a five-year master's of science and bachelor's of science degree. In order to be considered for admission into the pre-professional phase, students must meet the following criteria:

1. Combined SAT scores of at least 900 or composite ACT score of 20;
2. High school average of at least 85 percent or 2.85 on a four point scale;
3. Standing in the upper half of the graduating class.

Transfer students are encouraged to apply, and are accepted on a competitive, space-available basis. Most graduates in diet technology or food service can transfer the equivalent of two years credit. Requests for transfer at the BS or BA level are welcome. A minimum 2.5 G.P.A. is required to be accepted into years one, two or three. Transfer students entering year four (supervised practice portion) must have a minimum 2.75 G.P.A.

All students must demonstrate successful completion of the following high school courses: two years of math, one year of biology and one year of chemistry. The students will be selected from the pool of applicants on the basis of the above criteria. Decisions will usually be made by March for fall semester.

Late applications will be processed on a space-available basis.

### Academic Regulations

Dietetics academic policies are in addition to college policies and are as follows:

1. To be in good standing in the dietetics program in the first two years, students must maintain a cumulative G.P.A. of 2.5. Students who do not have the minimum average will not be allowed to progress to third year courses.
2. In the third and fourth years (junior and senior status) students must maintain a cumulative grade point average of 2.75. In addition, students must have a 3.0 average in dietetics courses.
3. Students must maintain a 3.0 average in 500- and 600-level courses. No more than two 500- and 600-level courses with grades less than a B are applicable to the degree. A grade of C- or lower is not applicable to any graduate degree.

4. A minimum of a C grade is required in all dietetics courses with the exception of clinical courses (DTC 420SP, DTC 511SP, DTC 512SP, DTC 631, and DTC 632). Students will be allowed to repeat a given course once, upon recommendation of the dietetics faculty. Students will be allowed to repeat only one clinical course.
5. A minimum of a C grade is also required in all prerequisite courses.
6. A student placed on probation must receive a minimum of a B in courses at the 500 or 600 level. In addition, the student must meet all academic standards within two semesters. Students not fulfilling these requirements may be dismissed from the program.
7. Failure to meet these academic standards will result in probationary status or dismissal.

### 205 Food Science (3)

This fundamental course explores the basic principles of food preparation, food chemistry, the function of ingredients and food preparation skills. Principles of sensory evaluation of foods are included. 2 lecture hours, 2 lab hours. Prerequisite: high school chemistry. Open to all students. Offered in the fall semester.

### 210 Meal Management and Dietary Behavior (2)

Management of money, time, labor and resources in planning and preparing nutritionally adequate meals is taught. Social, cultural and psychological factors which influence diet behavior are studied. 1 lecture hour, 2 lab hours. Prerequisite: DTC 205. Offered in the spring semester.

### 306 Principles of Nutrition (3)

Fundamental knowledge and theory of nutrients, their metabolism, food sources, function and importance during all stages of the life cycle is taught. Prerequisite: CHE 102. Offered in the spring semester. Crosslisted with NTR 325.

### 309 Food Service Management I (2)

This introduction to the structure and function of a food service department discusses food service subsystems from a departmental perspective. Basic concepts of menu planning, purchasing, receiving, production service and sensory evaluation of food products are presented. Prerequisites: MGT 305, DTC 205. Offered in the fall semester.

**309L Food Service Management I Lab (2)**

Concepts and applications of the principles of quantity food preparation and service are presented and technical skills needed for preparing and serving meals to large groups are developed. Students are introduced to the use and maintenance of institutional equipment. 1 lecture hour, 2 lab hours. Corequisite: DTC 309. Offered in the fall semester.

**319 Nutrition in Health and Illness I (3)**

This course explores the role of nutrients in the physiological and biochemical processes of the body as well as nutrient needs of healthy individuals. Prerequisites: BIO 303, BIO 108, DTC 306. Offered in the spring semester.

**410 Food Service Management II (3)**

This course reviews food service subsystems from an organizational perspective. Principles of financial control of food and labor, techniques for analyzing and managing costs, and personnel selection, training and management are introduced. Students will develop management skills through laboratory experiences. 2 lecture hours, 2 lab hours. Prerequisites: DTC 309, DTC 309L. Offered in the spring semester.

**420 Nutrition in Health and Illness II (4)**

This course introduces students to the profession and practice of dietetics. It involves both didactic and clinical study of the etiology and pathogenesis of nutrition related diseases, diet modification, and nutritional management strategies. 3 lecture hours, 3 supervised practice hours. Prerequisites: DTC 319. Offered summer.

**511 Applied Nutrition Therapy I (2)**

This course studies and clinically applies the biochemical and physiological basis for diet modifications in treating disease, including malnutrition, anemia, surgical nutrition, diabetes and cardiovascular nutrition. It reviews normal and therapeutic nutritional needs throughout the life cycle. Students are taught theory and practice in nutritional assessment and intervention with emphasis on practical applications. The first semester of a two-semester course. 2 lecture hours. Prerequisite: DTC 420. Offered in the fall semester.

**511SP Applied Nutrition Therapy I Clinical (2)**

To accompany DTC 511. 6 supervised practice hours per week. Offered in the fall semester.

**512 Applied Nutrition Therapy II (2)**

This course studies and clinically applies the biochemical and physiological basis for diet modifications in treating disease, including GI disorders, hepatic disorders, cancer, AIDS, renal disease and nutrition support. Students review normal and therapeutic nutritional needs throughout the life cycle. Theory and practice in nutritional assessment and intervention with emphasis on practical applications is provided. This course is a continuation of DTC 511. 2 lecture hours. Prerequisite: DTC 511 and DTC 511SP. Offered in the spring semester.

**512SP Applied Nutrition Therapy II Clinical (2)**

To accompany DTC 512. 6 supervised practice hours per week. Offered in the spring semester.

**521 Community Nutrition (3)**

This course is a study of community nutrition needs and problems; the goals, organization, and history of selected government and private programs. Supervised field work is included. 2 lecture hours, 3 supervised practice hours per week. Corequisite: DTC 511. Offered in the fall semester.

**526 Nutrition Education Methods (4)**

The development, implementation, and evaluation of methods and materials for teaching nutrition to different audiences is covered. Emphasis is given to program development in school, community and patient education settings. 2.5 lecture hours, 4.5 supervised practice hours per week. Prerequisite: DTC 521. Offered in the spring semester.

**610 Current Topics in Nutrition Research (2)**

This research seminar examines the theory, designs, methods and implications of the current literature. Prerequisite: junior status, DTC 420, GRA 601. Offered in the fall semester.

**620 Advanced Nutrition Studies (3)**

This in-depth study of the relationship of diet and nutrition to disease, professional practice skills and current research allows students to update their knowledge in the clinical, community and management aspects of dietetics through professional practice presentations, review of current research and practice guidelines, and self-assessment techniques. This course follows a seminar format with individual study, group discussion and class presentations. 3 lecture hours. Prerequisite: DTC 631. Offered in the spring semester.

**631 Field Work I: Clinical Dietetics and Management (8)**

This supervised field work course offers practical clinical nutrition and management experiences at area hospitals, long-term care facilities, and community or commercial food service establishments. The course consists of four rotations: (1) pediatric nutrition; (2) long-term care nutrition; (3) food service management in an institutional setting; and (4) food service management in an institutional, commercial or community setting. Students are expected to function as a dietitian or manager (under supervision) providing a full range of food and nutrition services to their patients/residents/clientele. 24 supervised practice hours per week. Prerequisites: senior status, DTC 410, DTC 512, DTC 526. Offered in the fall semester.

**632 Field Work II: Clinical Dietetics and Community Nutrition (8)**

This course supervises field experiences in clinical and community nutrition. It is divided into two four rotations: (1) critical care nutrition; (2) clinical dietetics in an acute care setting; (3) community nutrition, and (4) specialty rotation. The specialty rotation is individualized for each student, providing additional experience in an area of nutrition of particular interest to the student. 24 supervised practice hours per week. Prerequisites: DTC 521, DTC 631. Offered spring.

## ECONOMICS

No concentration is offered in economics.

Courses are offered to support the programs in business, including accounting, management, and international business, and are open to all students. Economics 201 and 202 meet the social science requirement in the core curriculum.

Unless otherwise indicated, odd-numbered courses are offered in the fall semester and even-numbered courses are offered in the spring semester.

### 201 Principles of Economics - Macro (3)

Course topics include price systems, public and private sectors, national income accounting, unemployment and inflation, fiscal policy, budget deficits and the public debt, money and banking, Federal Reserve and monetary policy. The course meets the social science requirement in the core.

### 202 Principles of Economics - Micro (3)

This course explores supply and demand and the elasticity of supply and demand. It analyzes the degree and nature of competition in various market structures, the economic benefits derived from and the problems presented by big business conglomerates and multinationals and international trade and finance. The course meets the social science requirement in the core.

### 207 Statistics (3)

This is a general course to acquaint students with the elements and procedures of statistics. It includes the basic concept of statistical methods and analysis and functional use of descriptive and inferential statistical tools.

### 212 Personal Financial Management (3)

This is a comprehensive examination of personal financial management including insurance coverage of all types, investing, major purchases, retirement and estate planning.

### 328 Money and Banking (3)

This course explores the monetary and banking theory. It also covers the nature of money, the functions of bank reserves, currency and banking history. Federal Reserve System and its interrelationships with the commercial banking systems as well as foreign exchange transactions. Prerequisites: ECO 201, 202. Offered in the fall semester.

## EDUCATION

The department of education offers an integrated five-year combined bachelor of arts in interdisciplinary studies and master of science in education degree for prospective teachers of youngsters at the early childhood, childhood and middle childhood levels. Those who wish to teach at the secondary level are required to take a 36-credit concentration in the subject area they will teach. Special education options are also available.

Students who maintain a cumulative average of B or better in their first two years of the program will begin taking graduate courses in the junior year. They can earn their master's degree in education and be eligible for initial certification by the end of their fifth year of study. Not only does this permit early entry into teaching, but it results in considerable savings in tuition costs.

Students who enter the five-year integrated BA/MS program follow a carefully sequenced curriculum in the liberal arts and sciences in order to insure they have the necessary knowledge base for teaching. Required courses include study in English literature and writing, philosophy, foreign language, fine arts, math and natural sciences, and history, sociology and psychology. These courses are taught by faculty from the departments of liberal arts and math and natural sciences. Faculty from the department of education serve as advisors for students throughout the undergraduate experience in the integrated BA/MS A primary responsibility of the faculty advisor is to familiarize mentees with the problems, issues and concerns related to education while providing opportunities for students to explore educational opportunities in teaching, research, administration and other areas.

NOTE: Students who will graduate by December 2003 follow the regulations in the catalog for the year they entered the program. All students who will graduate in February 2004 or thereafter are subject to the new N.Y.S. regulations for education.

### ADMISSION REQUIREMENTS

The program accepts applicants for full-time study from the freshman year. Students are admitted directly into the integrated BA/MS five-year program. Students who remain in good standing do not have to reapply for admission at the graduate level. Qualified transfer students who have comparable preparation in the liberal arts and sciences are accepted on a space-available basis. A minimum Q.P.A. of 2.5 is required for admission.

### ACADEMIC REGULATIONS

Academic regulations for students accepted into the five-year integrated BA/MS program are in addition to general college policies for all part-time and full-time students. The integrated BA/MS program is divided into three stages as follows:

**Phase I**-Acceptance and entry into the program;

**Phase II**-Entry into upper-level graduate course work in education;

**Phase III**-Candidacy for the master's degree in education. Academic regulations listed below must be met at each phase of the program.

#### Phase I:

##### Entry into the BA/MS

1. Students are admitted into the five-year integrated BA/MS program in education based on the criteria outlined in the D'Youville College Undergraduate Catalog.
2. Students who later plan to teach at the early childhood, childhood or middle-childhood/generalist level enter the interdisciplinary studies major.
3. Students who later plan to teach at the middle childhood/specialist (grades 7-9) or adolescence (grades 7-12) level must enter a major such as biology, English or history.
4. To be in good standing students must maintain a minimum Q.P.A. of 2.5. Students with less than a 2.5 Q.P.A. may be dismissed from the program. (NOTE: A Q.P.A. of 3.0 is required to begin taking graduate courses in the junior year.)

#### Phase II:

##### Entry into upper-level graduate course work in education

1. Students who have maintained a Q.P.A. of 3.0 or better begin taking graduate courses in education in the junior year.
2. Students in the junior year must meet with faculty advisors from the department of education in order to discuss the certification area that will be followed.
3. No more than six credits of grades below a B (B-, C+, etc.) are applicable to the graduate degree.
4. Any graduate-level course in which the student receives a grade below a C (C-, D, etc.) must be repeated.
5. A course may be repeated only once.
6. All courses leading to the master of science in education must be taken at D'Youville College.

**Phase III:**

**Candidacy for the master of science degree**

1. Students who have completed the bachelor of arts degree in interdisciplinary studies, or in a major field, and have an overall Q.P.A. of 3.0 or higher are automatically admitted to the master's degree programs in the department of education. It is not necessary to reapply to these programs.
2. All rules and regulations pertaining to graduate students at D'Youville College are applicable to graduate students in the department of education. Students are also subject to all rules and regulations in the department of education.
3. Students at the Phase-III level should refer to the D'Youville College Graduate Catalog for additional regulations which might be applicable.

**Employment Outlook for Teachers in Western New York: (1997-2007)**

The following table provides a detailed picture, by subject area, of the current demand for teachers and the projected demand through the year 2007. Data was taken from the Occupational Outlook and Wages Handbook for Western New York. Information in this handbook can be accessed through the internet at <http://www.labor.state.ny.us/html/library.htm>

Position	Base Year: 1997	Projected Year: 2007
Preschool	2,050	2,350
Kindergarten	790	890
Elementary	6,720	7,170
Secondary	8,550	10,150
Special Ed.	2,260	3,500
Vocational Ed.	1,390	1,600
Coaches	2,020	2,640
Teachers' Aides or Other		
Paraprofessionals	2,520	3,450

**B.A. INTERDISCIPLINARY STUDIES/  
M.S. EDUCATION  
CURRICULUM SEQUENCE**

First Year—Fall

ENG 111	English Communication I	..... 3
FL 101	Foreign Language I	..... 3
CSC 110	Computers and Computing	
	OR	
CSC 161	Multimedia	..... 3
PSY 203	Developmental Psych.	..... 3
---	Free Elective	..... 3
EDU 101	Seminar in Education	..... 1
	<b>TOTAL</b>	<b>..... 16 credits</b>

First Year—Spring

ENG 112	English Communication II	..... 3
FL 102	Foreign Language II	..... 3
CHE 142	Molecules	..... 4
PHI 204	Logic	..... 3
---	Free Elective	..... 3
EDU 102	Seminar in Education	..... 1
	<b>TOTAL</b>	<b>..... 17 credits</b>

Second Year—Fall

PSI 201	American Government & Economics	
	OR	
ECO 201	Principles of Economics-Macro	..... 3
BIO 105	Human Biology	..... 4
RS 201	Religion & Responsibility	
	OR	
PHI 201	Ethics	..... 3
ENG 231	Advanced Writing	
	OR	
ENG 232	Creative Writing	..... 3
---	Free Elective	..... 3
	<b>TOTAL</b>	<b>..... 16 credits</b>

Second Year—Spring

HIST 203 OR 204	Economic & Social History	..... 3
FA 100 or >	Fine Arts Elective	..... 3
ENG 218	Minority Voices	..... 3
MAT 117	Topics in Math	..... 3
SOC 101 OR 102	Social Problems	..... 3
	<b>TOTAL</b>	<b>..... 15 credits</b>

Third Year—Fall

MAT 389	Elementary Math	..... 3
BIO 215	Environmental Biology	..... 4
ENG 215 OR 216	World Literature I and II	..... 3
PHI 401	The Person	..... 3
SOC 211	The Changing Social World	... 3
	<b>TOTAL</b>	<b>..... 16 credits</b>

Third Year—Spring

MAT 120	Elem. Statistics	..... 3
FA 100 or >	Fine Arts Elective	..... 3
ENG 315	British & American Lit.	
	OR	
	any English at 300 level or above	..... 3
PHY 389	Physics for Poets	..... 3
EDU/SED 658	Research in Education	... 3
	<b>TOTAL</b>	<b>..... 15 credits</b>

Fourth Year—Fall

ENG 406	Critical Theory	..... 3
PSY 306	Abnormal Psychology	..... 3
SOC 311	The Family	..... 3
BIO 210	Modern Topics in Biology	
	OR	
BIO 223	Evol. & Human Heredity	..... 3
HIST 300 or >	any American History	..... 3
EDU/SED 656	Philosophical Foundations of Education	..... 3
	<b>TOTAL</b>	<b>..... 18 credits</b>

Fourth Year—Spring

HIST 300 or >	any non American History	... 3
ENG 313	Contemporary Writers	..... 3
RS 102	Belief and Unbelief	..... 3
SPE 201	Speech	..... 3
EDU 620	Foundations of Learning Theory	
	OR	
SED 643	Theoretical Perspectives on Individuals with Mild Disabilities	..... 3
GRA 600	Theory Development	..... 3
	<b>TOTAL</b>	<b>..... 18 credits</b>

**Year five \***

\* Year five of the program consists of graduate course work leading to certification and the master's degree. Courses for year five vary depending upon the area of certification chosen by the student. Please refer to the D'Youville College Graduate Course Catalog for required courses for the fifth year.

**COURSE DESCRIPTIONS for MAJOR  
in INTERDISCIPLINARY STUDIES****HUMANITIES****ENG 111 Communication**

This is a basic freshman English course which includes theory and practice in writing, the development of skills in interpreting literature, and practice in oral presentation.

**ENG 112 Communication**

This is a basic freshman English course which includes theory and practice in writing, the development of skills in interpreting literature, and practice in oral presentation.

**ENG 218 Minority Voices**

This is a survey of American literature written by and about ethnic minorities, including African Americans, Native Americans and others.

**ENG 231 Advanced Writing**

This course presents the science of writing expository and persuasive prose in a clear, organized manner. Advanced instruction in logical arrangement, writing for specific audiences and effective rhetorical techniques is given. Conferences help the student to overcome individual writing problems.

**ENG 232 Creative Writing**

This is a workshop course designed to develop imaginative perception and verbal deftness through exercises in creative writing. All generic types are encouraged such as poetry, fiction, drama and poetic prose. Prerequisite: ENG 112 or permission of the instructor.

**ENG 311 Themes in American Literature**

This course emphasizes an in-depth reading of several major American writers who explore a common literary theme.

**ENG 313 Contemporary Writers**

This course is a study of post-1950 literature including the works of popular fiction writers, poets and playwrights, which reflect contemporary thought and life.

**ENG 315 Modern British and American  
Literature**

This course is intended to provide a coherent, and intellectual study, by illuminating some of the primary events and dilemmas of Anglo-American civilization, of the recent past as pondered by important modern writers.

**ENG 406 Critical Theory**

This course practices the application of the principles of literary criticism and of the norms of aesthetic values in literature.

**FA 100 or higher**

Courses are offered in several areas of the arts including dance, music, theater, film, drawing, design, photography and visual arts.

**FOREIGN LANGUAGE****French 101-102 (6 credits)**

This course is for beginners or those with one year or less of high school French. For students who need to strengthen basic skills, understanding, speaking, reading and writing.

**Latin 101-102 (6 credits)**

This course introduces the vocabulary, grammar and reading of the Latin language.

**Spanish 101-102 (6 credits)**

This introductory course trains students in basic skills such as understanding, speaking, reading and writing Spanish. This course is for beginners only and is also open to students with one year or less of high school Spanish.

**PHI 201 Ethics**

This examination of human conduct and responsibility explores the relationships between individuals and society.

**PHI 204 Logic**

This course is a study of formal reasoning methods through informal fallacies, class logic and introduction to propositional logic.

**PHI 401 The Person**

This course is an examination of the human person and personality in its philosophical context. Topics include the individual and society alienation and self-affirmation.

**RS 102 Belief and Unbelief**

This is an introductory course in the phenomenon of religious faith. Classic examples of the cases for and against living in faith are examined, with the view of enabling students to evaluate their own attitudes toward religion. Faith traditions of western and eastern cultures provide additional data for this evaluation.

**RS 201 Religion and Responsibility**

This course focuses on the nature and principles of religious ethics in the Judeo-Christian tradition. Historical and contemporary attitudes of religion toward social responsibility are explored. Topics for discussion include sexuality, identity, power, violence, war, racism and medical ethics.

**SOCIAL SCIENCES****PSY 101 General Psychology**

This is an overall study of the science of behavior and mental processes. Topics include biology of behavior, sensation and perception, consciousness, learning and memory, intelligence and thought, motivation, emotion, personality, stress and coping, and social influences.

**PSY 203 Developmental Psychology**

This course explores the milestones of physical, cognitive and psychosocial development from conception through old age. Emphasis is placed on the global principles that guide human growth and change across the lifespan.

**PSY 306 Abnormal Psychology**

This course centers on the scientific description and discussion of forms of abnormal behavior guided by the DSM-IV with specific focus on assessment and diagnosis, etiological factors, treatment possibilities and predictions of recovery.

**SOC 101 Principles of Sociology**

The course teaches the subject matter and scope of sociology, fundamental concepts, basic social institutions and the fundamental processes of group interaction.

**SOC 102 Social Problems**

The purpose of the course is to provide students with a conceptual framework and perspective to look at social problems while aiding them to address themselves to these problem areas from a scientific point of view.

**SOC 211 The Changing Social World:  
Trends and Inequalities**

This course is designed to help make sense of a rapidly changing world where we find increasing global interdependence, violence, expanding knowledge and telecommunications, changing values, clashes between religious and secular agendas, transforming family relations and shifting patterns of social inequalities. A number of explanations of social change will be identified and discussed. Special focus is given to major social trends and how they influence individuals, inter-group relations and various organizations such as family, work and community. Students will enhance their abilities to plan and shape their own lives in the world around them.

**SOC 311 The Family**

This course is a sociological survey of the nature of the family, function of the family, threats to modern family integrity and modern approaches to family integration.

**HIST 203 American Economic and Social  
History to 1865**

This is a course that examines the economic, social and cultural events that have shaped American history from colonial times to 1865. Attention is given to race relations and problems of minority groups.

**HIST 204 American Economic and Social  
History since 1865**

This is a course that examines the economic, social and cultural events that have shaped American history from 1865 to the present. Attention is given to race relations and problems of minority groups.

**PSI 201 American Government**

This course studies the American political and economic systems including the theories underlying them, political parties, pressure groups, the money system, the credit system and the relations between government and the economy.

**ECO 201 Principles of Economics - Macro**

This course explores the price system, public and private sectors, national income accounting, unemployment and inflation, fiscal policy, budget deficits and the public debt, money and banking and the Federal Reserve and monetary policy.

**MATH AND COMPUTER SCIENCE****MAT 117 Topics in Math**

Topics are selected to exemplify a broad view of mathematics throughout. The subject matter includes logic, numbers, functions, geometry, probability and topology.

**MAT 120 Elementary Statistics**

This is an introduction to the theory and application of statistics. Topics include sampling, frequency distributions, probability, confidence intervals, hypothesis testing, and the analysis of variance.

**MAT 389 Elementary Math**

This course is designed especially for non-majors and for teachers who will instruct students at the early childhood, childhood or middle childhood levels. Included in this course are topics such probability, percentages and problem-solving.

**CSC 110 Computers and Computing**

This is an introduction to the fundamental ideas of computers and their implementation. Topics include operating systems, software applications and some elementary programming.

**CSC 161 Multimedia**

This course introduces the basic principles of computer graphics, animation, sound and video processing. It provides a working knowledge of current multimedia applications and hardware. Prerequisite: any CSC course or permission of instructor. Offered each semester.

**NATURAL SCIENCE****BIO 105 Human Biology/with lab**

This course covers topics of current interest that concern the functioning of the healthy and diseased human body. Examples include diet and nutrition, reproduction, infectious disease and the immune system, and the effect of drugs in the nervous system.

**BIO 215 Environmental Science/with lab**

This course introduces students to the principles of environmental science and considers how those principles can be applied to the understanding and solution of current environmental problems.

**BIO 210 Modern Topics**

This course is an introduction to the biological topics of general interest and practical value. Topics are drawn from areas such as basic biological principles, functioning of the human body, health problems and environmental issues. Students have a role in choosing topics and are actively involved in class presentations and discussions.

**BIO 223 Evolution and Human Heredity**

This course studies the principles of evolution with an emphasis on biological patterns of adaptations. The history of natural selection is traced through the lives of Darwin and Wallace and the geological influence of Charles Lyell is emphasized. It focuses on the impact of Darwin in Victorian society, as well as modern impacts in American society. The chromosomal basis of evolution is presented and the genetic syndromes of several diseases are presented. The overall emphasis is on preparing educated citizens to understand what biologists mean by evolution with a hope of enabling them to make better judgements on evolution themselves.

**CHE 142 Molecules**

An introduction to chemistry for the non-science major. It covers chemistry that is used in everyday life.

**PHY 389 Physics for Poets**

This course is designed for non-majors who wish to gain an understanding of how the laws of physics influence everyday life.

**EDUCATION****EDU 101 Seminar in Education**

This course provides students in the integrated BA/MS program with an introduction to problems, issues and concerns in education. Field experience is an integral part of this one-credit seminar course.

**EDU 102 Seminar in Education**

This one-credit course is a continuation of the EDU 101 seminar. Students meet to discuss issues and concerns in education and plan and implement field experiences.

## ENGLISH

Students who concentrate in English are required to complete 12 courses (approximately 36 credit hours) in English studies beyond English 111-112. A concentration in English leads to a bachelor of arts degree.

Students may choose one of two concentrations within their English major—literature or writing. Those majoring in the literature concentration will take the following courses: ENG 201, 202, 211, 212, 231, 302, 406, one of ENG 215, 216, or 218, four upper-level literature courses, and two semesters of foreign language or English electives (if the student has four semesters of high school foreign language), and a minimum three-credit hour internship.

Those majoring in the writing concentration will take the following courses: ENG 201, 202, 211, 212, 231, 302, and 406; one of ENG 215, 216, or 218; one upper level literature course; two of ENG 203, 213, 217, 221, 232, 233, 234, 235; one additional writing course; two semesters of a foreign language or English electives (if the student has four semesters of high school foreign language); and a minimum three-credit hour internship.

Work in foreign languages is also strongly recommended and is dependent on the student's previous preparation and post-graduate plans. It is required for education certification.

All courses are offered during a two-year sequence. Unless otherwise indicated, odd-numbered courses are offered in the fall and even-numbered courses are offered in the spring. Students within the division must maintain a minimum 2.0 G.P.A. in courses taken at D'Youville in their major subject area.

A minor in written communication is available to students in other majors at D'Youville. This minor assists in establishing the communication skills which enhance a person's professional career. The requirements for the minor are three of the following: ENG 231, 232, 233, 234, 235; one of the following: ENG 331, 332, 334, 432, BUS 205, FA 105, 205, SPE 201, or any English literature course.

A minor in English is also available to students in other majors at D'Youville. Fifteen credits in literature in the English curriculum, with at least nine credits at the 300-400 level, are required.

### 091 English as a Second Language (3)

This is a two-semester course designed for students whose native language is one other than English and who have some previous knowledge of English. Instruction is given in order to understand, speak, read and write English. Individual conferences are part of this course. Credit is not applied to academic concentration or related field. Offered as needed.

### 092 English as a Second Language (3)

A continuation of 091. Prerequisite: ENG 091.

### 111-112 English Communication (3, 3)

This basic freshman English course includes theory and practice in writing, the development of skills in interpreting literature and practice in oral presentations. Offered both semesters.

### 201 English Literature: Beginnings to 1798 (3)

This survey course focuses on dominant literary trends and major authors such as Chaucer, Spenser, Donne, Jonson, Milton, Bacon and Pope. Offered in the fall semester of odd-numbered years.

### 202 Nineteenth and Twentieth Century English Literature (3)

This survey course focuses on dominant literary trends and major authors including the Romantics, the Victorians and modern authors such as Yeats, Eliot, Joyce and Lawrence. Offered in the spring semester of even-numbered years.

### 203 Short Story (3)

This course is a systematic presentation of the ways of understanding and appreciating fiction. Student analyze, step-by-step, the meaning and techniques of a rich and varied selection of short stories. Offered as needed.

### 211 American Literature: Beginnings to 1865 (3)

This is a survey course in American literature from its beginnings through the Civil War. Representative authors include Franklin, Irving, Emerson, Thoreau, Hawthorne, Poe, Melville and Whitman. Offered in the fall semester of even-numbered years.

### 212 American Literature: 1865 - Present (3)

This is a survey course in American literature from the Civil War to the present day. Representative authors include Twain, James, Chopin, Eliot, Pound, Fitzgerald, Hemingway, Faulkner, Hughes, Bellow, Baldwin, Oates and Morrison. Offered in the spring semester of odd-numbered years.

### 213 Drama (3)

This course examines the expression of human concerns in dramatic form. It is designed to make play-giving and play-reading enjoyable and enriching experiences. Selected plays are examined with emphasis on 20th century playwrights. Offered as needed.

### 215 World Literature I

This survey course in literary classics offers a variety of genres from non-English speaking cultures, from the ancient Greeks and Romans to continental European literature before 1800. A representative sampling of pre-19th century literature from the Far East will also be included. Offered in the spring semester of even-numbered years.

### 216 World Literature II

This is a survey of recent literature, drawn from outside the English-speaking world, which both contributes to and critiques the dominant 20th century Anglo-American tradition. Offered in the fall semester of even-numbered years.

### 217 Essentials of Poetry (3)

This course explores the nature, variety, and values as well as the enriching experience and understanding of poetry. A study of selected poems by principally modern poets. Offered as needed.

### 218 Minority Voices in American Literature

This is a survey of American literature that is written by and about ethnic minorities including African Americans, Native Americans and others. Offered as needed.

### 221 The Novel (3)

This genre course in the novel focuses on the enduring human themes and concerns expressed in the dominant literary form of our age. Offered as needed.

### 231 Advanced Writing I (3)

This course explores the science of writing expository and persuasive prose in a clear, organized manner. Advanced instruction in logical arrangement, writing for specific audiences and effective rhetorical techniques is given. Conferences help students to overcome individual writing problems. Prerequisite: ENG 112 or equivalent. Offered in the fall semester of even-numbered years.

**232 Creative Writing I (3)**

This workshop course is designed to develop imaginative perception and verbal deftness through exercises in creative writing. All generic types are encouraged including poetry, fiction, drama and poetic prose. (This fulfills the humanities core requirement as a fine arts course) Prerequisite: ENG 112 or permission of instructor. Offered in the fall semester of odd-numbered years.

**233 Journalism (3)**

This course follows a writing workshop format and provides an introduction to print journalism and the techniques of news writing, including desktop publishing on the Macintosh, copy editing skills, newspaper terminology and newsroom operations. It includes an overview of the historical, economic, ethical and legal contexts affecting the journalist in a free society. Prerequisite: English 112 or permission of instructor. Offered in the fall semester of odd-numbered years.

**234 Technical Writing (3)**

This course provides a basic introduction to technical writing style, formats and primary research techniques in a writing-workshop format. It includes introduction to designing and integrating computer graphics with word-processed reports, instructions, descriptions, product comparisons, resumes and other writing tasks conducted in professional settings. It also includes an intensive review of writing mechanics and editing. Prerequisite: English 112 or permission of the instructor. Offered as needed.

**235 Public Relations Writing (3)**

This workshop course develops the craft of writing from the perspective of a business or institution in order to inform or persuade the public. It introduces the student to press releases, newsletters and feature writing. It explores the designing of public relations campaigns, creative ads and media scripts, and teaches students how to integrate text and graphic art on the computer and how to use professional editing techniques. Prerequisite: English 112 or permission of the instructor. Offered as needed.

**300 Women Writers (3)**

This course brings together the artistic vision and contributions of outstanding women writers. The focus is on how women writers view women and the concerns of their time. Possible authors include Gwendolyn Brooks, Virginia Woolf, Katherine Mansfield, Joyce Carol Oates, Flannery O'Connor, Katherine Anne Porter, Eudora Welty and Sylvia Plath. Offered as needed.

**301 Romanticism (3)**

This study of early 19th-century English literature explores the works of major poets such as Blake, Wordsworth, Coleridge, Byron, Shelley and Keats as well as selected works of prose that reflect Romantic thought. Prerequisite: ENG 112. Offered as needed.

**302 Shakespeare (3)**

This course studies close textual work with representative tragedies and comedies accompanied by an overview of the development of Shakespeare's art and Shakespeare criticism. Prerequisites: ENG 112. Offered each spring.

**308 Medieval and Renaissance Literature (3)**

The era of Chaucer, like that of Shakespeare, was one of intense literary activity and experimentation. This course will focus primarily on two or three authors from each period, including Chaucer and the Gawain-poet, Spenser and Sidney, with short prose readings to flesh out the historical and intellectual contexts of both eras. Prerequisites: ENG 112. Offered as needed.

**309 Seventeenth Century Literature (3)**

Students will study the lyric poetry of Donne, Jonson, Herbert, Vaughn, Marvell, Herrick, Milton's sonnets and Paradise Lost, as well as prose selections exploring the bases of human knowledge and the routes to knowledge of God. Prerequisites: ENG 112. Offered as needed.

**310 Eighteenth Century Literature (3)**

Student will study the prose and poetry of the neo-classical period from its rise to prominence in the Restoration Period through the 18th century. Prerequisites: ENG 112. Offered as needed.

**311 Themes in American Literature (3)**

This course is an in-depth reading of several major American writers who explore a common literary theme. Prerequisites: ENG 112. Offered as needed.

**313 Contemporary Writers (3)**

This course is a study of post 1950 literature works that include popular fiction writers, poets, and playwrights that reflect contemporary thought and life. Prerequisite: ENG 112. Offered as needed.

**314 Art of the Film (4)**

This course introduces students to the elements of filmmaking such as screenwriting, camera and lighting, performance, music and sound, editing, the role of the director. Feature films are used to study these elements. (This fulfills the humanities core requirement as a fine arts course.) Prerequisite: sophomore, junior or senior status. Offered as needed. See FA 314.

**315 Modern British & American Writers (3)**

This course intends to provide a coherent, intellectual study by illuminating some of the primary events and dilemmas of Anglo-American civilization of the recent past as pondered by important modern writers. Prerequisites: ENG 112. Offered as needed.

**317 Myth and Literature (3)**

This is a study of classical and medieval literature and its mythic roots. Prerequisites: ENG 112. Offered as needed.

**318 Modern Continental Literature (3)**

This course is designed for students who are interested in European literature, but who want to elect a course given in English. Based on themes or works of universal interest, it gives students an opportunity to broaden their cultural horizons. Prerequisites: ENG 112. Offered as needed.

**322 Studies in the Novel (3)**

This course is an in-depth examination of selected novels within their historical and theoretical contexts, and focuses on dominant thematic or formal concerns. Prerequisite: ENG 112. Offered as needed.

**323 Latin American Fiction in Translation (3)**

This course is a survey of contemporary Latin American short stories and novels considered within the context of Latin American culture. Prerequisites: ENG 112. Offered as needed.

**329 Major Authors (3)**

This course covers the career and works of a single significant author in the English literary tradition, such as Milton, Chaucer, Melville and Austin. Authors will vary by instructor. It provides a study of the author's literary period and contemporaries. Offered as needed.

**331 Advanced Writing II (3)**

This is a continuation of Advanced Writing I with emphasis on the art of writing persuasive and expository prose. Students meet with ENG 231 students to provide reinforcements of rhetorical principles and a critical audience to respond to experiments in rhetorical technique. Prerequisite: ENG 231 or permission of the instructor. Offered in the fall semester of even-numbered years.

**332 Creative Writing II (3)**

Students are given advanced work in generic types of creative writing and develop a manuscript in one or more genres. The course may be taken as humanities fine arts core option. Prerequisite: ENG 232 or permission of the instructor. Offered both semesters.

**334 Technical Writing II (3)**

This is a workshop course that gives students practice in writing complex instructions, descriptions of mechanisms, proposals and scientific writing, and preparation of technical visuals. Prerequisite: ENG 234 or permission of the instructor. Offered as needed.

**ENG 340 South Asian Literature in English (3)**

An exploration of contemporary literature in English of South Asia (Bangladesh, India, Nepal, and Pakistan), this course examines how writers respond and contribute to the evolving cultural and political issues of late-colonial and post-colonial South Asian life.

**ENG 341 Sub-Saharan African Literature in Translation (3)**

This is a survey course of contemporary sub-Saharan African literature, including fiction and poetry. All work will be anglophone or in translation.

**ENG 342 Magical Realism (3)**

This course will trace the development of the Latin American fiction style known as "magical realism" from the early 1920s to contemporary novels. Writers may include Carpentier, Arlt, Lispector, Bombal, Borges, Garcia-Marquez and Allende.

**ENG 343 Caribbean Literature (3)**

This course is a survey of modern and contemporary Caribbean or West Indian (Barbados, Cuba, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts, St. Lucia, Trinidad & Tobago) literature. Literature will be anglophone or in translation.

**ENG 344 Comparative Literature and Aesthetics (3)**

This course will provide a firm grounding in the theory and structure of comparative literature and culture in the 20th century. Students will study theories of translation and be asked to conceptualize national and regional literatures in relation to larger contexts offered by formalist and structuralist readings of world literature.

**406 Critical Theory (3)**

Students practice the application of the principles of literary criticism and of the norms of aesthetic values in literature. Prerequisite: a minimum of two semesters of literature. Offered as needed.

**409 or 410 Variable Topics in Literature (3)**

This is a variable topic seminar that deals with selected themes or authors as announced when the course is offered. Prerequisite: ENG 112. Offered as needed.

**432 Creative Writing III (3)**

Students are given in-depth work in types of creative writing and develop a manuscript in a chosen genre. Prerequisite: ENG 332 or permission of the instructor. Offered both semesters.

**444 Internship**

The English internship is a variable-credit (3-12 hours) required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in development of future projects (graduate study). This allows students to work under guidance of an immediate supervisor and /or a college faculty sponsor. Offered as needed.

**ENG 479-480 Independent Study**

Qualified students may investigate selected topics with the permission of an instructor. The title reflects the course content.

## FINE ARTS

Although the college does not offer a major in fine arts, the following courses may be used as electives to round out a liberal arts program or to satisfy the humanities core requirement. These courses are offered in several areas of the arts including dance, music, theater and film. All courses are offered, unless otherwise indicated, within a two-year cycle.

**105 Introduction to Photography (3)**

Intended for the beginner. This course teaches principles of design in composition, printing and display. Topics include camera handling, lighting, film and film development. Ownership of a camera is required. Offered both semesters.

**205 Drawing (3)**

This basic course emphasizes the elements and principles of design in composition as applied to a variety of drawing techniques. It is a studio course that uses a variety of media including still life, nature and the human figure. Offered fall semester.

**210 Design (3)**

This introduction to the study and application of design in the visual arts, focuses on problem solving and using principles of two- and three-dimensional design. Offered spring semester.

**218 History of Western Art (3)**

This course studies the major trends in the visual arts of Europe from antiquity to the present. Forms, symbols and images of the artistic styles will be illustrated on selected works of each historical period. Offered as needed.

**305 Painting (3)**

This course is an introduction to oil painting with emphasis on understanding color, paint handling and observation. Attention is given to the approach of painters, both past and present, through periodic slide presentations. Prerequisites: FA 105, 205, 210, or equivalent/portfolio. Offered as needed.

**314 The Art of the Film (3)**

This introduction to the elements of filmmaking includes screen writing, camera, and lighting, performance, music and sound, editing and the role of the director. Feature films are used to study these elements. Prerequisite: sophomore, junior or senior status. Offered as needed. See ENG 314.

**320 History of Visual Arts in America (3)**

This is a survey of painting, sculpture and architecture of the United States from the colonial period to the present with emphasis on the evolution of styles of the 19th and 20th centuries. Offered as needed.

**327 Modern Art (3)**

The development of major European and American styles in architecture, painting, and sculpture in the last two centuries, from neo-classicism to contemporary trends is studied. Offered as needed.

**330 Frank Lloyd Wright and American Architecture (3)**

The architecture of Wright in the historical context of modern American architecture is examined. The course explores his precursors and his impact on and debate with future tendencies. Offered as needed.

**DANCE****101 Introduction to Dance (3)**

The student is acquainted with the principles and historical aspects of the world of classical and theatrical dance and their implications for developmental movement, creative expression and educational activities.

**210 Introduction to Ballet (3)**

Students are acquainted with two basic methods of classical ballet, Cecchetti and Vaganova. Students learn theories of movement of the body in dance, French terminology, barre, centre floor, adage, allegro and enchainements. Follows a graded syllabus for participation.

**MUSIC****100 Appreciation of Music (3)**

This is a basic introduction to music with emphasis on elements of music and musical styles. The course seeks to develop an understanding of music as well as the levels and spheres in which music is appreciated. Offered fall semester.

**103 Chorus (1)**

Students participate in choral singing on the college level. The course may be taken more than once. Does not fulfill humanities core requirements. Offered as needed.

**200 Appreciation of Music 2 (3)**

This course studies music elements, style, form and history through readings and in-depth listening. Students are taught how to listen to music and identify musical period, composer and composition style, orchestration, and elements of music. A study of music in the Middle Ages, Renaissance, Post Romantic era, and 20th century; jazz, rock, and blues will be included in this course. Prerequisite: Music 100 recommended but not required. Offered spring semester.

**209 Introduction to the American Musical Theater (3)**

This course surveys the elements of musical theater, e.g., lyrics, score, dance and design. The historical development of musical theater from opera to American stage musicals is covered. Offered as needed.

**SPEECH****201 Public Speaking (3)**

This is an introduction to speaking before groups and includes techniques of speech preparation and delivery, adapting to the purpose of the speaking situation, and practice in various types of oral presentation in a comfortable workshop atmosphere. Offered spring semester.

**THEATER ARTS****104 Theater Production (1, 2, 3)**

Students will learn primarily the technical aspects of theater production. Course may be taken more than once.

**ENG 314 Art of the Film**

This is a fine arts course for the humanities core.

**FOREIGN LANGUAGES**

No major is offered in foreign language.

Courses listed below are offered within a two-year cycle unless noted otherwise. A minor in second language professional studies is available in Spanish. Professionals able to communicate in a second language are able to enhance their career experience. The minor requirements are as follows: students not exempt from Spanish 101-102 must take SPA 101-102 and SPA 225-226. Students exempt from Spanish 101-102, having had 2-3 years of high school Spanish or permission of instructor, must take Spanish 211, 225-226 and any course pertaining to Hispanics in the United States or Latin America.

**FRENCH****101 Level I (3)**

This course is for beginners or those with one year or less of high school French, who need to strengthen basic understanding, speaking, reading and writing skills. Offered as needed.

**102 Level II (3)**

A continuation of 101. Prerequisite: FRE 101 or 2 years high school French or permission of instructor.

**201 Level III (3)**

This course further develops basic concepts and more intensive drills in basic skills. Prerequisite: FRE 102 or 3 years high school French. Offered as needed.

**202 Level IV (3)**

A continuation of 201. Prerequisite: FRE 201 or 4 years high school French or permission of instructor. Offered as needed.

**LATIN****101 Level I (3)**

This introduction to Latin teaches basic vocabulary, grammar and reading. Prerequisite: 0-1 year high school Latin. Offered as needed.

**102 Level II (3)**

A continuation of 101. Prerequisite: Latin 101 or two years of high school Latin. Offered as needed.

**SPANISH****101 Level I (3)**

This introduction to Spanish trains students in basic skills: understanding, speaking, reading and writing. For beginners only. Also open to students with 1 year or less of high school Spanish. Offered in the fall semester.

**102 Level II (3)**

A continuation of 101. Prerequisite: SPA 101 or 2-year high school Spanish. Offered spring.

**115 Spanish Communication for Native Speakers (3)**

This course is designed to add the standard variety of Spanish to the linguistic repertoire of the Hispanic bilingual student. Emphasis is placed on written communication, syllabication, accentuation, grammar and diction. Reading selections and basic composition writing are discussed. Prerequisite: placement based on test results or permission of instructor. Offered as needed.

**116 Spanish for Native Speakers (3)**

A continuation of 115. Offered as needed.

**201 Level III (3)**

Basic concepts and more intensive practice in basic skills are further developed. Prerequisite: SPA 102 or 2 years high school Spanish with a grade of A- or better. Offered as needed.

**202 Level IV (3)**

A continuation of SPA 201. Prerequisite: SPA 201 or 2-3 years high school Spanish with a grade of A- or better or 4 years of high school Spanish. Offered as needed.

**211 Conversation and Composition (3)**

A course designed to give students, who are already familiar with the language, greater opportunity for oral expression in Spanish on matters of everyday concern. Prerequisite: SPA 202 or 3 years high school Spanish or permission of instructor. Offered as needed.

**215 Hispanics in the U.S. (3)**

The course explores the life and culture of people of Hispanic origin who live in the U.S.: Chicanos, Puerto Ricans and Cubans. Attention is given to Spanish language skills, reading, composition and conversation. Prerequisite: SPA 202 or 3 years high school Spanish. Offered as needed.

**225 Spanish for the Professions (3)**

This second-level language course is directed to achieve communication competence in professional life. Special attention is paid to business, nursing and social work. Vocabulary, situational conversation exercises, and written forms of communication are taught. Prerequisite: 101-102 or equivalent, or permission of instructor. Offered fall.

**226 Spanish for the Professions (3)**

A continuation of 225. Prerequisite: SPA 225 or permission of instructor. Offered spring.

**250 Cross-Cultural Seminar**

This course combines on-campus lectures about the history, culture and society of a Latin American country with a two-week stay in that country. While abroad, students attend on-site presentations given by experts in different fields in the country they are visiting. The course consists of campus lectures during spring semester with a country visit immediately following final exams.

**304 The Contemporary Latin American Short Story (3)**

Authors such as Jorge Louis Borges, Gabriel Garcia Marquez, Juan Rulfo, Julio Cortazar, and Guillermo Cabrerz are read as representative of Latin American preoccupations and points of view. Prerequisite: SPA 115 or 116; or 211 or higher; or 4 years of high school Spanish with a grade of A- or better; AND permission of instructor. Offered as needed.

**315 Literature of Hispanics in the U.S.: Poetry and Short Stories (3)**

This survey of short stories and poems reflects the perspectives and experiences of the three largest U.S. Hispanic communities: Puerto Ricans, Chicanos and Cubans. Prerequisite: SPA 211 or permission of instructor. Offered as needed.

**321 Puerto Rican Literature (3)**

This course explores the history of Puerto Rican literature and combines readings and discussions of selections from significant Puerto Rican authors from the 19th and 20th centuries. Prerequisite: SPA 115 or 116; or 211 or higher; or 4 years of high school Spanish with a grade of A- or better; AND permission of instructor. Offered as needed.

**340 Topics in Spanish and Latin American Literature (3)**

The course explores topics in Peninsular or Latin American literature, including theater, poetry, novel, and short story, as determined by student and faculty interest. Prerequisite: SPA 115 or 116; or 211 or higher; or 4 years of high school Spanish with a grade of A- or better; AND permission of instructor. Offered as needed.

**479-480 Independent Study**

Qualified students may investigate selected topics with permission of instructor. The title will reflect the course content.

## GLOBAL STUDIES

The global studies major is an interdisciplinary program drawing on the diverse offerings of liberal arts at the college. The program prepares students to understand cultural differences from a broad interdisciplinary perspective and to examine more deeply a particular region of the world.

During their course of studies, students will be offered a study-abroad opportunity. We strongly recommend that students enter language-intensive programs abroad, during a summer semester or regular semester, thus possibly satisfying the language requirement of the program and the expectation of foreign study at the same time.

The program will provide students with a strong interdisciplinary background, global awareness, and hands-on regional knowledge sufficient to provide a working knowledge of the issues that face a particular region of the world. With globalization resettling the boundaries of commerce, culture and politics in the world around us, a global studies degree will be highly prized by international and nongovernmental organizations.

To fulfill the requirements for a bachelor of arts degree in global studies, students must complete the following courses: GLS 101, GLS 102, GLS 444, BIO 215, ENG 215, ENG 216, HIS 211, PHI 306, PSC 250, SOC 203, and GLS 344 or four semesters of a foreign language.

In addition, students choose from one of three regional concentration areas, and complete a minimum of 12 credit hours in that area, with no more than 9 hours from any one academic discipline. The areas and possible courses to choose from are as follows: Europe: ENG 300, 301, 308, 309, 310, 318, 344, FA 327, HIS 111, 329, 343, PHI 305, 404, RS 209, SOC 211. The Americas: ENG 218, 323, 342, 343, 344, 409, HIS 231, 341, 313, SOC 211. The Non-Western World: ENG 344, 340, 341, HIS 103, 309, 350, HIS/SOC 420, PHI 308, SOC 211.

All courses are offered during a two-year sequence or more frequently. Unless otherwise indicated, odd-numbered courses are offered in the fall and even-numbered courses are offered in the spring. Students in the major must maintain a minimum 2.0 GPA in courses taken at D'Youville in their major subject area.

For further information, contact the chair of the liberal arts department at (716) 881-7608.

**GLS 101 Global Culture: Government, Technology, and Social Thought (3)**

This course offers analysis of political philosophies and governments in the modern world, promotes cross-cultural understanding, reviews racial, ethnic and sexual issues from a minority-majority perspective, and deals with issues of discrimination and oppression. The course will cover world history leading up to the current diffusion of population and the emergence of modern forms of communication and transportation that provide the possibilities for transnational cultures and also provide the target for local ethnic and religious responses against these globalizing cultural trends.

**GLS 102 Global Culture: Literature, Philosophy and the Arts (3)**

Multiple perspectives and modes of representation of global issues are examined using a variety of sources, in order to equip students with the skills to analyze and evaluate different artistic representations and interpretations. This course explores topics in literature and the arts that are international in scope whether through specific influences or in response to historical, philosophical, political and aesthetic developments.

**GLS 344 Study Abroad (1-12)**

An independent research project is conducted in a foreign country. Students will work individually with a program faculty advisor to devise a suitable course of study. This may involve participation in coursework at a foreign institution, subject to approval by the Global Studies Advisory Committee. Prerequisites: junior or senior status and minimum 2.0 GPA.

**GLS 444 Internship (3-12)**

The global studies internship is a variable-credit (3 to 12 hours) required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in development of future projects (graduate study). This allows students to work under guidance of an immediate supervisor and/or a college faculty sponsor. Offered as needed.

## HEALTH PROFESSIONS

Students who are future health care professionals must understand the theoretical foundations of professional practice and health care delivery systems. Courses in the health professions are designed to introduce students to the use of concepts, theory development, and the research process in relationship to professional practice.

**101 Introduction to Health Care (2)**

This course is an introduction to the use of concepts, theory and research as they relate to professional practice in the health care system. It explores the development and current patterns of health care delivery and the forces which mold the health care system and an individual's health behavior as well as the domains of concern of health care professionals. Course may include field trips to selected community and institutional settings.

## HEALTH SERVICES

The health services program has two main purposes. It is designed to provide a strong liberal arts and science background for students at the undergraduate level who wish to enter the health services job market directly after graduation. It is also designed to prepare students to continue graduate studies in physical therapy, health services administration or other health related fields.

The degree conferred is the bachelor of science in health services. The curriculum prepares the student by emphasizing a firm base of liberal arts and a common body of knowledge about health services. The program's first two years are devoted primarily to the study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the program curriculum. The remaining time is designed to provide a broad comprehensive base in specific areas of health-related knowledge and concepts, which serve as a foundation. Internships with affiliated health agencies are included in the program.

Admission to D'Youville College is competitive. The selection process attempts to identify those qualified men and women who will benefit most from the wide variety of academic and extracurricular programs that the college offers. D'Youville College does not require completion of specific high school subjects for admission to the health services program although a strong math and science background is important. It believes that the best foundation for college-level work is the traditional college preparatory high school program consisting of subjects in English, natural science, social science, mathematics and/or foreign language.

Individuals who have attended an institution of higher learning following high school graduation are considered transfer applicants if they have accumulated a minimum of 12 credit hours. Grades of P, S, and CR do not count as credit bearing courses.

All health services students must maintain a minimum G.P.A. of 2.5 in the major, with no grade below a C. Students are allowed to repeat a major course only once in order to improve their major G.P.A. or their grades in a particular course. Academic standing of students is determined by the cumulative quality point average (Q.P.A.).

### **Core Program**

The health service major provides application to the clinical area and the management side of health care. There is an emphasis on a firm base of liberal arts and a common body of knowledge about health services. The specific core requirements and added courses satisfy general education core requirements and give the students a broad comprehensive base in specific areas of health-related knowledge and concepts, which serve as a foundation for the specialization.

### **Health Education and Operations Track :**

Students in this option will enter the workforce as entry-level health care employees in hospitals, HMOs, long-term care, home care and community care. They will coordinate activities and communicate with diverse groups within the organizations and communities and focus on achieving specific group, organizational and community health goals.

### **Health Sciences Track:**

Students choosing the science track will study advanced sciences, chemistry, physics, anatomy and physiology in preparation for entering licensing programs such as physical therapy, occupational therapy and chiropractic medicine. Direct admission to the master's in physical therapy (MPT) program is granted with no need for students selecting this track to reapply for graduate studies.

### **HS 101 Introduction to Health Care (2)**

Students are introduced to the use of concepts, theory and research as they relate to professional practice in the health care system. They will explore the development and current patterns of the health care delivery and the forces which mold the health care system and an individual's health behavior. The course may include field trips to selected community and institutional settings. Crosslisted with HP 101.

### **HS 203 Medical Terminology (1)**

This course applies medical terminology including word components (root word, prefix and suffix), medical abbreviations, pathologies and diagnostic tests. Students also learn how to conduct a chart review, interpret admission notes, surgical reports, discharge summaries, and understand the components of a SOAP note. Crosslisted with RSC 203.

### **HS 210 Delivering Health Services (3)**

This course presents a systems approach to the delivery of health services. Students in the U.S. and abroad will develop an understanding of the basic structures and operations of health care systems. The course examines resources, processes and outcomes of health systems.

### **HS 220 Community Health (3)**

This course presents an overview of public health agencies, but focuses on methods for creating and maintaining healthy communities. Students will learn how to function in the role of facilitating partnerships between communities, business and government.

### **HS 310 Quantitative Methods (3)**

This course addresses the use of data analysis systems to evaluate the impact of health services delivery and on the application of quantitative analysis to decision making in the health services field. Prerequisite: MAT 123.

### **HS 312 Health Education Program Planning and Evaluation (3)**

This course focuses on health education at the individual and population levels. Students will learn how to conduct a community diagnosis, mobilize communities for action in promoting healthy behaviors at individual and community levels. Students will learn how to align strategies with Health People 2010 and measure improvements.

### **HS 314 Maximizing Health Organization Assets of Coordination and Communication (2)**

This course presents coordinating and communication as closely related strategies through which managers in HSO and communities link together the various people and units within their systems to other organizations and agencies. Central to communication is an understanding of the interdependencies that exist in both internal structures and external relationships. Students will explore challenges associated with coordination and communication, and examine effective strategies for meeting these challenges.

### **HS 320 Health Services Internship (2)**

Under the supervision of a qualified preceptor and program faculty, students complete approximately 60 hours fieldwork in the area of community health and health education. Includes one hour of weekly seminar.

### **HS 406 Information Technology in Health Care (3)**

This course provides an overview of clinical information, administrative information and decision support information systems. Emphasis is placed on decision support, specifically information and analytical tools to support managerial decision-making. Prerequisite: MGT 318

### **HS 408 Reimbursement Payment System (3)**

This course analyzes third party payment programs and reimbursement practices in the health care sector. Prerequisite: HS 310 and MAT 123.

### **HS 410 Health Care Law (3)**

This course introduces students to the major legal issues and principles in the health care field and in the administration of health care services and examines the phases of project planning and management. Students will learn how to set reasonable goals and determine a timeline and budget. They will also learn how to lead and facilitate teams through the work plan.

**HS 420 Advanced Health Services Internship (2)**

This course provides the opportunity for the application of theories and principles of classroom learning. Under the supervision of a qualified preceptor and program faculty, students will complete approximately 80 hours of fieldwork in an area of the health care system. Includes approximately one hour of weekly seminar.

**REHABILITATION SCIENCES****RSC 305 Kinesiology (3)**

This course is an in-depth analysis of human motion including biomechanics, economics and functional movement patterns. Kinesiology of the joints, posture and head, neck and trunk, and movement patterns for the extremities and basic gait analysis are emphasized. Prerequisites: BIO 339, PHY 111-112.

**RSC 406 Exercise Physiology (3)**

This course is an integrated introduction to physiological and theoretical bases for common forms of therapeutic exercise. Musculoskeletal, neuromuscular, and cardiopulmonary responses to exercises are investigated. Prerequisites: BIO 107-108.

**RSC 450 Clinical Neuroscience (5)**

This interdisciplinary course involves an in-depth study of the central nervous system including neuroanatomy, neurophysiology and neuropharmacology. Course includes mind-body-environment interactions and the totality of human behavior. Clinical conditions and case studies are utilized. Laboratory includes examination of brain specimens. Prerequisite: BIO 339.

**HISTORY**

To fulfill the requirements for a bachelor of arts in history, students must complete the following history courses: 103 or 111, 203, 204, 211, 323, 326, 327, 328 and a three-hour senior research project; three courses selected from 309, 325, 329, 343, 350 or another non-North American history course; two courses from 320, 341, or another North-American history course; and a minimum three-credit hour internship is also required.

Twelve credits must be completed in a related field or structured minor. Related fields include social sciences (political science, sociology, psychology), Spanish. Structured minors include accounting, English, management, computer science, philosophy, and psychology.

Students within the department must maintain a minimum 2.0 G.P.A. in courses taken at D'Youville in their major subject area.

A core-requirement history course must be taken before any 300-level history course.

**103 Comparing World Civilizations (3)**

This course surveys the origins and growth of the Confucian, Islamic and Western worlds, and examines how a concentration of political and economic ideas and technologies allowed temporary Western dominance. (This course meets the core requirement in history.) *Offered both semesters.*

**111 Growth of Western Culture (3)**

This course is a survey of the development of western culture as divided into seven major epochs: Greece, Rome, the Middle Ages, the Renaissance, the Enlightenment, the 19th century and the 20th century. (This course meets the core requirement in history.) *Offered both semesters.*

**203 American Economic and Social History to 1865 (3)**

This is a course that examines the economic, social and cultural events that have shaped American history from colonial times to 1865. Attention is given to race relations and problems of minority groups. (This course meets the core requirement in history.) *Offered in the fall semester.*

**204 American Economic and Social History since 1865 (3)**

This is a course that examines the economic, social and cultural events that have shaped American history from 1865 to the present. Attention is given to race relations and problems of minority groups. (This course meets the core requirement in history.) *Offered in the spring semester.*

**211 History of Contemporary Foreign Policy (3)**

The basis of American foreign policy in the 20th century is examined in this course. It focuses on recent relations with other major industrial powers and on relations with a selected area of the developing world. *Offered in the fall semester or even-numbered years.*

**231 History and Culture of Puerto Rico (3)**

This course is a chronological view of the history, geography, educational institutions, social, and cultural life of Puerto Rico. It focuses on the industrial, economic and political development of the island and on the development of the Puerto Rican community within the mainland United States. *See BED 231. Offered as needed.*

**309 History of the Far East: Selected Topics (3)**

This course studies Far Eastern civilization and focuses on the 19th and 20th centuries. Emphasis is placed on China and Japan. *Prerequisite: core course in history. Offered in the spring semester, every three years, beginning in 1998.*

**320 History of New York State: Selected Topics (3)**

This course is a study of the historical development of New York from 1609 to the present. Special note is made of the role of Western New York in the state's history. *Prerequisite: core course in history. Offered in the fall semester of odd-numbered years.*

**323 Founding the American Republic 1763-1800 (3)**

This course is a study of events leading to the American Revolution and independence and a consideration of the implementation of the Constitution and the evolution of the two-party system. *Prerequisite: core course in history. Offered in the fall semester of even-numbered years.*

**325 Modern World Revolutions: A Comparative Study (3)**

This course comparatively studies the great revolutions of modern times in 18th century England, 18th century America and France, and 20th century Russia and China. *Prerequisite: core course in history. Offered in the spring semester every three years, beginning in 1997.*

**326 Civil War and Reconstruction (3)**

This course is a study of the forces shaping American life through the outbreak of the Civil War Reconstruction and the development of the post-war period. Emphasis is placed on the problems of slavery and race relations. *Prerequisite: core course in history. Offered in the fall semester of odd-numbered years.*

**327 Twentieth Century America (3)**

This study of the United States in the present century considers such topics as the Progressive Era, Imperialism, World War I, the "Roaring Twenties," the Great Depression and World War II. A focus is placed on the problems of urbanization and African Americans are included. *Prerequisite: core course in history. Offered in the spring semester of even-numbered years.*

**328 Twentieth Century America (3)**

This study of the United States in the present century considers such topics as the 1950's, the revolution of the 1960's, the Vietnam War, and the presidency from Truman to Clinton. It focus on the problems of American involvement in the world, the challenge of the urban crisis and the struggle of African-Americans. *Prerequisite: core course in history. Offered in the spring semester of odd-numbered years.*

**329 Twentieth Century Europe (3)**

This course is designed to deepen knowledge of the political developments of the period by a systematic study of the major events affecting 20th century Europe. *Prerequisite: core course in history. Offered in the fall semester, every three years, beginning in 2000.*

**341 Canada in Transition (3)**

This course provides students with a thematic approach to the historical, cultural, political, social and economic development of America's closest foreign ally and major trading partner. Through the examination of Canadian colonial development, political evolution, cultural formation and economic diversification, students analyze a nation that is similar to their own and yet quite unique. By studying Canadian policy toward native North Americans, students see how and why such a policy took a radically different approach from that followed in the United States. This approach of comparison and contrast will be utilized throughout the course. *Prerequisite: core course in history. Offered in the fall semester of even-numbered years.*

**343 Russia, the West and Change (3)**

Beginning with Peter the Great, the course examines how Russia has attempted to keep up with Western technological and social development. Particular attention is given to the way communism has structured this attempt since the Russian Revolution. *Prerequisite: core course in history. Offered in the fall semester, every three years, beginning in 1999.*

**350 Islam and Africa (3)**

This course examines the basic social and cultural implications of Islam, traces their initial impact in northern and tropical Africa and examines how Islamic factors have reasserted themselves after Western intervention in these areas. *Prerequisites: core courses in history. Offered in the spring semester, every three years, beginning in 1999.*

**420 Variable Topics in History (1, 2, 3)**

This variable topic seminar deals with selected themes or topics that are announced when the course is offered. *Prerequisite: core course in history (may count as a core course under usual stipulation). Offered as needed.*

**444 Internship**

The history internship is a variable-credit (3-12 hours) required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in the development of future projects (graduate study). This allows students to work under the guidance of an immediate supervisor and/or a college faculty sponsor. *Offered as needed.*

**479-480 Independent Study (1, 2, 3)**

Qualified students may investigate selected topics with permission of instructor, or conduct a senior research project.

## INTERDISCIPLINARY STUDIES

*See program description on page 48.*

# INTERNATIONAL BUSINESS

The bachelor's/master's degree in international business combines specialized training in international business with a strong foundation in a foreign language, research, communication, ethics and interpersonal skills. Rapid changes in the global economy and the explosive growth in international trade and investment make it necessary that managers be trained in the following:

- Understanding for business practices
- Managing cultural differences and
- Communicating in foreign languages

Top executives of international business confirm the need for managers with international business training, especially at the master's level. Graduates of this program will be able to pursue worldwide employment with the following:

- Multinational companies
- International financial institutions
- Government agencies
- Management consulting firms
- Trading or transportation companies and
- Colleges and universities

Students are able to combine theoretical and practical knowledge through fieldwork experiences. Options include business internship opportunities with U.S. offices of multinational corporations as well as opportunities to combine work and study abroad. D'Youville admits high school and transfer students directly into the combined BS/MS program in international business and guarantees a place in the class as long as the minimum academic requirements are met.

The program has been approved and registered by the New York State Department of Education. Students who successfully complete all requirements specified by the five-year course of study will be awarded a B.S. degree in addition to an M.S. in international business at the time of graduation. The international business program has received initial accreditation from the International Assembly of Collegiate Business Education.

The program's first two years are devoted primarily to study the arts, humanities and science that satisfy the general education core requirements of the college's baccalaureate degree

and certain prerequisite requirements specified by the program curriculum such as macroeconomics, microeconomics, and four semesters of foreign language. The third year is dedicated to the existing business core curriculum. Graduate courses in international business begin in the fourth year and contain relevant research, analytical and communications components.

Required international fieldwork begins in the summer session between the fourth and fifth years of study. Fieldwork assignments are arranged on an individual student basis. Assignments may involve the developing exporting or importing strategies, performing advertising or marketing research, international accounting, or developing international policies for organizations interested in internationalizing operations. Students have an opportunity to extend fieldwork into the fifth year of study.

## International Business Articulation Agreement with Seneca College, Ontario, Canada

Students who complete the two year general arts and science program at Seneca College with a G.P.A. of 3.0 or better will be eligible for acceptance into the third year of D'Youville's BS/MS combined international business program. Normal progression in the articulated program would allow the student to complete a two-year general arts and science program in two academic years, and the combined BS/MS in international business in an additional three calendar years. Specific details are available in the department of business.

## Student Responsibilities

The international business program is a demanding program in course work and time commitment. Students enrolled in the program must complete two summer sessions, in addition to the ten full semesters of coursework in order to complete the program in five years. Fieldwork assignments, scheduled in the fourth and fifth years of study, may be completed at home or abroad and may require an additional expense for travel and room and board.

## Admissions Requirements

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1000 (recentered) or ACT equivalent.
2. A high school average of at least 85 percent.
3. High school rank in the upper half of class.

Students must also demonstrate successful completion of two years of mathematics. One year of foreign language is recommended, but not mandatory. Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to the international business combined BS/MS program are strongly advised to include these documents with their application.

The admission requirement for transfer students is a minimum Q.P.A. of 2.5. Transfer students are also strongly advised to include letters of recommendation and a letter of intent with their application. Students with a Q.P.A. of lower than 2.5, may be considered for conditional acceptance on an individual basis. Conditionally accepted students can matriculate after completing four undergraduate or graduate courses, as appropriate, with a grade of B or better.

Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum. However, foreign language and economics requirements must be met prior to advancement to the fourth year of study. In addition, transfer students are highly recommended to gain competence in word processing skills before entering the program.

Please note that students are admitted directly into the program and do not have to reapply for admission to the upper division of the program.

## Academic Regulations

The academic regulations listed below must be met by full-time and part-time students.

Undergraduate academic requirements to be in good standing during the first three years of the program students must:

- a) Maintain semester and cumulative averages of 2.5.

- b) Maintain a minimum grade of C in all 100- to 400-level courses required in the major and for all other courses required for the major. Students who fail to obtain a grade of C in a required course for the major at the undergraduate level will not be permitted to enroll in major courses having a IB prefix at the 500 and 600 levels until the course is repeated with a minimum grade of C. If space is available a course must be repeated with permission of the program faculty the next time it is offered. A course may be repeated only once.
- c) Undergraduate program students experiencing academic difficulties may be required to decelerate their progress until an acceptable level of general academic performance is achieved. Permission to decelerate in the program must be obtained from the chair of the department of business.
- d) Students at the undergraduate level can be placed on program probation only once. Any academic deficiency beyond the first program academic probation will result in dismissal from the program.

### Graduate Academic Requirements:

To be in good standing during the fourth and fifth years of the program:

- a) A student must maintain a minimum semester and cumulative average of at least 3.0.
- b) No more than a total of two courses with grades lower than B are applicable to the graduate level. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in international business.
- c) Students who fail to achieve a minimum grade of C- for any course included in the graduate portion of the program (500- or 600-level courses) will not be permitted to enroll for subsequent semesters of the graduate portion until the course have been successfully repeated with a minimum grade of C. If space is available the course must be repeated the next time it is offered.
- d) Students are required to obtain permission of program faculty prior to registration in fieldwork internships included in the graduate portion of the program. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.

- e) All fieldwork assignments must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a fieldwork assignment must receive formal approval of program faculty to repeat the fieldwork experience. A student will not be permitted to repeat an unsatisfactorily completed fieldwork more than once.

### Academic Probation

A student will be placed on program academic probation when there is failure to satisfy specific program academic standards or regulations. A student will be placed on academic probation for two full-time semesters which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program

Academic deficiencies, which result in program probation, must be corrected within the two semesters that immediately follow the date of probation.

Students placed on academic probation are not permitted to advance to subsequent semesters of study until the academic deficiency, which resulted in the probation status has been remedied. The student will remain on probation for two semesters in which full-time coursework, or its equivalent, is satisfactorily completed.

Students may appeal the decision of dismissal from the international business program to the chair of the department of business. The appeal is initiated with a letter from the student to the department chair that describes the extenuating circumstances that limited academic performance. The department chair then presents the appeal to the business faculty for consideration. If the appeal is accepted, the student will remain on program academic probation for two full-time semesters and must satisfy the criteria of probation.

### Student Conduct

Students enrolled in the D'Youville College international business program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and fieldwork assignments. Academic dishonesty of any form will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the international business program.

### International Business Courses

Graduate courses (500- and 600-levels) offered by the international business program are listed below. Undergraduate college-core and business-core courses, such as management, law or foreign language, are described in the appropriate sections for each discipline. Graduate courses with the prefix GRA are described in the graduate catalog.

#### 501 Economic Geography (3)

This course introduces the fundamentals of economic geography, spatial economics and the principles of locational choice. The forces that are reshaping the global economy and the stages of economic development that are emerging are also examined. *Prerequisite: satisfactory completion of previously designated coursework.*

#### 503 International Economics and Finance (3)

This course studies the economic principles that underly trade among nations, international exchange and the balance of payments, the scope and significance of international investment and capital movements, and the institutions facilitating economic cooperation among world nations. *Prerequisite: satisfactory completion of previously designated coursework.*

#### 505 International Negotiation and Communication (3)

This course is designed to provide an understanding of the aspects of cultural differences among peoples in different countries that significantly affect managing businesses, communicating and marketing products or services in the global economy through the study of major economic regions of the world. Emphasis is placed on the role of managers and negotiating skills. *Prerequisite: satisfactory completion of previously designated coursework.*

**506 International Management (3)**

The course covers various areas of knowledge, theories and applications of organizational behavior and human resource management in the global arena. Topics include leadership and organizational styles in different cultures, motivational techniques, managing human resources and cross-cultural training, preparing expatriates for foreign deployment, compensation and related problems in international business, and country specific factors affecting foreign placement of company personnel. *Prerequisite: satisfactory completion of previously designated coursework.*

**602 Multinational Corporate Finance (3)**

This course studies the emphasis of the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. *Prerequisite: satisfactory completion of previously designated coursework.*

**604 International Marketing & Research (3)**

This course is a study of how international business variables affect the marketing process. Emphasis is placed on the mechanics and strategies of international marketing including export and non-export entry modes. The course focuses on product, pricing, promotion and distribution decisions in a global marketplace. *Prerequisite: satisfactory completion of previously designated coursework.*

**605 Legal Environment in International Business (3)**

The course investigates international trade organizations, conferences, treaties, export regulations, antitrust laws, securities regulations in the international environment, the Foreign Corrupt Practices Act, laws that provide protection against unfair competition from foreign goods, and laws that provide economic relief to those affected by import competition. *Prerequisite: satisfactory completion of previously designated coursework.*

**607 International Transportation and Logistics (3)**

This course examines the escalating importance of international logistics and transportation in world commerce. It emphasizes the differences between domestic and international transportation and logistics. Transportation issues such as infrastructure and export documentation and management techniques of international logistics are also discussed. *Prerequisite: satisfactory completion of previously designated coursework.*

**608 International Business Strategy (3)**

This course is an advanced study in global operations management that allows students to apply and extend the skills learned in earlier international business courses. Students relate recent innovations in international operations management and information technology to business strategy and integrate “core” management courses in organization, leadership, strategy, marketing, accounting, finance and cross-cultural concepts. *Prerequisite: satisfactory completion of previously designated coursework.*

**610 International Accounting (3)**

This course is a study of the accounting aspects of international business. Topics include comparative international accounting systems, practices, reporting and taxation. This course also includes a discussion of the need for and uses of relevant accounting information by managers for planning, forecasting, budgeting and decision making in a global competitive business environment. *Prerequisite: satisfactory completion of previously designated coursework.*

**612 International Business Elective**

Elective courses such as International Banking, Canadian Economic and Business Structures, Economic Integration, or Profiles of World Financial Centers will be offered in the fifth year of the course of study.

**614 Seminar—Current Issues (3)**

This course is an in-depth analysis of current issues, selected topics, specific problems or geographic areas of prominence in international business. This course may be taken more than once. *Prerequisite: satisfactory completion of previously designated coursework.*

**620 International Business Fieldwork (9)**

This course allows students the opportunity to apply international business knowledge and skills in real-world settings. Assignments include positions in multinational corporations, government agencies and other institutions in the U. S. or abroad. Fieldwork assignments will be arranged on an individual basis. *Prerequisite: satisfactory completion of all fourth-year coursework and good academic standing per academic regulations.*

**621 International Business Project Seminar I (3)**

This course will provide the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor in the field of international business. The course perspective is the utilization of theory to frame research questions for applied research problems in international business. The review and critical analysis of components of applied research designs prepare the student to be a producer and consumer of research as a manager. Students will work closely with the instructor to investigate, formulate and describe, in the proper format, a research study or project. *Prerequisite: GRA 601.*

**622 International Business Project Seminar II (3)**

This course prepares the international business student to complete a graduate research project. Current research is examined to identify appropriate areas of inquiry for students entering the international business field. *Prerequisite: IB 621.*

**630 International Business Fieldwork (9)**

Continuation of IB 620. *Prerequisite: IB 620.*

## MANAGEMENT

The management program provides students with the knowledge and skills necessary to become competent and responsible managers.

The degree conferred is the bachelor of science in business management. The curriculum prepares the student by emphasizing a firm base of liberal arts and a common body of knowledge about management responsibilities. Students graduate from the program having developed a coherent and dynamic personal philosophy about managing, an understanding of the ever changing technological world, and a strong sense of social responsibility. The management curriculum serves students wishing to obtain professional degrees. It prepares students for careers as executives and specialists in business and other complex organizations.

Along with the traditional B.S. in management, D'Youville College also offers the management degree for working adults with some college credits. The ADVANCE program, an accelerated degree completion program taught over 18 months, is taught in a cohort modular format. Students complete one course at a time every five weeks by attending classes one night per week. The student handbook for the ADVANCE program provides further details about the curriculum. For more information, contact the ADVANCE program coordinator at (716) 881-7600

Students who major in any area of management must take MGT 304, LAW 303, 304, ACC 211 and 212, ECO 201, 202 and 207, and MGT 316, 411 and 444. The remaining 30 credits are selected from upper-level management courses, depending upon the emphasis.

All management majors take MGT 316. All accounting majors take ACC 417. All management majors must take MGT 444 (Internship) for a minimum of three-credit hours. However, this course can also be taken for six credit hours or the student may take MGT 445 for 6-12 credit hours. A waiver of this requirement will be given only in exceptional circumstances as determined by the department chair. If a waiver is granted, the student must take another minimum three-credit course stipulated by the department chair in consultation with the student's advisor. The above stipulations also apply for accounting students who must take ACC 444 (internship) for a minimum of three-credit hours. MGT 316 or ACC 417 will NOT satisfy the computer requirement in the core.

Students must earn a C grade in each course in the major. One half of the major (30 credits) must be earned at D'Youville. Students

may repeat a major course once. Students may repeat no more than three major courses in their total program.

### ADVANCE program in Management

Along with the traditional B.S. in management, the department of business also offers a management degree specifically designed for the working adults who want to get ahead in their careers, broaden their credentials to have more career choices or those who want to earn a baccalaureate degree.

Department cohorts or class groups begin several times during the academic year. Courses are scheduled in the evenings to fit busy lifestyles. The program places particular emphasis on self development, communication, problem-solving competence, supervision, human resource management and ethical leadership. It also emphasizes critical thinking and written communication skills.

In addition to the following courses in the ADVANCE modular program, complete or transfer six additional business course credits as well as meet the requirements for the college core curriculum. These additional courses may be challenged or substituted by passing the CLEPP exam. Many of these courses are offered in modular format.

### ADVANCE Modules

#### MODULE 1

MGT 389 Special Topics: Adult Development and Management

#### MODULE 2

MGT 305 Principles of Management

#### MODULE 3

MGT 401 Organizational Behavior

#### MODULE 4

MGT 304 Communicating in Organizations

#### MODULE 5

MGT 407 Decision Making in Organizations

#### MODULE 6

MKT 304 Principles of Marketing

#### MODULE 7

HRM 309 Principles of Human Resources Management

#### MODULE 8

MGT 411 International Business

#### MODULE 9

ECO 207 Business Statistics

#### MODULE 10

LAW 304 Business Law II

#### MODULE 11

MGT 412 Business Policy

#### MODULE 12

ACC 212 Principles of Accounting II

#### MODULE 13

MGT 315 Financial Management

#### MODULE 14

PHIL 325 Business Ethics

#### MODULE 15

Action Research Project Seminar, parts A,B,C

MGT 479 Independent Study

Research Project Seminar A

MGT 480 Independent Study

Research Project Seminar B

MGT 444 Internship

Research Project Seminar C

### Six additional Business Courses:

ACC 211 Principles of Accounting I

ECO 201 Principles of Economics-Macro

ECO 202 Principles of Economics-Micro

LAW 303 Business Law I

MGT 316 Personal Computers for Managers

MGT 318 Management Information Systems

*The college core curriculum can be found on page 34 of the undergraduate catalog.*

### Management Articulation Agreements

D'Youville has formed articulation agreements allowing transfer students from the following institutions and programs to enter the management program at the second- or third-year level:

Seneca College, Ontario, Canada

Business Administration

Erie Community College, New York

Business Administration

Business Transfer

Bryant & Stratton, New York

Business Management

Marketing and Sales

Trocaire College

Transfer Concentration

Hotel Management

Sales and Marketing

Health Information Technology

Health Care Office Management

Agreement details and other information for transfer students are available in the department of business.

### 303 Problems in Management (3)

Topical seminars are devoted to issues of interest to those involved in or aspiring to management positions. Special topics include women in management, supervisory strategies, changing roles and the work environment, assertive communicating, time management, conflict resolution, tools for planning and decision-making. *Prerequisite: MGT 305 or permission of instructor. Offered as needed.*

**304 Communicating in Organizations (3)**

The course deals with the relation of interpersonal communication to communications strategies in organizations. Students analyze communication networks and the relationship to group characteristics and productivity and leadership and conflict as they relate to communication in the organization. *Prerequisite: MGT 305 or permission of instructor. Offered in the fall semester.*

**MKT 304 Principles of Marketing (3)**

The course focuses on the fundamental concepts of marketing, such as analyses of buyer behavior, product development and distribution, and marketing research, planning and forecasting. Offered in the spring semester.

**305 Principles of Management (3)**

This course focuses on the nature and theory of management. It emphasizes the functional application of the basic principles of management to realistic business situations. *Offered in the fall semester.*

**MKT 306 Advertising/Sales Promotion (3)**

Advertising is surveyed as a communications system that presents brand information and spurs consumer behavior. Emphasis is placed on the various institutions of advertising. All forms of promotional activities are examined. *Prerequisite: MKT 304 or permission of instructor. Offered as needed.*

**HRM 309 Principles of Human Resources Management (3)**

This course deals with the nature and theory of human resources management. It emphasizes the functional application of the basic principles of human resources management to realistic organizational situations. *Pre/Corequisite: MGT 305. Offered in the spring semester.*

**311 Operations and Production Management (3)**

This course is an introduction to operations research and management science. Topics include productivity improvement, automation, materials management and facilities management. *Prerequisite: MGT 305 or permission of the instructor. Offered as needed.*

**315 Financial Management (3)**

This course deals with financial statements and financial analysis of business firms, tax considerations, inventory analysis, budgeting, investments, and relationships to financial institutions. *Prerequisites: ACC 212 and MGT 305 or permission of the instructor. Offered in the spring semester.*

**316 Personal Computers for Managers (3)**

The course introduces students to computerized business applications, word processing, spreadsheets, databases and presentation software. Students are given thorough hands-on familiarization of the personal computer and the completion of various business applications on the computer. This course is not open to accounting majors. *Prerequisites: junior status. Offered in the spring semester.*

**318 Management Information Systems (3)**

The course explores the role and meaning of MIS in the organization and focuses on planning, implementation, effect and future of MIS. *Prerequisites: MGT 305, CC 110 and/or CSC 151, or permission of the instructor.*

**321 Entrepreneurship and Small Business Management (3)**

The course is a study of entrepreneurship in today's small business or private practice environment. The student will be brought through the processes of starting and developing one's own business or practice, from the original product or service concept through the birth and growth of the organization. The course will be presented in the context of applicable New York State law. *Prerequisites: junior standing or permission of the instructor. Offered as needed.*

**389-90 Special Topics in Management (3)**

This is a seminar course in a topic related to the field of management. At the time of offering, a subtitle will indicate the specific content of the course. *Prerequisite: MGT 305 or permission of the instructor.*

**401 Organizational Behavior (3)**

This course is a study of people as they behave in organizations, motivation, attitudes, personality patterns and their relation to behavior in business and other organizations. *Prerequisite: MGT 305 or permission of the instructor.*

**407 Decision Making in Organizations (3)**

The course is a study of decision making as a managerial function. It relates models of decision making to their effectiveness in changing situations. Emphasis is placed on the planning and control in the context of decision-making strategies. *Prerequisite: MGT 305 or permission of the instructor.*

**MKT 408 Marketing Research (3)**

This course examines various research procedures including survey design, sampling, data collection techniques and analysis and reports. Emphasis is given to selected application of marketing research to specific problems. *Prerequisite: MKT 304 or permission of the instructor.*

**410 Labor Relations (3)**

This course deals with the history, legal aspects, and issues of management-labor relations. *Prerequisite: MGT 305 or permission of the instructor.*

**411 International Business (3)**

This course focuses on the legal, economic, historical, sociological, political and philosophical concepts operative in multinational business. *Prerequisite: MGT 305 or permission of the instructor. Offered as needed.*

**412 Business Policy (3)**

This course is designed to demonstrate ways in which various functions and subsystems of the management process are related to and interact with each other. *Prerequisites: MGT 401 and 315 or permission of the instructor.*

**435 Health Care Management (3)**

This course deals with working with staff, understanding dynamics of human behavior, goal setting and problem solving techniques. *Prerequisite: MGT 305 or permission of the instructor. Offered as needed.*

**440 Introduction to Management, Marketing, and Business Law (3)**

This is an overview of the principles of management, marketing, organizational behavior and business law with an emphasis on the application of such principles to real-world situations. *Prerequisite: course for international business master's students. Offered as needed.*

**441 Introduction to Economic Concepts, Statistics and Financial Analysis (3)**

This is an overview of economic principles, statistical techniques and financial concepts as applied to management. *Prerequisite: course for international business master's students. Offered as needed.*

**444 Management Internship (3)**

This course provides specially selected, highly motivated students with the opportunity for experience in their area of specialization prior to graduation. *Prerequisite: 2.5 Q.P.A. or higher. Open only to senior business majors with prior permission of the instructor. Offered in the fall and spring semesters.*

**445 Internship (9-12)**

Students receive on the job experience in an area of their specialty. Students work 20 to 35 hours per week for 10 to 15 weeks, dependent on desired credit. *Prerequisites: 2.5 overall G.P.A., 3.0 major, senior status (86 credits).*

**479-480 Independent Study (1, 2, 3)**

Qualified students may investigate selected topics with the permission of the instructor.

# MATHEMATICS AND COMPUTER SCIENCE

## NO MAJOR OFFERED.

### MATHEMATICS COURSES

#### 101 Elementary Algebra (3)

The subject matter includes arithmetic and algebraic operations, linear equations and inequalities, quadratic equations, 2 equations and 2 unknowns, elementary coordinate geometry and word problems. Does not fulfill core requirement for math. Not open to those with credit in any other math courses unless recommended by the Learning Center. Permission of instructor required. Offered both semesters.

#### 105 Problem Solving for Chemistry (3)

This course teaches the mathematical problem-solving skills needed for success in chemistry and reinforces their application to chemical situations. Does not fulfill the core requirement for math. Corequisite: CHE 101 or CHE 111. Prerequisite: Demonstrated need based on Learning Center testing and consultation with the instructor. Offered fall.

#### 117 Topics in Mathematics (3)

Topics are selected to exemplify a broad view of mathematics throughout. The subject matter includes logic, numbers, functions, geometry, probability, and topology. Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered as needed.

#### 120 Elementary Practical Statistics (3)

This is an introduction to the theory and application of statistics; sampling, frequency distributions, probability, confidence intervals, hypothesis testing and analysis of variance. Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered both semesters. Students who pass MAT 120 cannot subsequently take MAT 123 for credit.

#### 122 Algebra and Trigonometry (3)

The course explores concepts and graphs of basic function, including polynomial, rational, radical, logarithmic, exponential, and trigonometry functions. Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Not open to those who have taken MAT 125.

#### 123 Introduction to Applied Statistics (4)

This course includes the underlying fundamental mathematical principles and their application to a wide range of statistical methods and tests. Included are the following: sampling, frequency distributions, probability, regression, confidence intervals, hypothesis testing, t-test, analysis of variance, chi-square and correlation. Existent computer software such as Mini-Tab is utilized by students to aid and facilitate the analysis of results. Not open to those who have had MAT 120. Prerequisites: (1) CSC 110 or CSC 151, (2) MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor.

#### 125 Calculus I (4)

Basic theory of functions, limits, continuity, derivatives, and integrals are taught. Some emphasis is placed on the structure of the real number system. Prerequisite: MAT 122, a placement test score indicating mastery of the MAT 122 material, or permission of instructor.

#### 126 Calculus II (4)

The course explores the basic techniques for integration as well as elementary transcendental functions and the application of differential and integral calculus. Prerequisite: MAT 125.

#### 202 Calculus III (4)

The subject matter includes multivariate calculus, infinite series, differential equations and matrix algebra. Prerequisite: MAT 125.

#### 318 Discrete Mathematics (3)

Discrete mathematics includes topics which are particularly important in computer science. This course provides the student with an introduction to elementary combinatorics (counting methods and graph theory), elementary Boolean algebra and automata theory. Prerequisites: MAT 126 and CSC 151.

#### 389 - 390 Special Topics in Mathematics (3)

This course represents an opportunity to study a selected topic in mathematics. Topics originate with faculty or students. Offered as needed.

### COMPUTER SCIENCE COURSES

#### 110 Computers and Computing (3)

This is an introduction to the fundamental ideas of computers and their implementation: operating systems, software applications, some elementary programming. Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered both semesters. (Not open to those with credit in CSC 151.)

#### 151 Introduction to Computer Programming (3)

This is an introduction to computer programming using Pascal: program structure, procedures, functions, loops, if-then-else, arrays, and records. Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered as needed.

#### 161 Introduction to Multimedia (3)

This course introduces the basic principles of computer graphics, animation, sound processing and video processing, and provides a working knowledge of current multimedia applications and hardware. Prerequisite: CSC 110 or equivalent or permission of instructor. Offered as needed.

#### 241 Data Structures (3)

This course is a study of the manipulation of data structures, stacks, queues, lists, linked lists, and trees. Other topics covered are integration of data structures and efficient algorithms of sorting, merging, and searching in a data base or file management system. Prerequisite: CSC 151. Offered as needed.

#### 389-390 Special Topics Computer Science (3)

This course presents an opportunity to study a selected topic in computer science. Topics originate with faculty or students. Offered as needed.

## MILITARY SCIENCE

Canisius College is the commissioning source of the U.S. Army officers for the Greater Buffalo area. The military science program is designed to augment the college learning experience. Identifying and developing future leaders is the cornerstone of the program. A cross-enrolled student receives the rewards of two college environments and exposure to other students from colleges throughout the Buffalo area.

The normal military science program is four years: a two-year basic course (4 credit hours), for which no military obligation is incurred, and a two-year advanced course. The advanced course (12 credit hours) leads to a commission in the active army, Army Reserves, or National Guard.

A six-week advanced camp between the junior and senior years also is included. Instead of the advanced camp, nursing students who have completed the junior year of their nursing program may attend a summer training that augments their on-campus curriculum. The first eight days at Camp Perry, Ohio, are dedicated to application of splints, treatment of common field injuries, navigation with a map and compass, installation and operation of common army equipment, and practicing military skills in an outdoor environment. The remaining five weeks are at an army hospital on the east coast, performing advanced nursing skills (i.e., EKGs, drawing blood, preparing IVs, management of a ward, etc.) with immediate feedback from the army nurse preceptor.

The U.S. Army provides college graduates with management experience in almost any field a student chooses for a major, and usually faster than comparable civilian jobs. A newly commissioned officer in nursing would start as a team leader; by the second year of service, the officer would be a charge nurse; by the third to fourth year that officer could be a head nurse. Whether oriented towards a career in the army or not, a commission as an officer in the army can provide the experience, over a relatively short period of service, that usually places the student ahead of contemporaries when army service has been completed.

Simultaneous Membership Program (SMP) permits combining service in the U.S. Army Reserves or the New York Army National Guard with the Reserve Officers' Training Corps (ROTC) program, and earning approximately \$5,000 in two years, while enrolled in the Canisius College ROTC Program through a

tuition-free military science course arrangement. If interested in a challenge, contact the Canisius College professor of military science (PMS) at 846-4608 or 883-7000, Ext. 308/309 for more details.

### 101 Introduction to Small Organizational Leadership (1)

This provides an overview of the structure, group dynamics, and the organization of small groups. It includes diagnostic tests, physical fitness evaluations, basic terrain analysis and an introduction to small organization leadership to enhance individual skill. This class meets two hours per week for freshmen. Offered in the fall and spring semesters.

### 102 Organization Structure and the Leader (1)

The Department of Defense organization is analyzed including its various missions, organizational structure, and impact on world events. In addition, cold weather survival techniques, physical conditioning, first aid procedures, and small group leadership familiarization are studied. This class meets two hours per week for freshmen. Offered in the spring semester.

### 201 Introduction to Leadership and Management (1)

Fundamental leadership traits and the indicators of one's effectiveness in an organization are studied. An analysis of the decision-making process in a small group and the communication of the final decision to the group in the form of a briefing presentation. In addition, intermediate terrain analysis skills, physical conditioning, customs and traditions, and small unit tactical movement techniques are presented to enhance individual skills. This class meets two hours per week for sophomores. Offered in the fall semester.

### 202 Structured Leadership Assessment (1)

This is an assessment center approach to analyzing students' leadership abilities and counseling on ways of improving their leadership skills. It includes a delegation of authority exercise (In-Basket), a scheduling exercise, a budget debate forum, an information briefing, and a structured interview session. It is an intensive student involvement class that meets two hours per week for sophomores. Offered in the spring semester.

### 211L, 311L, 411L Leadership Laboratory (1)

This is a "hands-on" educational approach to leadership development. Through a leadership assessment system under professional supervision, a critical analysis of a student's leadership style, traits and methodology is developed into a leadership profile. It includes physical conditioning drills, small organization situations, the application and enforcement of set procedures, and various real-life situations involving personnel. Two hours per week for sophomores, juniors and seniors. Offered in the fall and spring semesters.

### 301 Basic Leadership Skills (3)

This course explores individual and squad level proficiency skills and teaches military geography and land navigation, small unit organization and tactics, formulation of oral and written operations orders. Offered in the fall semester.

### 302 Leadership in Small Unit Operations (3)

Course subjects include military communications theory, basic military skills proficiency instruction, decision-making and interpersonal communication. Simulations, problem analysis, and solution development are extensively used. Offered in the spring semester.

### 401 Leadership in Small Army Units (3)

Applied leadership principles and skills are practiced at the platoon level. Emphasis is placed on communication, human relations and management skills as well as philosophy, purpose and application of military law. Prerequisite: MLS 301, 302, 311L. Offered in the fall semester.

### 402 Military Law and the Military Profession (3)

The professional military officer in today's army is explored. Emphasis is placed on military professional ethics utilizing ethical situations drawn from military history, extensive use of simulations, and practical problem analysis. Prerequisite: MLS 301, 302, 311L, 401. Offered in the spring semester.

## NURSING

Programs offered in the department of nursing include the four year bachelor of science in nursing program preparing for the NCLEX professional nursing licensing examination; the bachelor of science in nursing completion program for registered nurses; a combined five year bachelor of science and master of science in nursing; a combined bachelor of science and master of science in community health nursing for registered nurses; a combined bachelor of science and master of science in nursing for registered nurses; the master of science family nurse practitioner program; the master of science in nursing; master of science in community health nursing with preparation in management, teaching or community addictions nursing; a post-masters family nurse practitioner certificate; a post bachelor's certificate in nursing and health related professions education; holistic nursing; and hospice and palliative care. All programs are approved by the New York State Education Department and accredited by the National League for nursing. Clinical affiliations are conducted with a majority of the health care institutions in Western New York.

### Bachelor of science in nursing BSN

This is a four-year bachelor of science in nursing program that prepare for the NCLEX Professional Nursing Licensing Examination. A minimum of 133 credits in nursing is required for the BSN degree. The curriculum emphasizes knowledge and skills needed for the 21st century: interdisciplinary introduction to the health system course in the first semester; management preparation with 6 credits of undergraduate management courses; collaboration and partnerships with clients, health-care professionals, and agencies; and a community-based emphasis. Clinical nursing courses start in the second year while students are completing the science prerequisite courses and liberal arts courses. The strong clinical preparation is acquired through 1320 clinical hours. Multiple options are available to link with our other graduate nursing programs.

### Five-year bachelor of science in nursing/master of science in nursing BSN/MS

This program is intended to enable students to complete both the BSN and MS in nursing in a combined course of study. Upon completion of the baccalaureate component of the program, students would receive the BSN and be eligible to sit for the NCLEX licensing exam. Upon completion of the master's in nursing portion of the program, students would receive a master of science in nursing degree. This new program is shorter in length than the two programs of study if pursued separately, that is, the credit hours for three courses will be double counted for both the undergraduate and graduate components of the program. This program further allows the students at the master's level to customize their focus and provides them flexibility in pursuing their own career goals.

### Completion program for RNs AD-RN BSN

This special curriculum for RNs planned especially to meet the needs of students with an associate degree in nursing. Other RNs will be advised on an individual basis. Transcripts are evaluated for maximum transfer credits. ADN graduates either transfer in or are exempted from up to 65 credits of course work. Some humanities courses may be met by CLEP exams (see credit by examination). Registered nurses applying with an associate's degree can complete this program in two years of full-time study. Course schedules are flexible when possible for day or evening, full- or part-time study. A minimum of 135 credits is required for BSN completion. In the process, three valuable credits can be earned toward the nursing master's degree. A 50 percent tuition savings is available for RN students. The office of admissions and financial aid must have all requested financial data to process the special tuition rate.

### Combined BSN/MS Program for RNs AD-RN BSN/MS in nursing\*

This program is designed to allow associate degree registered nurses to complete the BSN and MS in a combined program of study. Students choose an area of clinical focus for the 9 credit clinical capstone course.

### Combined BSN/MS in community health nursing program for RNs\* AD-RN BSN/MS

This program is designed to allow associate degree registered nurses to complete the BSN and MS in a combined program of study.

The undergraduate component clinical rotations are offered (based on enrollment) on either a day or evening format. The graduate component may be completed in the evening program (all classes in the evening) or in the Friday program (all classes on Fridays).

A 50 percent tuition savings is available for students for the undergraduate portion. Graduate tuition is charged for the graduate portion.

\* Refer to the graduate catalog for information on the graduate portion of the program.

### Articulation Agreements

D'Youville College has established articulation agreements with several associate degree in nursing programs in New York State and province of Ontario. Transfer credits are given for equivalent course work completed in the above programs.

### Admissions Requirements

#### Basic Students BSN or BSN/MS Program\* Freshmen:

#### BSN/MS PROGRAM:

- 1000 SATs (recentered)
- 85 percent high school average
- Upper half of class
- No students will be admitted on a discretionary basis.

#### BSN PROGRAM:

- 900 SATs (recentered)
- 80 percent high school average
- Upper half of class
- May transfer into 5-year BSN/MS if a 2.5 Q.P.A. is attained after 24 credits
- May be admitted on a discretionary basis

#### Transfer:

- 2.5 Q.P.A. average

\* Entry course requirements for admission are as follows: Three years of high school science, including one year of high school biology and one year of high school chemistry or equivalent; two years of high school math, other than business math.

Basic students lacking high school chemistry will be considered following completion of a college preparatory course in chemistry.

Transfer students from outside or within the college must meet these same requirements, or their equivalent, and have a cumulative G.P.A. of 2.5.

Transfer students who have failed more than two science courses will be reviewed on an individual basis regardless of Q.P.A.

Applicants holding other baccalaureate degrees at the time of admission are not required to meet the college core requirements. In order to register for 200 level nursing course work, students must be formally accepted into the program.

### Associate Degree RN Students

#### BSN or BSN/MS Programs:

1. 2.5 Q.P.A. If less than that, may be admitted on a discretionary basis to the BSN program only.
2. Current RN License or eligible to write NCLEX exam. Clinical courses may not be taken until licensed.

### Diploma Prepared

(Hospital or Non-Hospital Associate Degree)

#### BSN or BSN/MS Programs:

1. 2.5 Q.P.A. If less than that, may be admitted on a discretionary basis.
2. Current RN License or eligible to write the NCLEX exam. Clinical courses may not be taken until licensed.
3. The NLN Mobility Profile II exam may be taken up to twice for credit for NUR 220, 220L, 230, 230L, 330, 330L, 333, 420, 420L (25 credits).

### Academic Regulations

#### A. Double Counted Courses

Students who are pursuing the combined BSN/MS program in nursing will take three graduate level courses (9 credits) instead of three undergraduate courses (8 credits) on similar topics. The courses addressed in this policy are:

1. NUR 314 nursing Research (3 credits) replaced by GRA 601 Research Methodology (3 credits).
2. MGT 435 Health Care Management (3 credits) replaced by HSA 613 or 615 Health Care Administration (3 credits).

This policy will enable generic students to save 8 credits by completing the combined BSN/MS program on a continuum, instead of pursuing the degrees separately.

RN students who are pursuing the combined BSN/MS program in nursing will take two graduate level courses (6 credits) instead of two undergraduate courses (6 credits) on similar topics. The courses addressed in this policy are:

1. NUR 314 Nursing Research (3 credits) replaced by GRA 601 Research Methodology (3 credits).
2. MGT 435 Health Care Management (3 credits) replaced by GRA 615 Health Care Administration (3 credits).

This policy will enable AD-RN BSN/MS students to save 6 credits by completing the combined BSN/MS program on a continuum, instead of pursuing the degrees separately.

#### Policy on Double Counting

To qualify to take the graduate level courses in place of the undergraduate courses the student must:

1. Be classified as a third or fourth year student.
2. Demonstrate evidence of capability to succeed in a graduate-level program as shown by a cumulative undergraduate G.P.A. of at least 2.7.
3. Have completed undergraduate courses in applied statistics (MAT 123).
4. Have completed a computer science course (CSC 110).

#### B. Grade and Q.P.A. Requirements:

1. Undergraduate Courses
  - a. To be in good standing in the BSN program, seniors and juniors must maintain a Q.P.A. and semester average of 2.5; sophomores must maintain a Q.P.A. and semester average of 2.0; freshmen must maintain a Q.P.A. and semester average of 1.8.
  - b. Maintain a minimum grade of C in all 100 to 400-level courses required in the major and for all other courses required for the major.
2. Graduate Courses
  - a. To be in good standing, maintain a cumulative Q.P.A. of at least 3.0 for all 500- and 600-level courses in the program.
  - b. Maintain a minimum grade of B in all 500- to 600-level courses required in the major.

c. No more than a total of two courses at the 500 to 600-level with grades lower than B (B-, C+, C) are applicable toward the degree. A grade of C- or lower is not applicable to the degree.

3. A student who takes an incomplete grade in a prerequisite to a required nursing course will not be permitted to begin the nursing course until the prerequisite course is completed with an acceptable grade.
4. A required course in which an unacceptable (U) grade is earned must be repeated.

#### C. Progression Requirements:

1. A minimum grade of C is required for any course in the major. Students who fail to obtain a grade of C in a required course will not be permitted to enroll in major courses having a NUR or GRA prefix offered in subsequent semesters.
2. Students must achieve a Q.P.A. of 2.5 to be admitted into NUR 330/NUR 330L.
3. Students are permitted to repeat a course only once.
4. Permission to repeat a course must be obtained from the faculty in that course.
5. All course and thesis/project policies currently in existence regarding the graduate-level courses in the current MS in community health nursing and the MS in nursing programs will be followed for the graduate level courses and thesis/project in the BSN/MS programs.

#### D. Probationary Standing and Dismissal:

1. Students who are not in good standing in the department, are placed on probation, and will remain on probation until they achieve a Q.P.A. appropriate for their class year.
2. Failure to meet standards for two successive probation periods may result in dismissal from the program.
3. Students who do not meet the required semester average for their class year will be placed on warning and may be limited to 12 credits.
4. Students who have failed more than two science and/or nursing courses will be reviewed on an individual basis for retention or readmission, regardless of Q.P.A.

5. While enrolled in 100 to 400-level courses, a student placed on probation must receive no less than a C in all courses, achieve a semester average and cumulative G.P.A. appropriate for their class year within the next two semesters or 15 credits minimum.
  6. Students who fail to achieve a grade of at least C on a second attempt, (i.e.: when repeating a course required for the major) will be dismissed from the program.
  7. During the 500- or 600-level courses, a student placed on probation must achieve a semester average of at least 3.0, and achieve a cumulative G.P.A. of at least 3.0 within the next two full-time semesters. Failure to meet the conditions of probation may result in dismissal from the program.
  8. In order to assure safe standards for the delivery of patient care, the following would constitute immediate dismissal from nursing courses: a level of theoretical knowledge which interferes with appropriate judgment in the delivery of patient care; unsafe performance in the delivery of patient care, appropriate to student's level.
  9. Students may be dismissed from the program for unprofessional conduct.
3. To complete the RN-BSN/MS in community health nursing, students must complete 170-176 credits.\*
  4. A student, whether full-or part-time, must complete the BSN program in a maximum of eight academic years or the BSN/MS program in a maximum of 10 academic years. Under exceptional circumstances, students requiring more time may appeal for an extension to either the Student Affairs Committee or Graduate Policies Committee as appropriate.  
\*Credits vary with project versus thesis option

#### **G. Re-admission:**

1. A student who is dismissed from the nursing program because of academic difficulties, may apply for readmission to the program after one year and must show evidence of academic and/or personal growth for consideration.
2. Criteria stipulated for readmission will be defined in the letter of dismissal.

#### **H. Immunization, CPR, Health Insurance, and Professional Liability Requirements:**

1. Students must provide documentation of current adult and pediatric CPR certification to be enrolled in all nursing courses starting with NUR 330 and NUR 330L.
2. Students must provide documentation for all immunizations and health assessments as specified by the health office to be enrolled in all nursing courses.
3. Students must carry health insurance to be enrolled in all nursing courses.
4. Students will be required to carry the level of professional liability insurance specified by the program.

#### **Clinical Course Requirements**

1. All students enrolled in clinical nursing courses must have professional liability insurance. Students are automatically billed for this insurance when they register for a clinical course.
2. All students enrolled in clinical courses must have health insurance and be able to provide documentation of coverage prior to the start of the semester. Failure to do so will prohibit the student from going to the clinical agencies. College student health insurance is available for a nominal fee through the health center.

3. All students enrolled in clinical courses must have current health and immunization records on file in the health center and available to the health agencies used for student learning experiences. Students must have evidence of vaccinations for MMR, chicken pox and Hepatitis B. Specific information regarding these and additional health requirements is in the undergraduate student handbook. Failure to comply with the health requirements will prohibit the student from going to the clinical agencies.
4. Current certification in adult and child CPR (cardiopulmonary resuscitation) is a requirement of all clinical courses starting with NUR 330.
5. Students are responsible for transportation and expenses to and from clinical sites. They may need access to a car for home visiting.
6. Any student enrolled in a clinical course who is absent from a clinical experience will be required to complete a make-up for the missed experience. Should it be determined by the instructor that a clinical experience will be required for the make-up assignment, the student is responsible for reimbursing the college for faculty cost prior to the scheduled makeup. The clinical grade will be withheld until payment and makeup are completed.

#### **Student Conduct**

Students enrolled in the nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both the academic and clinical environments. Unprofessional conduct will not be tolerated. Regardless of previous grades earned, it may result in failure in and/or dismissal from the course and/or program. Disciplinary action will be at the discretion of the course and/or department faculty. Policies specific to the department of nursing regarding grading, promotion, retention, dismissal and unprofessional conduct are available to students in the nursing student handbook.

#### **Academic Regulations**

##### **NCLEX Preparation**

1. Generic students must complete all steps of the educational resources program in conjunction with each of the required nursing courses in preparation for the NCLEX-RN exam. This includes, but is not limited to, all testing, remediation, workshops and self-study sessions. A fee of \$56 per semester will be charged to each student.
2. Senior students are required to meet with the department chair in the spring semester to discuss their written plan for NCLEX-RN preparation.

#### **F. Program Completion:**

1. To complete the BSN program, basic students must complete 133 credits. To complete the MSN, a graduate student must complete 30-33 credits. To complete the BSN/MS program, students must complete 155-158 credits.\*
2. To complete the RN-BSN program, students must complete 135 credits. To complete the RN-BSN/MS program, students must complete 155-158 credits.\*

**200 Conceptual Based Nursing (3)**

This course introduces the student to the theoretical foundation of professional nursing practice. Conceptual models of nursing are reviewed in the context of the key concepts of the discipline and the nursing process. As the course progresses, the students identify the concepts and nursing theories that relate most closely to the philosophy of the program. Open only to nursing majors.

**214 Human Sexuality (3)**

This course is designed to provide students with a multidimensional overview of human sexuality and opportunity to clarify their own sexual value systems. Human sexuality will be considered from biological, cultural, psychosocial, developmental, behavioral and clinical perspectives. See PSY 214. Prerequisite: core course in psychology.

**215 Women's Health Issues (3)**

This course focuses on health issues unique to women. Current approaches and research are discussed in the light of emotional and sociological needs of this group. The responsibility of women for self-examination and monitoring of their health and the impact of being a woman in today's world are stressed. The role of the professional nurse as a health care provider, advocate and health teacher in collaboration with other members of the health care team (social workers, teachers, etc.) will be explored. Open to all students.

**216 Transcultural Nursing (3)**

This course will focus on developing cultural awareness in individuals who practice in the health related professions. Ethnocentrism, ethnic practices, cultural diversity, workplace cultural behavior and intercultural problems as they relate to health care are presented.

**220 Professional Nursing I (2)**

This first course is an introduction to the role of the professional nurse as an advocate and partner in caring for individuals in families across the lifespan as the individuals identify and address their health needs. Examination of changes in the health care system is initiated through selecting and observing a health care agency. Emphasis is placed on promoting the student's responsibility for lifelong learning and critical thinking, as well as on appreciating the influence of research findings on promoting health. An overview of the nursing curriculum is included. Open only to nursing majors. Pre/Corequisite: HP 101 and NUR 220L.

**220L Clinical I (1)**

This 60-hour observation/interaction experience involves limited participation with individuals within the family context in a variety of settings. Assignments evaluate the ability to observe and communicate with adult individuals in families to help them identify and address their health needs. Open only to nursing majors. Corequisite: NUR 220.

**225 Care of Persons with HIV/AIDS (3)**

This course will focus on preparing health care workers to provide holistic care to persons living with HIV/AIDS (PLWHIV/PLWA), their families and significant others, in community or institutional settings. By increasing the student's knowledge and awareness of the complex related epidemiological, pathological, social and political issues, students will be challenged to an increased awareness of their own values and beliefs that could interfere with giving optimal care to this population. Perspectives of persons living with the illness, health needs of PLWHIV/PLWA and appropriate nursing interventions will be discussed. Open to all students.

**230 Professional Nursing II (3)**

This course focuses on the role of the professional nurse as a direct care provider in terms of assessing the health status of individuals across the life span. Strong emphasis is placed on the development of interviewing skills to elicit a health history and on the development of skill in the use of physical assessment techniques, namely inspection, palpation, percussion and auscultation. The process of analyzing assessment findings to identify the health needs of individuals in relation to health promotion is described. The focus is on developing basic skills of assessing health status and guiding the health practices of individuals from socially and culturally diverse backgrounds and who can assume self-responsibility and be a partner in their own care. Students are introduced to the role of consumer of research as it applies to health assessment and health promotion. Prerequisites: NUR 220, NUR 220L. Corequisites: BIO 307, PSY 306, NUR 230L.

**230L Clinical II (1)**

In this course, students will assess the health status and needs of individuals from socially and culturally diverse backgrounds across the life span. Students will perform health assessments that emphasize the use of interviewing skills to elicit health histories and the use of inspection, palpation, percussion and auscultation to perform physical examinations. Health assessment findings will be analyzed by the students to identify the health needs of the individuals assessed and plans will be developed to guide health promoting activities. Corequisite: NUR 230.

**314 Nursing Research (3)**

This is a course that introduces the student to formal research methodology. The course includes discussion of research designs, components of a research study and appropriate documentation of the research report. Emphasis is placed on problem identification, hypothesis formation, assumptions, limitations, sampling concepts, the use of human subjects, methodology, statistical selections and conclusions. Concepts are illustrated with current nursing research studies. Pre- or co-requisite: MAT 123. Offered both semesters.

**330 Professional Nursing III (5)**

The focus of this course is on health promotion, maintenance and restoration of individuals and families, particularly the underserved, responding to childbearing, childrearing and selected women's health problems. The content relates to complex nursing activities, in hospital and outpatient settings, for health needs and problems of individuals and families responding to childbearing, childrearing and selected women's health problems. The nursing role is that of direct care provider, who recognizes the value of research findings when planning care, in an interdisciplinary environment. The continued emphasis is on patient responsibility and empowerment and the nurse's sensitivity to diverse cultural values and the role of advocate. Included is an analysis of changes in the health care system and their effect on patients. Prerequisite: BIO 208, BIO 208L, NUR 230 and 230L. Pre/Corequisites: NTR 325 and MAT 123, NUR 330L, and NUR 333.

**330L Clinical Nursing III (2)**

Clinical experiences are in a variety of hospital and outpatient settings as direct care providers with an emphasis on managing complex nursing activities as members of an interdisciplinary team, to promote the health of individuals and families responding to childbearing, childrearing and selected women's health problems, using research findings with guidance to influence care. Corequisite: NUR 330

**333 Nursing Implications of Pharmacological Interventions**

This course focuses on the nursing implications of major classifications of pharmacological interventions. Emphasis will be given to patient responses across the lifespan to therapeutic actions, side effects, toxic effects and interactions of pharmacologic agents. The role of the nurse in administering medications, monitoring patient responses and health teaching will be contrasted with the roles of the physician and the pharmacist. Pre/Corequisites: BIO 208, 307, PSY 306.

**389-90 Special Topics in Nursing (1-3)**

This course provides students an opportunity to study a selected topic in nursing with a small group of students; topics may evolve from either student or faculty interest. Offered as needed.

**420 Professional Nursing IV (5)**

This course involves health promotion, maintenance and restoration of individuals and families who are ill. The focus is on management of patient care and collaboration using research findings in a variety of settings. Included is an identification of a health care agency's process for discharge planning and outcomes measurement. Prerequisites: NUR 330 and 330L; Pre/Corequisites: MGT 305, HRM 309, or MGT 435, NUR 420L.

**420L Clinical IV (3)**

Clinical experiences are in a variety of acute care settings, such as hospitals, ambulatory care, short stay and outpatient clinics, etc. Increased emphasis is on collaboration, focusing on accountability. Corequisite: NUR 420.

**430 Professional Nursing V (6)**

This course focuses on individuals, families and groups responding to self-care deficits/variances in wellness in relation to health promotion, restoration and maintenance. The role of the professional nurse as a manager who collaborates with the multidisciplinary team is examined. There is increased emphasis on identifying problems which need to be addressed through research and on cultural, environmental, political and economic factors influencing the health care system. Included is the analysis of a health care agency to identify specific problems that need to be addressed. Prerequisite: NUR 420, 420L; co-requisite: NUR 430L, NUR 314.

**430L Clinical V (3)**

Clinical experiences are shared with diverse and underserved individuals, families and groups responding to self-care deficits/variances in wellness. Settings include hospice, group homes, hospitals, clinics, outpatient facilities, long term care facilities and homes. Case management and leadership activities will be emphasized. Corequisite: NUR 430.

**440RN\* Professional Nursing V (6)**  
(Distance Learning Format Available Based on Enrollment)

This course is the first of two modular courses for students who are already registered nurses. The focus is on enhancing the students' knowledge and skills in using nursing theories, holistically assessing clients, utilizing information technology, applying family and group dynamics, integrating complementary therapies, and working with interdisciplinary managed care in the health care system, when planning care for individuals across the lifespan, families and groups. The roles of the nurse in health promotion, restoration and maintenance and as a manager who collaborates with the multidisciplinary team are examined. There is emphasis on identifying need to be addressed through research, and on examining cultural, environmental, political and economical factors influencing the health care system. Pre/Corequisites: NUR 440RNL, MGT 305, HRM 309 or MGT 435, MAT 123

\* RN License required for entry.

**440 RNL Clinical V (2)**

This course is the first of two clinical courses for students who are already registered nurses. The focus is on providing students opportunities to practice using nursing theories, holistically assessing patients, utilizing information technology, applying family and group dynamics, integrating complementary therapies and understanding the concept of interdisciplinary managed care, when promoting partnerships to enhance the health of individuals across the lifespan, families and groups. These issues are addressed through six learning modules. Clinical assignments will include a variety of independent experiences where students will develop materials within their portfolio to validate their accomplishment of the course outcomes. Corequisite: NUR 440RN

**479-480 Independent Study (3)**

This course provides an opportunity for the student to investigate, with advisement, a topic of special interest. This study may or may not include a clinical practicum. Students must secure faculty approval for this course. Offered as needed.

**450 Professional Nursing VI (6)**

This course focuses on the health needs of individuals and families with a major focus on population-based care for groups and communities. The focus is on the role of the professional nurse as leader, primary care provider, gatekeeper and collaborator within an interdisciplinary health team. Research is emphasized to evaluate health care in relation to outcomes and cost effectiveness. Included is a focus on developing solutions to problems identified in the analysis of the impact of changes on a health care system's strengths and weaknesses in providing quality, cost-effective care. Prerequisite: NUR 430 and 430L or NUR 440 and 440RNL, MGT 123, NUR 314. Pre/Corequisite: MGT 435, or HRM 309; Corequisite: NUR 450L.

**450L Clinical VI (3)**

Clinical experiences are undertaken in a variety of settings to provide students with the opportunity to provide population-focused nursing care and for patients experiencing problems related to trauma, especially related to violence and/or addictions. Experiences in community health, adult health and addictions are included. Corequisite: NUR 450.

**460R Professional Nursing VI RN (6)**

*(Distance Learning Format Available Based on Enrollment)*

This course is the second of two courses for students who are already registered nurses. The course focuses on the health needs of individuals, families and groups with a major focus on population-based care of communities. These needs are primarily addressed by studying four learning modules of community health and the issues related to addictions, violence, trauma and complex mental illness: The roles of the professional nurse as a manager, primary care provider, gatekeeper and collaborator within an interdisciplinary health team are emphasized. Research findings are analyzed to evaluate health care in relation to outcomes and cost effectiveness. Included is a focus on developing solutions to problems identified in the analysis of the impact of changes on a health care system's or department's strengths and weaknesses in providing quality, cost effective care. Prerequisites: NUR 440RN, NUR 440RNL, MAT 123, NUR 314, HRM 309 or MGT 435. Corequisites: NUR 460RL

**460RL Professional Nursing VI RN Lab (3)**

This course is the second of two clinical courses for students who are already registered nurses. Clinical experiences are in a variety of settings to provide students with the opportunity to develop their knowledge and skill in practicing population focused nursing care. Experiences in three clinical rotations - community health, addictions, violence, trauma, mental illness within the community, and management leadership in the community are included. Gerontological issues in nursing are incorporated into each of the three rotations. Clinical assignments will include a variety of independent experiences as validated by additions to the student's portfolio, and/or supervised by course faculty. Corequisites: NUR 460

**609 Professional Role Development (3)**

This course presents a critical analysis of the nursing profession, in its broadest sense, as an essential human service influenced by the social, economic, political, cultural and environmental forces and trends of the time. The roles and responsibilities of the advanced practice nurse and interdependent, collaborative functions within the health care system will be explored. Open to students in the RN program or with graduate standing.

**630 Professional Nursing VII (5)\***

This capstone course focuses on developing knowledge and expertise in a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health for patients is emphasized. The roles of the advanced practice nurse as a primary care giver, advocate, consultant, researcher, manager, entrepreneur and educator within the health care system are addressed. The ethical, cultural, environmental, epidemiological, political, economical and total quality improvement factors affecting the health of the patients and the health care system will be synthesized as the concepts of managing care are explored. Prerequisite: NUR 450 and NUR 450L. Corequisite: NUR 630L, GRA 601, SOC 600

**630L Clinical VII (4)\***

This capstone clinical course focuses on developing knowledge and expertise within specific areas of nursing as selected by each student. Application of theory to promote, restore and maintain health for patients is emphasized. Developing skill in functioning within a variety of roles such as manager, educator, consultant and researcher, within a specific health care setting will be addressed. Facilitating change to promote quality outcomes of care will be explored. Corequisite: NUR 630.

\* The objectives for NUR 630 & NUR 630L will be met over two semesters. The credit allocation will be as follows:

**Semester I (Fall)**

NUR 630 .....	3 credits
NUR 630L .....	2 credits
Subtotal .....	5 credits

**Semester II (Spring)**

NUR 630 .....	2 credits
NUR 630L .....	2 credits
Subtotal .....	4 credits

TOTAL ..... 9 credits

**NUTRITION**

Nutrition 325 is planned as a research or elective course for students within a variety of health professions programs offered at the college. This course is required for the bachelor of science in nursing. Students interested in majoring in nutrition are referred to the college's dietetics program.

**325 Nutrition and Health (3)**

This course studies the human organism's requirements for organic and inorganic nutrients, the biochemical processes underlying their utilization and the considerations of specific nutritional problems. Prerequisites: CHE 112 or BIO 101-102 or BIO 107-108 or permission of instructor. Offered both semesters.

The following courses are available to Dietetics majors only. See Dietetics section of the catalog.

DTC306	Principles of Nutrition .....	3
DTC319	Nutrition in Health and Illness I .....	3
DTC420	Nutrition in Health and Illness II .....	4
DTC511/SP	Applied Nutrition Therapy I .....	5
DTC512/SP	Applied Nutrition Therapy II .....	5
DTC521	Community Nutrition .....	3
DTC526	Nutrition Education Methods .....	4
DTC610	Current Topics in Nutrition Research .....	2
DTC620	Advanced Nutrition Studies .....	3

## OCCUPATIONAL THERAPY

The educational experience is a five-year entry-level master's program with direct admission at the freshman level. Both the bachelor of science and master of science degrees are conferred at the end of the fifth year.

Throughout the curriculum, studies of the arts, humanities, and sciences are combined with professional studies of occupational therapy. This combination is essential to promote the knowledge, skills and attitudes necessary for occupational therapy practice.

The fourth year is an integration of undergraduate- and graduate-level theory, process and research skills. This year begins with the summer session, which includes a course in advanced theory (OT 522) and the first course in the research sequence, GRA 600 (Theory Development).

Courses numbered at the 500 level represent a combination of professional (undergraduate) and advanced (graduate) course material. Emphasis is placed on critical thinking and theoretical analysis of various assessments and intervention techniques throughout these courses.

Level I fieldwork experiences are included in OT 511, 542 and 544, although many prior clinical visits will be made in several other courses, beginning at the freshman level.

The first semester of the fifth year begins in July (although in some cases as early as June). It involves completion of Level II fieldwork as mandated by state licensing and national accrediting agencies. In some cases, the experiences include data collection for a clinical research thesis with regular communication with the student's major thesis advisor as part of GRA 629 (Thesis Advisement).

The Level II fieldwork experience includes two three-month placements in clinics. Students are assigned to clinics located throughout the United States and are responsible for all travel and living arrangements while on clinical placements.

The second semester of the fifth year consists of graduate level management courses, professional seminar, advanced clinical fieldwork and completion of the thesis or research project. Students may be advised or may elect to take an

advanced statistics course during this semester as well. If the student is unable to complete the thesis in this semester, it will be possible to register again for GRA 629 (Thesis Advisement) over the summer.

The occupational therapy program has been fully approved and registered by the New York State Education Department. In addition, the program has been accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. BOX 31220, Bethesda, MD, 20824-1220. The AOTA phone number is (301)652-AOTA.

Once all requirements are completed, graduates are eligible to sit for the national certification examination for occupational therapists, administered by the National Board for the Certification of Occupational Therapists (NBCOT). After successful completion of this exam, the individual is an occupational therapist, registered (OTR). Most states, including New York, require licensure in order to practice. State licenses are usually based on the results of the NBCOT Certification Exam, but must be applied for separately in each individual state.

### Admission Requirements

The program accepts applicants for full-time study from the freshman year. Students are admitted directly into the program and do not have to reapply for admission to the upper division. Admission requirements reflect the structure of the program as a five-year bachelor of science and master of science degree program.

In order to be eligible for direct acceptance into this program, students must submit proof of these criteria:

1. Combined SAT scores of at least 1000 (or ACT score of 21).
2. A high school average of at least 85 percent.
3. High school rank in the upper half of the class.

Students who do not meet these criteria are encouraged to apply to the Career Discovery Program and apply to OT after successfully completing two full time semesters.

Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to OT are strongly advised to include these documents with their application.

Students must also demonstrate successful completion of the following high school courses: two years of math, one year of biology and one year of chemistry. Physics is strongly recommended. Students who have not taken high school chemistry will be considered for admission with the understanding that a college preparatory chemistry course must be taken before beginning the curriculum. Students are strongly encouraged to gain competence in word processing before entering the program.

Approximately 60 students are admitted to the program in the freshman year. These students are selected from the pool of applicants on the basis of the above criteria. Late applications are processed on a space-available basis. Students who have been out of high school for more than five years need not submit SAT scores. Selection is based on high school average and class rank.

Transfer students are accepted on a competitive, space-available basis. A minimum Q.P.A. of 2.5 is required to apply. Anatomy and physiology courses must have been completed within the past four years to be eligible for transfer credit into the OT program. Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum requirements.

In order to register for any OT courses, students must have been formally accepted into the program. Other students wishing to explore the field of OT may register for HP 101.

### Academic Regulations

Academic regulations for occupational therapy are in addition to general college policies for all part-time and full-time students. Further clarifications may be found in the OT Student Manual. OT students should refer to this manual for more definitive regulations. All the academic regulations listed below must be met by full-time and part-time students.

#### A. Grade and Q.P.A. requirements:

1. To be in good standing during the first three years of the program (Phase 1 and 2):
  - a. Maintain semester and cumulative averages of a minimum of 2.5.
  - b. Maintain a minimum grade of C in all 100-to-400-level courses required in the major and for all other courses required for the major.

2. To be in good standing during the fourth and fifth years of the program (Phase 3):
  - a. Maintain a minimum semester and cumulative averages of at least 3.0.
  - b. Maintain a minimum grade of B in all graduate-level work.
  - c. Have no more than a total of two courses of grades lower than B (B-, C+, C) applicable to the graduate degree. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in occupational therapy. Students who receive a second consecutive grade of U in GRA 629 will be dismissed from the program.

**B. Phase 3 entry**

1. Students must have a minimum grade of C in all phase 1 and 2 courses required in the major and in all other courses required for the major.
2. Students are evaluated according to the course objectives and criteria rather than the phase in which enrolled.
3. A minimum grade of C is required for any course included in the major. Students who fail to obtain a grade of C in a required course will not be permitted to enroll in major courses having an OT prefix offered in subsequent semesters of each phase.
4. Students are permitted to repeat a course once. Permission to repeat a course must be obtained from the faculty in that course on a space available basis.

**C. Probationary standing:**

1. Students who are not in good standing in the department are placed on probation where they will remain until they meet the conditions of probation for two full-time semesters.
2. A dismissed student who appeals dismissal and is reinstated will be on probation for the remainder of the program.
3. A previously dismissed student who re-applies and is reaccepted will be on probation for two full-time semesters.

**D. Dismissal: while on probation, failure to meet the following conditions will result in dismissal from the program:**

1. During the first three years of the curriculum, a student placed on probation, must receive no less than a C in all courses at the 100- to 400-level, achieve a semester average of at least 2.5, and achieve a cumulative average of at least 2.5 within the next two full-time semesters.
2. During the fourth and fifth years of the curriculum, a student placed on probation must receive no less than a B in all courses at the 500 and 600 level, achieve a semester average of at least 3.0 and a cumulative average of at least 3.0 within the next two full-time semesters.
3. Probationary students on a decelerated or part-time schedule must continue to meet all conditions of probation while on a part-time schedule and will remain on probation until the completion of their next two full-time semesters (Summer session semester averages are exempt from the probation and dismissal policy; however, students must meet all grade requirements stated in the above policy).
4. Failure to meet the conditions of probation will result in dismissal from the program.
5. Within one year of dismissal, a student may reapply if he/she meets the criteria outlined for a student in good standing (see academic regulations). They may also be required to meet individualized criteria outlined during the dismissal meeting. If a student is dismissed from the program a second time, he/she cannot appeal that dismissal nor reapply to the program.

**E. Students must have the permission of the instructor before registering for level II fieldwork courses (OT 601, OT 603, OT 605). In order to obtain this permission, students must demonstrate the ability to meet academic and professional standards of the program and participate in faculty interviews in the third and fourth years of study.**

**F. Students who receive less than a C in a level II fieldwork course or who voluntarily withdraw from the course must receive approval from the faculty in the major before repeating the course. Students will not be allowed to repeat more than one level II fieldwork course.**

Occupational therapy students may be required to sign up for occupational therapy courses at the departmental level in prearranged blocks. In these cases the block selected by the student is the official registration.

Occupational therapy courses are described following the curriculum summary. Refer to the graduate section of this catalog for descriptions of GRA prefix courses.

**Curriculum Sequence**

First Year-Fall

ENG 111	English Communication I	.....	3
BIO 107	Human Anatomy and Physiology I	.....	4
SOC 101	Principles of Sociology		
	OR		
SOC 102	Social Problems	.....	3
	Political Science		
	OR		
	Economic Elective	.....	3
HP 101	Introduction to Health Care Systems	.....	2
RSC 203	Medical Terminology	.....	1
	TOTAL	.....	16

First Year-Spring

OT 102	Introduction to OT Process	....	3
ENG 112	English Communications II	...	3
CSC 110	Computers and Computing		
	OR		
CSC 151	Introduction to Computer Science I	.....	3
BIO 108	Human Anatomy & Physiology II	.....	4
PSY 101	General Psychology	.....	3
	TOTAL	.....	16

Second Year-Fall

OT 201	Survey of Human Occupations I	.....	3
OT 211	Theoretical Foundations of OT	.....	3
BIO 339	Human Gross Anatomy	.....	6
	Humanities Elective	.....	3
	Free Elective	.....	3
	TOTAL	.....	18

Second Year-Spring

OT 202	Survey of Human Occupation II .....	3
	Free Elective .....	3
RSC 450	Clinical Neuroscience .....	5
PSY 306	Abnormal Psychology .....	3
PHI 201	Ethics	
	OR	
RS 201	Religion and Social Responsibility .....	3
	<b>TOTAL</b> .....	<b>17</b>

Third Year-Fall

OT 312	Analysis of Human Movement .....	3
OT 331	Human Life Cycle: Function and Dysfunction I ...	5
MAT 123	Applied Statistics .....	4
HIS--	History Elective .....	3
OT 601R	Junior Seminar .....	0
	Humanities Elective .....	3
	<b>TOTAL</b> .....	<b>18</b>

Third Year-Spring

OT 332	Human Life Cycle: Function and Dysfunction II ..	4
OT 333	Interpersonal Skills and Group Process .....	2
	Humanities Elective .....	3
	Humanities Elective .....	3
	Free Elective .....	3
OT 471	Therapeutic Intervention Process .....	2
OT 601R	Junior Seminar .....	0
	<b>TOTAL</b> .....	<b>17</b>

Third Year-Summer

GRA 600	Theory Development .....	3
*OT 522	.....	2
	<b>TOTAL</b> .....	<b>5</b>

Fourth Year-Fall

OT 511	Therapeutic Intervention: Psychosocial Dysfunction .....	5
OT 515	Neurorehabilitation .....	4
OT 516	Adaptive Intervention: Strategies and Techniques .....	3
GRA 601	Research Methodology .....	3
	Humanities Elective .....	3
OT 603R	Senior Seminar .....	0
	<b>TOTAL</b> .....	<b>17</b>

Fourth Year-Spring

OT 542	Therapeutic Intervention: Pediatrics .....	5
OT 544	Therapeutic Intervention: Physical Disability .....	5
GRA 610	Thesis Seminar .....	3
	OR	
OT 621	Project Seminar I .....	2
HSA 613	Health Care Administration and Organization .....	3
OT 603R	Senior Seminar .....	0
	<b>TOTAL</b> .....	<b>15-16</b>

Fifth Year-Fall

OT 601	Clinical Fieldwork I .....	8
OT 603	Clinical Fieldwork II .....	8
GRA 629	Thesis Advisement .....	1
	(for thesis students)	
	<b>TOTAL</b> .....	<b>16-17</b>

Fifth Year-Spring

OT 604	Professional Issues .....	3
OT 620	Supervision and Management in OT .....	3
OT 699	Advanced Clinical .....	3
GRA 629	Thesis Advisement .....	3
	OR	
OT 622	Project Seminar II .....	2
	AND	
GRA	Elective .....	3
	OR	
GRA 630	Advanced Statistics (elective) .....	3
	<b>TOTAL</b> .....	<b>14-15</b>

The sequence of courses required in the major and for the major is composed of four phases which exist across five years.

**PHASE 1** comprises the first two years of study and includes the basic professional courses and prerequisites.

**PHASE 2** includes pre-professional foundation courses in the third year.

**PHASE 3** includes the professional sequence of the fourth and fifth years.

**PHASE 4** includes level II fieldwork and courses focusing on advanced clinical skills.

All courses (except as noted) in each phase must be completed successfully before going on to the next phase. (Course prerequisites and corequisites within each phase are noted on the course descriptions.)

PHASE 1	PHASE 2	PHASE 3	PHASE 4
HP 101	OT 312	OT 511	OT 601
OT 102	OT 331	OT 515	OT 603
OT 201/202	OT 332	OT 516	OT 604
OT 211	OT 333	OT 542	OT 605
			(Optional)
OT 450*	OT 471	OT 544	OT 620
BIO 339*	OT 522@	GRA 601R	OT 621
PSY 101	GRA 600R	GRA 610R	OT 622
PSY 306*			OT 699
MAT 123*			GRA 629

\* may be taken in phase 1 or 2  
 @ may be taken in phase 2 or 3  
 R part of graduate research core

**PHASE 1 COURSE OFFERINGS**

**HP 101 Introduction to Health Care Systems (2)**  
 Introduces the student to the use of concepts, theory and research as they relate to professional practice in the health care system. Development and current patterns of health care delivery and the forces which mold the health care system and an individual's health behavior are explored as well as the domains of concern of health care professionals. Offered both semesters and summer semester.

**102 Introduction to Occupational Therapy Process (3)**

This course explores the development of occupational therapy as a profession; concepts of role acquisition and role dysfunction, human competence and adaptation; biopsychosocial basis of the use of occupation as therapeutic intervention and the various models of occupational therapy practice. The course includes field trips to selected occupational therapy clinics. 3 lecture hours, clinic visits. Offered in the fall and spring semester.

**201 Survey of Human Occupations I (3)**

This course is an analysis of occupation as a life organizer. Students will develop observational skills and problem-solving approaches. Topics include the teaching-learning process, therapeutic use of self and activity analysis. The laboratory includes related experiences in selected tasks of selfcare, work, play and leisure. 1 lecture hour, 4 laboratory hours. Prerequisite: OT 102 or permission of instructor. Offered in the fall semester.

**202 Survey of Human Occupations II (3)**

A continuation of OT 201. The laboratory includes related experiences in selected tasks of selfcare, work, play and leisure. 1 lecture hour, 4 laboratory hours. Prerequisite: OT 201. Offered spring semester.

**RSC 203 Medical Terminology (1)**

Students will apply medical terminology including word components (root word, prefix and suffix), medical abbreviations, pathologies and diagnostic tests. Students also learn how to do a chart review, interpret admission notes, surgical reports, discharge summaries and understand the components of a SOAP note. 1 lecture hour. Prerequisites: OT/PT status or permission of the instructor. Offered both semesters.

**211 Theoretical Foundations of OT (3)**

This course examines the conceptual models which have shaped occupational therapy since its inception. Topics include development of theory and philosophy, contributions of related fields and the analysis of current occupational therapy frames of reference. Includes exploration of the literature. 3 lecture hours. Offered fall semester.

**PHASE 2 COURSE OFFERINGS****312 Analysis of Human Movement (3)**

This course is an analysis of human motion, including biomechanics, ergonomics and functional movement patterns. Topics include surface anatomy, posture and kinesiological analysis of activity. The laboratory includes physical evaluation techniques and activity analysis. 2 lecture hours, 3 laboratory hours. Prerequisite: BIO 339 or Corequisite: BIO 339. Offered in the fall semester.

**331 Human Life Cycle: Function/ Dysfunction I (5)**

This course is a study of sensorimotor, cognitive and psychosocial development throughout the life span. It includes a normal development combined with a series of medical lectures on interruptions in, aberrations of, and trauma to the developing human from birth through adolescence. 4 lecture hours, 2 lab hours. Offered in the fall semester.

**332 Human Life Cycle: Function/ Dysfunction II (4)**

This continuation of OT 331 emphasizes human development and dysfunction from young adulthood to senescence. 4 lecture hours. Prerequisite: OT 331. Offered spring semester.

**333 Interpersonal Skills and Group Process (2)**

This course is a study of the interpersonal skills necessary for effective professional relationships. It includes lecture and lab experiences in professional interaction on a one-to-one basis and at a group level. Selected group process and interpersonal communication theory will be discussed. Practical experience in developing interpersonal communication skills as well as specific group skills are included. 1 lecture hour, 2 lab hours. Offered spring semester.

**450 Clinical Neuroscience (5)**

This course is an in-depth study of the central nervous system, including neuroanatomy, neurophysiology and neuropharmacology. It will include mind-body-environment interactions and the totality of human behavior. Clinical conditions and case studies will be utilized. The laboratory includes examination of brain specimens. 4 lecture hours, 3 laboratory hours. See PT 450. Prerequisite: BIO 339, prerequisite or corequisite OT 332. Offered spring semester.

**471 Therapeutic Intervention Process (2)**

This course is a generic approach to assessment and treatment planning. It includes professional terminology, recording and reporting methods, team approach, quality assurance, analysis of selected standardized and non-standardized tests, role delineation in OT and credentialing. Offered in spring semester and summer pre-session.

**PHASE 3 COURSE OFFERINGS****511 Therapeutic Intervention: Psychosocial Dysfunction (5)**

This is an integrated theory and practice course examining OT models and techniques for prevention, remediation of role dysfunction and maintenance of competence and adaptation. Focus is placed on psychosocial dysfunction throughout the life span. It includes exploration of related research, introductory and advanced therapeutic intervention assessments and techniques. The laboratory includes guidance and practice in the implementation of assessments and treatment methods. Fieldwork experience in psychosocial dysfunction included. 3 lecture hours, 3 laboratory hours, 3 field work hours. Offered fall semester.

**515 Neurorehabilitation (4)**

This course is analysis of various theoretical approaches to the treatment of central nervous system dysfunction throughout the life span. Topics include sensory integration, Bobath, Brunnstrom, PNF and Rood approaches. Psychosocial, pediatric and adult physical disabilities will be addressed. The laboratory provides guided practice in techniques. 3 lecture hours, 2 laboratory hours. Offered fall semester.

**516 Adaptive Intervention: Strategies and Techniques (3)**

This course is an adaptation of the human and non-human environments in response to role dysfunction. Topics include architectural barriers, orthotics, prosthetics and adaptive ADL equipment. The laboratory will include construction of orthotics, prosthetic training techniques and practice in design and application of adaptive equipment. 2 lecture hours, 3 laboratory hours. Offered in the fall semester.

**522 Analysis of Occupational Behavior (2)**

This course is an advanced, in-depth analysis of the theoretical constructs underlying occupational behavior. Students explore the development of the paradigm utilizing original papers and research and critique the current status of the underlying theories and their influence on practice. Included is an analysis of assessment tools. 2 lecture hours. Offered in the fall and summer semesters.

**542 Therapeutic Intervention: Pediatrics (5)**

This course is an integrated theory and practice course examining OT models and techniques for prevention, remediation of role dysfunction and maintenance of competence and adaptation. Focus is placed on treatment of disabilities from birth through adolescence. Topics include exploration of related research, and introductory and advanced therapeutic intervention assessments and techniques. The laboratory includes guidance and practice in the implementation of assessments and treatment methods. Level I field work is included. 3 lecture hours, 3 laboratory hours, 3 fieldwork hours. Prerequisites: OT 515, 516. Offered in the spring semester.

**544 Therapeutic Intervention: Physical Disabilities (5)**

This is an integrated theory and practice course that examines OT models and techniques for prevention and remediation of role dysfunction and maintenance of competence and adaptation. Focus is placed on treatment of physical disabilities from young adulthood to senescence. Psychosocial aspects of physical dysfunction will be addressed. Topics include exploration of related research, introductory and advanced therapeutic intervention assessments and techniques. The laboratory includes guidance and practice in the implementation of assessments and treatment methods. Level I field work is included. 3 lecture hours, 3 lab hours, 3 fieldwork hours. Prerequisites: OT 515, 516. Offered in the spring semester.

**601R Junior Seminar (0)**

This seminar is designed for junior-level occupational therapy students to prepare for fieldwork selection and to introduce them to the thesis/project process. Offered in the fall and spring semesters.

**603R Senior Seminar (0)**

This seminar is designed for senior-level occupational therapy students to prepare for fieldwork performance and initial thesis/project work. Offered in the fall and spring semesters.

**PHASE 4 COURSE OFFERINGS**

**601/603 Clinical Field Work II (8, 8)**

This course combines two successive, in-depth Level II fieldwork experiences in an occupational therapy setting. On a full-time basis, students are placed in one of a variety of clinical placements for supervised practice of therapeutic intervention techniques. Students may collect data for their research projects as part of OT 601 or OT 603 clinical placements. 2 12-week full-time placements. Prerequisites: satisfactory completion of all fourth year courses, and permission of instructor. Corequisite: GRA 629. Offered July through December.

**604 Professional Issues in Occupational Therapy (3)**

This course critically analyzes current professional issues specific to the delivery of occupational therapy services. Topics discussed include regulatory agencies, legal concerns, reimbursement, specialization, grantsmanship, validation of theory and development of philosophy. 3 lecture hours. Prerequisite: OT 601. Offered in the spring semester.

**620 Supervision and Management in OT (3)**

This course is an advanced in-depth analysis of the knowledge and practical skills required for the development, implementation and management of organizational structures that facilitate the effective and efficient delivery of occupational therapy services. 3 lecture hours. Prerequisite: OT 601. Offered in the spring semester.

**621 Project Seminar I (2)**

The first project seminar course will provide the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study. Conducted in a seminar format, students will work closely with the instructor to investigate, formulate and describe, in the proper format, a research study, which each student will subsequently implement. The instructor will serve as the research supervisor for each student enrolled in the section.

**622 Project Seminar II (2)**

This course will provide the framework and support system needed to allow students to implement, analyze and document a viable research project.

**699 Advanced Clinical (3)**

This course is an advanced clinical internship in a non-traditional setting or clinical specialization. Students may be supervised by a variety of professionals other than occupational therapists. Course requirements include the development of a site-specific OT program proposal. 1 lecture hour, 6 field hours. Prerequisites: OT 601, permission of instructor. Offered in the spring semester.

# PHILOSOPHY

The philosophy program leads to the bachelor of arts degree in philosophy. Of the 33 credit hours in philosophy required for the major, five serve as the basic core: PHI 201, 204, 305, 310 and 450. Fifteen additional credit hours in philosophy must be taken, along with four support courses in a related field. (e.g. business, accounting, management, computer science or any other area which supports a student's goals). A student may develop the philosophy major by completing 15 hours beyond the basic philosophy core. The 15 hours must include three courses at the 300 level and two courses at the 400 level. A minimum three-credit hour internship is also required.

**Philosophy Minor:** Students may take a philosophy focus majoring in another subject by completing 15 credit hours in philosophy. This set of philosophical courses requires registration in PHI 201 and 204 with the remaining nine credits coming from any two 300-level and one 400-level philosophy course.

Students within the program must maintain a minimum G.P.A. of 2.0 in philosophy courses taken at D'Youville. Courses are available during a two-year cycle unless noted otherwise.

## 101 Philosophy and the Human Condition (3)

The course explores divisions of philosophy and the perspectives of major philosophers and movements. Emphasis is placed on the history of ancient philosophy, basic logic, terminology and methodology, primary and secondary sources and periodicals. *Offered as needed.*

## 201 Ethics in Theory and Action (3)

This course is an examination of human conduct and responsibility and the relationships between individuals and society. *Offered both semesters.*

## 204 Logic and Practical Reasoning (3)

This course is a study of formal reasoning methods through informal fallacies, class logic and introduction to propositional logic. *Offered in the fall semester.*

## 214 Challenges of Death (3)

This course examines the ways that death challenges human meaning and action. Topics include the meaning of suffering and death, challenges of death to morality, psychological-spiritual processes of dying and bereavement. *See RS 214. Offered both semesters.*

## 305 History of Modern Philosophy I (3)

This course explores the social and political theories in their relation to a study of the main philosophical controversies in the 16th and 17th centuries. Students read works from Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and are given a background on Kant. *Offered as needed.*

## 306 Social and Political Philosophy (3)

This course focuses on social and political theories in their relation to philosophic problems, the nature of social and political institutions and the grounds for sound social and political decisions. *See PSC 342. Prerequisite: PHI 201 or RS 201. Offered as needed.*

## 307 Metaphysics (3)

This course deals with traditional and contemporary theories of reality and change, being, transcendentals and causality. *Prerequisite: PHI 101 or junior or senior status. Offered as needed.*

## 308 Eastern Philosophy (3)

This course surveys Confucianism, Taoism, Buddhism and Zen and compares eastern and western traditions. *Prerequisite: sophomore, junior or senior status. Offered as needed.*

## 309 Philosophical Perspectives: Ideas in Conflict (3)

This course is designed to acquaint students with major philosophical themes and problems that have become the framework of the philosophical enterprise. The continuity of prominent issues is emphasized, (e.g., freedom and determinism, faith and reason, universals and problems of logic and language). The methods of rationalism and empiricism underlie the approach to these perennial issues. *Prerequisite: PHI 201 or RS 201 or permission of the instructor. Offered in the spring semester of even-numbered years.*

## 310 History of Modern Philosophy II (3)

This course is a study of the philosophical influence of Kant and Hegel's epistemological and metaphysical development throughout the 19th and early 20th centuries. Selected works of Schopenhauer, Nietzsche, J.S. Mill and C.S. Pierce are considered. *Offered as needed.*

## 312 Bioethics Seminar (3)

This course analyzes ethical dilemmas and problems posed by developments in the biosciences. Problems discussed include choices for life or death, allocation of resources, human experimentation, reproductive technologies and professional-client relationships. *See RS 312. Offered yearly.*

## 316 Intermediate Logic (3)

The course deals with the syntax of propositional calculus and first order quantification theory. *Prerequisite: PHI 204 or MAT 101, 117 or 125. Offered as needed.*

## 325 Ethical Decision-Making in Business (3)

This is an applied ethics course that examines policy decisions made in business and their ethical implications in society. Emphasis is placed on the theories of ethics and economic justice in relation to decisions made in business. *Prerequisite: PHI 201 or RS 201. Offered as needed.*

## 336 Problems in Professional Ethics (3)

This is an interdisciplinary course that examines how sociopolitical conditions have contributed to the self image and value crisis in the health professions. A variety of problem-solving techniques are studied in order to offer alternative social policies that would reconstruct the identity of the professions. *See NUR 336. Prerequisite: PHI 201 or RS 201. Offered as needed.*

## 401 Philosophy of the Person (3)

This course examines the human person and personality in its philosophical context as well as the individual and society, alienation and self-affirmation. *Prerequisite: PHI 101 or junior or senior status. Offered as needed.*

## 402 American Philosophy (3)

This course deals with the development of American philosophical thought from the 17th century to the present. *Prerequisite: PHI 101 or junior or senior status. Offered as needed.*

## 404 Contemporary Thought (3)

This course focuses on major contemporary currents as well as dialectical materialism, phenomenology, existentialism, analytic philosophy and representative readings. *Prerequisite: PHI 101 or junior or senior status. Offered as needed.*

**409 Philosophy of Education (3)**

This course is a study of the underlying philosophical assumptions that govern educational theories. Among the theories evaluated are perennialism, essentialism, experimentalism and reconstructionism. *Prerequisite: PHI101 or junior or senior status. Offered as needed.*

**410 Philosophy of Religion (3)**

This course analyzes ideas relevant to religious belief through a discussion of these ideas and the philosophical studies deriving from them. See RS 410. *Prerequisite: PHI101 or junior or senior status. Offered as needed.*

**411 Mysticism (3)**

This course defines mysticism, the history, theory, phenomena and practices of selected mystical schools and the positive and negative aspects of the mystical experience. See RS 411. *Prerequisite: sophomore, junior or senior status. Offered as needed.*

**444 Internship**

The philosophy internship is a variable-credit (3-12 hours) required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in development of future projects (graduate study). This allows students to work under the guidance of an immediate supervisor and/or a college faculty sponsor. *Offered as needed.*

**450 Senior Research (3)**

This course is comprised of individualized or small seminar research and reading projects under the instructor's supervision. Students have the option to apply for admission to PHI 600 (Philosophical Theories) as a substitute for this requirement. *Prerequisite: philosophy major and permission of instructor. Offered as needed.*

**479-480 Independent Study**

Qualified students may investigate selected topics with permission of the instructor. The title will reflect the course content.

**489-90 Special Topics in Philosophy (3)**

This course is presented in a seminar format. Philosophical problems or a major figure in philosophy are studied and are determined by student and faculty interest. *Prerequisites stated at time of offering. Offered as needed.*

## PHYSICAL THERAPY PROGRAMS

D'Youville College's physical therapy department offers two curriculum tracks for freshman admission into the physical therapy major. One curriculum track offers a five-year combined BS/MS degree curriculum and the other curriculum track provides an opportunity for guaranteed early admission to a post-baccalaureate MPT curriculum.

The combined BS/MS curriculum is a five-year entry-level master's degree program with admission in the freshman year. Students who successfully complete all requirements specified by the five-year course of studies, including successful defense of the thesis or project will be awarded a dual B.S and MS degree in physical therapy at the time of graduation. The program has been approved and registered by the New York State Education Department and was awarded initial accreditation on April 23, 1991, by the Commission on Accreditation of Physical Therapy Education and subsequent reaccreditation in 1996. Admission to the combined BS/MS degree program will conclude in spring of 2002.

Under a unique admission's policy, qualified D'Youville College undergraduate students are able to gain an early admission guarantee to the masters in physical therapy curriculum. Students interested in a career in physical therapy should request consideration for a guarantee of early admission to the MS in PT or MPT program at the time of application to the college. Undergraduate majors that most readily accommodate courses of study leading to a bachelor's degree as well as completion of all prerequisite master's course work include biology, health services and sociology (see appropriate section of the undergraduate catalog). This program has been approved and registered with the New York State Education Department and with the Commission on Accreditation of Physical Therapy Education. For a further description of the MPT curriculum and policies on guarantee of early admission, refer to the D'Youville College 2001-2002 graduate catalog.

**Physical Therapy Department**

The physical therapy combined BS/MS curriculum is a five-year entry-level master's degree program with admission at the freshman year. Any student admitted to the program is expected to complete the last three years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all requirements specified by the five-year course of studies, including successful defense of the thesis or project, will be awarded both a BS degree and an MS in physical therapy at the time of graduation.

The program has been approved and registered by the New York State Program of Education and was awarded accreditation April 23, 1991, by the Commission on Accreditation Physical Therapy Education.

The program's first two years are devoted primarily to study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the program curriculum. The third year of pre-professional studies is designed to provide a broad comprehensive base in specific areas of health-related knowledge and concepts, which serve as a foundation for professional studies of the program's fourth and fifth years. Clinical internships with affiliated physical therapy services are included with academic and research components comprising the professional phase of the five-year curriculum.

**Student Responsibilities**

The physical therapy program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the program must complete three summer sessions in addition to the 10 full semesters of course work in the five-year program. Clinical affiliations, which are scheduled throughout the last three years of the program, including summers, may require an additional expense for travel and room and board. Physical therapy students also incur an additional expense for laboratory fees and completing the capstone thesis or clinically-applied project. Successful defense of the thesis or project and successful performance on a comprehensive exam are required for graduation from this program. A few students in the physical therapy program may seek employment as work-study students on campus. Due to the time commitment to the program, part-time off-campus work during the months of September through June is not recommended.

## Admission Requirements

### Direct-freshman admit

To be eligible for direct admission into the program in the freshman year, applicants must demonstrate successful completion of the following high school courses: two years of math, one year of biology and one year of chemistry. High school preparation in physics is strongly recommended.

Applicants who have been out of high school for more than five years are not required to submit SAT or ACT scores. In these cases, selection is based on a student's high school average and class rank.

### Transfer students

The physical therapy program, at its discretion, annually allows the transfer of qualified students into the program on a space-available basis.

Potential transfer students apply during the spring semester and are notified shortly after final examinations of that spring semester. For the successful applicant, enrollment in the program begins in the fall semester. Minimum standard for admissions consideration for transfer students with more than 12 credits of college course work is a G.P.A. of 3.0.

### Technical standards

Because of the number of essential psychomotor competencies and level of communication and clinical decision-making requirements of clinical fieldwork, the following technical standards are applied to all applicants:

- \* Community-level mobility over a three city block area with or without accommodation of ambulation or mobility aid.
- \* From a seated position, the ability to lift a 10 lb. block a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation.
- \* The ability to turn over five small disks equivalent to the size of five quarters with hand precision and efficiency without vision of the disks and without accommodation.
- \* The ability to orally communicate a grammatically correct and cogent interpretation of a common proverb within a time period of three minutes. Interpretation should describe the general meaning of the proverb rather than the literal meaning.

The physical therapy faculty seeks to provide equal access to its educational offerings and program-sponsored events for individuals with disabilities. Reasonable prior notice is needed to arrange accommodations. Students and event participants are required to self identify their needs to the director of disability services.

## Classification of Students

Students enrolled in the first three years of the program are classified as undergraduate students and are governed by the program academic regulations for undergraduate students. Students entering years four and five (professional phase) are classified as graduate students and must meet the graduate academic standards established by the college and program.

For financial aid purposes, a student is classified as an undergraduate student during the first four years of the program and as a graduate student during the fifth year only.

## Academic Regulations

The physical therapy program is composed of three phases, which extend across the five years. Phase I includes the first two years of study, which comprise the prerequisites and core curriculum. Phase II is the third year which is the preprofessional foundation, and Phase III includes years four and five, the professional sequence. Each phase of the program is considered a prerequisite to the next phase, and must be satisfactorily completed prior to advancement.

In addition to general college policies and regulations, which apply to all students, academic regulations of the physical therapy program, which are applicable to both full-time and part-time students, include the following:

### Undergraduate Academic Requirements-Phase I and II

- a. Students enrolled in the first year of the curriculum must maintain a semester and cumulative grade point average (Q.P.A.) of at least 2.5. Students enrolled in years two and three of the curriculum must maintain a semester and Q.P.A. of at least 2.75. Achievement of the specified minimum Q.P.A. is required for advancement from Phase I to Phase II of the program curriculum, and for enrollment in any major, a preprofessional foundation course specified in the program curriculum plan for year three having a PT prefix course number.
- b. A minimum grade of C is required for any course specified as Phase I prerequisite in the program curriculum plan. A grade of C must be achieved in all Phase I prerequisites prior to advancement to Phase II of the program.

- c. A minimum grade of C is required for any course included in Phase II of the program curriculum plan. Students who fail to obtain a C in a required Phase II course, will not be permitted to enroll in PT major courses that require that course as a prerequisite until the course is repeated with a minimum grade of C. A course must be repeated with permission of the program faculty the next time it is offered with space available. A course may only be repeated once.
- d. Because of changes in the combined BS/MS degree curriculum students who are required or request to decelerate in the program will be matriculated into the BS in health services degree program as an MPT candidate.
- e. Students in Phase I or Phase II can be placed on program probation only once. Any academic deficiency beyond the first program academic probation will result in dismissal from the program.

### Graduate Academic Requirements-Phase III

- a. A minimum Q.P.A. of 3.0 must be maintained for graduate-level (500 and 600) courses completed during Phase III of the program curriculum plan.
- b. A minimum grade acceptable for a graduate level course is normally B. Two grades of C, C+, or B- for graduate-level courses, however, are applicable to the physical therapy master's degree.
- c. Students who fail to achieve a minimum grade of C for any course included in Phase III of the program curriculum plan will not be permitted to enroll for subsequent semesters of Phase III until the course has been successfully repeated with a minimum grade of C. The course must be repeated the next time it is offered with space available. An incomplete (I) grade must be removed prior to the start of the semester following that in which the grade was received to be eligible for enrollment in a subsequent semester of Phase III studies.
- d. Students are required to obtain permission of program faculty and successfully complete all course related competency exams prior to registration in clinical affiliations included in Phase II and Phase III of the program. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.

- e. All clinical affiliations must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a clinical affiliation must receive formal approval of program faculty to repeat the affiliation experience. All clinical affiliations must be completed within 12 months of completion of preprofessional academic coursework or repetition of academic courses may be required. A student will not be permitted to repeat more than one clinical affiliation.
- f. A student must possess current certification in adult and pediatric Cardiopulmonary Resuscitation (CPR), and the level of professional liability insurance specified by the program, throughout professional studies offered in Phase II and Phase III of the program curriculum plan. Students must also have evidence of vaccinations for MMR and Hepatitis B, or present documentation of inservicing and a waiver form.
- g. Students must successfully pass a comprehensive written examination within the deadline established by the program.
- h. Students must successfully defend their thesis or project proposal within the deadline established by the program.
- i. A sequence of graduate course work leading to either a thesis or project is required for completion of this combined BS/MS degree in physical therapy. Successful defense of the thesis or project, and submission of appropriate paperwork and fees is required for graduation from the program. Thesis sequence includes GRA 600, GRA 601, GRA 610, and GRA 629. Project sequence includes GRA 600, GRA 601, PT621, PT622, and a graduate elective course.

### Academic Probation

A student will be placed on program academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for two full-time semesters which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program.

Academic deficiencies which result in program academic probation must be corrected within two semesters which immediately follow the date of probation.

A student in Phase II or Phase III, who is placed on academic probation is not permitted

to advance to subsequent semesters of study until the academic deficiency which resulted in probationary status has been remedied. The student will remain on probation for two semesters in which full-time course work, or its equivalent, is satisfactorily completed.

### Student Conduct

Students enrolled in the D'Youville College physical therapy program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout progress through the curriculum, students are assessed on their student conduct related to a set of generic abilities adopted by the profession. Areas of generic professional behaviors include interpersonal communication, problem-solving skills and responsibility. Personal integrity is considered an essential of practice, as such, this program has a policy of zero tolerance for academic dishonesty.

Any student with documented areas of conduct deficiency will be reviewed by the Program Student Progress Committee. Actions related to improper student conduct may include a committee request for a student-initiated contract of conduct remediation, program probation or dismissal from the program. Failure to meet student conduct standards during a probationary period or a serious breach of student conduct standards will result in dismissal from the program.

### Appeals

Students may appeal a decision of dismissal from the physical therapy program based on academic performance to the Program Student Progress Committee. The appeal is initiated with a letter from the student to the chairperson describing extenuating circumstances that limited academic performance. If the appeal is accepted, the student must satisfy all conditions stated in the decision. If the appeal is denied the student may appeal that decision within 10 days to the dean of the school of health and human services.

### Undergraduate Courses

Prerequisite, preprofessional and professional courses offered by the physical therapy program are listed below.

Physical therapy students in Phase II and III will be required to register for physical therapy courses at the program level in prearranged blocks determined by the program chair. The block registration determined by the program chair is the official registration for PT courses offered in Phase II and III.

### HP 101 Introduction to Health Care Systems (2)

This course introduces student to the use of concepts, theory and research as they relate to professional practice in the health care system. The development and current patterns of health care delivery and the forces, which mold the health care system and an individual's health behavior, are explored.

### 201 Introduction to Professional Awareness (1)

This course provides an orientation to the roles and functions of the physical therapist in the health care system. Development of physical therapy as a profession and various models of physical therapy practice are explored. Prerequisite: HP 101 or permission of instructor.

### RSC 203 Medical Terminology (1)

This course applies medical terminology including word components (root word, prefix and suffix), medical abbreviations, pathologies and diagnostic tests. Internet format equivalent to 1 lecture hour.

### 301 Professional Development I (1)

In a small interactive learning setting, students develop and practice basic-level professional behaviors which are foundational for educating clients, managing physiotherapeutic interventions, working in a collaborative model of client-focused care, and acting in the role of a consultant. Completion of PT program Phase I.

### 302 Pathology for the Physical Therapist WIP (3)

This course is an introduction to the basic principles of pathology. Emphasis is placed on the underlying basic principles and mechanisms of disease in the human body. A firm foundation in human anatomy and physiology is assumed for the student. The course will also address the physiologic origins of certain diseases along with the biology, clinical significance, pathology and manifestation of diseases of the body which can be treated by physical therapy. 2 lecture hours, 1 seminar hour. Prerequisites: BIO 107 and 108. Corequisite: PT 331.

### 303 Physiology of Therapeutic Exercise (3)

This course is an integrated introduction to physiological and theoretical bases for common forms of therapeutic exercise. Musculoskeletal, neuromuscular and cardiopulmonary responses to exercise are investigated. 2 lecture hours, 2 lab hours. Prerequisites: BIO 107 and 108. Corequisite: PT 331.

**312 Analysis of Human Movement (4)**

This course is an in-depth analysis of human motion including biomechanics, ergonomics and functional movement patterns. Kinesiology of the joints, posture and head, neck and trunk, and movement patterns of the extremities and basic gait analysis are emphasized. 2 lecture hours and 2 lab hours. Prerequisites: BIO 107, 108, and 339, PHY 111 and 112, PT 201, 303, and 331.

**322 Health Maintenance and Disease Prevention (2)**

This course explores the holistic health model with emphasis on the wellness-illness continuum. Discussions include the biopsychosocial influences on health and disease statuses; influences of the human and non-human environments; relationships among nutrition, physical activity and health; and the role of the physical therapist in health education and health maintenance. 2 lecture hours. Prerequisites: BIO 107 and 108 or permission of instructor.

**331 Human Life Cycle: Function and Dysfunction I (4)**

This is a study of sensorimotor, cognitive and psychosocial development throughout the life span. The course will include normal development combined with a series of medical lectures on interruptions in, aberrations of and trauma to the developing human from birth through adolescence. 3 lecture hours, 2 laboratory hours. Prerequisites: PSY 101, PT 201, BIO 107 and 108, Corequisite: PT 302.

**332 Human Life Cycle: Function and Dysfunction II (3)**

A continuation of PT 331, this course is a study of the cognitive, psychosocial and pathological development from young adulthood through geriatrics. Emphasis is placed on psychosocial development and the student's development of psychosocial skills and awareness. There is a series of medical lectures concerning typical injuries, diseases and disabilities incurred by the adult population during this part of the life span. 3 lecture hours. Prerequisites: PT 301, 570.

**RSC 450 Clinical Neuroscience (5)**

The interdisciplinary course involves and in-depth study of the central nervous system including neuroanatomy, neurophysiology and neuropharmacology. The course includes mind-body-environment interactions and the totality of human behavior. Clinical conditions and case studies are utilized. The laboratory includes examination of brain specimens. 4 lecture hours, 3 laboratory hours. Prerequisite: BIO 339. Co-requisite: PT 332.

**471 Basic Clinical Procedures I (2)**

This course is an introduction to basic patient management procedures and the teaching/learning process as applied to in-service education and the education of the patient/family. Lab experiences include patient positioning and transfer, draping, asepsis, bandaging, massage and ambulation aids. 1 hour lecture, 2 hours lab. Corequisite: BIO 339.

**472 Basic Clinical Procedures II (2)**

This course is an introduction to the skills of manual muscle testing and goniometers. Students learn how to measure joint ROM and determine muscle strength through a manual test. Introduction to the SOAP format for note writing is presented. 1 lecture hour, 2 lab hours. Prerequisite: PT 471, Corequisite: PT 312.

**480 Physical Agents (3)**

This course explores therapeutic utilization of heat, cold, light, electricity and sound. Students will analyze physiologic responses to therapeutic modalities and their effectiveness as therapeutic agents. Theories and methods of the holistic approach to the management of acute and chronic pain syndromes are presented. 2 lecture hours, 2 lab hours. Prerequisites: PHY 116, PT 302, 303, 331, and BIO 339.

**501 Professional Development II (1)**

In a small interactive learning setting, students develop and practice entry-level professional behaviors, which are foundational for educating clients, managing physiotherapeutic interventions, working in a collaborative model of client-focused care, and acting in the role of a consultant. Prerequisites: PT 301, 570, 572.

**511 Test and Measurements (2)**

This course is a discussion of the theory of clinical measurement (i.e., reliability and validity of clinical tests). Skills are developed in the analysis of various assessment tools including goniometry, strength testing, functional assessment, gait analysis and developmental testing. 2 lecture hours. Prerequisites: PT 312, 332, 472, 531, and 542, GRA 601.

**531 Musculoskeletal Evaluation and Treatment I (5)**

This course presents evaluation and treatment strategies for patients presenting local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation and traumatic and degenerative dysfunction. Lab experiences include skill development in specialized techniques, patient case management and problem solving techniques. 3 lecture hours, 4 lab hours. Prerequisites: PT 312, 332.

**532 Musculoskeletal Evaluation and Treatment II (5)**

A continuation of PT 531. 3 lecture hours, 4 lab hours. Prerequisite: PT 531.

**542 Neuromuscular Evaluation and Treatment (3)**

This course explores the evaluation and treatment strategies for patients with neurological lesions. The laboratory emphasizes skill development in specialized techniques and patient case management. 2 lecture hours, 2 laboratory hours. Prerequisites: BIO 339, RSC 450, PT 312.

**544 Rehabilitation (4)**

The course focuses on the process of rehabilitation of persons who are chronically disabled. Team process is emphasized in patient/family education, in addition to the comprehensive evaluation, functional training, treatment progression and discharge planning of the rehabilitative client. The course includes knowledge and ability to assess, prescribe and instruct the patient in the use of a prosthesis or orthosis. 2 lecture hours, 1 seminar hour, 2 lab hours. Prerequisites: PT 471 and 472

**546 Evaluation and Treatment in Pediatric****Physical Therapy (2)**

This course is designed to provide students with the basic background knowledge and handling skills necessary for competent assessment, management and treatment of pediatric clientele with complex pathokinesiological disorders. The background knowledge of normal human development and reflex activity is combined with neurophysiologic principles and applied to problems of movement. Learning experiences in seminar/laboratory will emphasize problem-solving and basic application skills through the integration of treatment approaches. 1 hour lecture, 2 hour seminar/lab. Prerequisite: Completion of/or concurrent registration in PT 542.

**552 Cardiopulmonary Evaluation and Treatment (3)**

This course explores the principles and techniques of cardiac, pulmonary and metabolic intervention. The lab experience will include cardiopulmonary assessment, exercise testing and exercise planning. 2 lecture hours, 2 lab hours. Prerequisites: PT 302, PT 303.

**305,306,503,504****Clinical Orientation Seminars**

These non-credit seminars are required of all physical therapy students. PT 305 and 306 are scheduled during year three of the program. PT 503 and 504 are scheduled during the fourth year of the program. The seminars prepare the student for the clinical education component of the curriculum.

**570 Clinical I (1) (4 weeks)**

This four-week clinical affiliation is completed in an acute care or geriatric setting. The affiliations are scheduled after completion of the third year of course work, and will be scheduled during the months of June or July. Prerequisites: satisfactory completion of Phase II and current competence in all requirements of PT 471 and PT 472.

**573 Clinical II (2) (6 to 8 weeks)**

The second clinical affiliation is scheduled in a pediatric or neurological-based rehabilitation clinic. The affiliation will be scheduled during the months of May, June and July, and will vary in length from 6 to 8 weeks, depending on the facility. Prerequisites: satisfactory completion of the fourth year of course work and PT 570.

**601 Patient Care Seminar (1)**

Using both case- and content-based formats, students integrate academic and clinical knowledge. One seminar hour. Prerequisites: satisfactory completion of PT 620 and 630.

**610 Professional Issues in Therapeutic Intervention (2)**

This course discusses current professional issues in physical therapy. Topics include quality assurance, ethics of practice, the physical therapist as an independent practitioner, reimbursement and legislative issues, research concerns and professional growth. Prerequisites: PT 532, 542, 544. Corequisite: PT 601.

**620,630 Clinical Internship I and II (6,6)**

The clinical internships are scheduled during the fall semester of the fifth year. Students complete two rotations, each lasting eight weeks. Settings include, but are not limited to, acute care hospitals, rehab center, community centers, home health, developmental centers and outpatient clinics. Prerequisites: satisfactory completion of all fourth year course work and PT 573.

**621 Project Proposal (2)**

This course provides the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor. Conducted in a seminar-format, students work closely with the instructor to investigate, formulate and describe, in the proper format, a research study or project. The instructor serves as the project director for students enrolled in the current section. Prerequisites: satisfactory completion of the Phase II course work. Corequisite: GRA 601.

**622 Project Advisement (2)**

The course is conducted in a directed-learning format. Students work closely with the project director to conduct a research study or project. Project completion is dependent on successful completion of the project proposal and learning contract formulated in PT 621. Prerequisites: PT 621.

**Note:** Other graduate course requirements (GRA 600, GRA 601 and HSA 613) are listed in this catalog under graduate programs—interdisciplinary courses. Please see the index.

# PHYSICIAN ASSISTANT

The mission of the D'Youville College physician assistant program is to educate a competent, ethical, primary health-care provider serving a culturally diverse and medically underserved population in a supplementary and complementary role with a physician. The physician assistant graduate will be a community educator of preventive care, based on a personal philosophy of lifelong learning.

The physician assistant program is a four-year baccalaureate of science degree program with admission at the freshman year. Any student admitted to the program is expected to complete the last two and a half years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all studies required in the four year curriculum will be awarded a B.S. degree in physician assisting and will be eligible to sit for the National Certifying Examination for Primary Care Physician Assistants, developed and administered by the National Board of Medical Examiners.

The physician assistant program has been approved and registered by the New York State Department of Education and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The programs first two years are devoted to the study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the program curriculum. The third year, beginning the professional phase of study, prepares the student with a broad, comprehensive base in clinical medicine, pharmacology, physical diagnosis, clinical laboratory medicine, clinical skills and preventive medicine. The professional phase also allows the student to develop the interpersonal skills, communication skills and critical thinking skills, which are essential to facilitate effective and empathetic relationships with patients and effective collaboration with other health care professionals. The final year of the curriculum allows the student to apply and refine his/her critical thinking and clinical skills while working under the guidance and supervision of physician instructors. Over the course of 48 weeks, students rotate through nine mandatory medical and surgical disciplines with an opportunity to select further training in one elective discipline.

## Student Responsibilities

The physician assistant program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the program must complete three summer sessions in addition to the eight regular full-time semesters, for a total of 152 credit hours. Clinical rotations, which occur in a 48-week cycle in year four, will require additional expenses for travel and room and board. Due to the time commitment to the program, particularly in Phase II of the program, part-time off-campus work is not recommended.

## Admissions Criteria

The program accepts applicants for study beginning in the freshman year. Students are admitted directly into the program curriculum at any point in Phase I of the curriculum. Transfer students may be admitted into the program at any point through the first three semesters on a competitive space-available basis. Transfer students are never directly admitted into the professional phase of the physician assistant program. The following courses must be taken at D'Youville College: BIO 303 (biochemistry), BIO 240 (human gross anatomy), and BIO 307 (pathophysiology). Credit may be given to transfer students who have satisfactorily completed these courses within 18 months prior to beginning the professional phase (Phase II). Qualified applicants are determined, via written application materials and personal interview, on the basis of several criteria: ability to master the rigorous academic content of the program, verbal and written communication skills, emotional maturity and understanding of and motivation to enter the profession. \*\* All students (general and transfer) must show evidence of a minimum of 30 hours of direct patient contact.

## Financial Aid for

### Physician Assistant Students

D'Youville College's policy is to provide students with as much aid as is allowed by federal and state regulations.

All students who enter the PA program are undergraduate students. Students without a previous bachelor's degree are eligible to apply for all federal and state aid, including but not limited to, Federal Pell Grants, Federal SEOG, the undergraduate annual and aggregate limits of Federal Stafford Loans, and New York State undergraduate TAP (for NYS residents).

Students who enter the program with a previous bachelor's degree are ineligible to apply for Federal Pell and SEOG, and may have already used all NYS TAP eligibility and aggregate

limits of Federal Stafford Loans. Those students are also undergraduate students in a second bachelor degree program. Students who have reached their undergraduate aggregate limits for the Federal Stafford Loan may be limited to the alternative loan programs, which have higher origination fees and higher interest rates than the Stafford Loans.

## Minimum Academic Requirements

Each student applying for admission to the freshman class must meet or exceed each of the following criteria:

- A combined SAT score of at least 1100;
- Rank in at least the upper fourth of his/her graduating class;
- A class average of at least 85 percent;
- Three years of math, one year of chemistry and one year of biology. A grade of at least 83 percent must have been achieved in each course.

Transfer students must meet or exceed each of the following:

- A G.P.A. of at least 2.75 on a 4.0 scale;
- A grade of at least B- in all college science courses and other college courses required by the program
- Students may be required to repeat science courses taken six or more years prior to application to the program.

## Patient Care Experience

To be considered for an interview, all applicants must accrue and provide official documentation of at least 30 hours of direct patient contact hours either through volunteer or employment activities. Applications without this documentation will not be considered for an interview.

All students are accepted on a competitive space-available basis, based upon the above criteria. Approximately 30 students are admitted to the freshman class. Maximum enrollment in year three of the program is approximately 40 students.

Following review of the written application materials, a pool of applicants are selected to be interviewed by program faculty and practicing physician assistants. Not all applicants satisfying minimum academic requirements will be selected for an interview. Interviews are scheduled between December and February. All application materials must be received by the office of admissions by the posted deadline. Late or incomplete written applications will not be considered for a personal interview.

## Academic Regulations

The physician assistant program is composed of two phases, which extend across four years. Phase I, the preprofessional phase, includes the first two years of study which is comprised of the prerequisites and core curriculum. Phase II is the third and fourth year, which is the professional phase, and includes the didactic preparation for practice and 48 weeks of clinical rotations. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.

In addition to general college policies and regulations, which apply to all students, academic regulations of the physician assistant program are applicable to both full- and part-time students. They include the following:

## Academic Requirements

### Phase I

- a. Students enrolled in the first two years of the curriculum must maintain a semester and cumulative grade point average (G.P.A.) of at least 2.5. Achievement of the specific minimum Q.P.A. is required for advancement from Phase I to Phase II of the program curriculum and for enrollment in any major, professional foundation course specified in the program curriculum plan for year three having a PA prefix course number.
- b. A minimum grade of C for any course specified as Phase I prerequisite in the program curriculum plan. A grade of C must be achieved in all Phase I prerequisites prior to advancement to Phase II of the program.
- c. Prior to entrance into Phase II, all students are required to accrue 50 hours (paid or volunteer) of direct patient contact time during the preprofessional phase of the program (freshman and sophomore years). The student will be responsible for arranging this experience and providing official documentation. Each student should review the experience they have chosen with their academic advisor for approval. Students will not be permitted to advance into the professional phase of the program if she/he fails to accrue the required patient contact hours.

**Phase II**

- d. A minimum grade of C (73%) is required for all courses included in Phase II of the program curriculum plan, except for PA303/304 and PA 312/313. In the courses PA303 and 304, Clinical Medicine I and II, and PA 312/313 Physical Diagnosis I & II, a minimum grade of B- must be maintained to progress in the program curriculum. Students who fail to obtain the required grades in any Phase II course will not be permitted to enroll in 400-level courses of the program. Students will be permitted to decelerate and repeat 300-level courses on a case by case basis, depending on their past academic achievements. Any program-required course may only be repeated once. Second failure of the same course will result in automatic dismissal from the physician assistant program. Students who must repeat a 300 level course may be required to audit and demonstrate continued proficiency in any or all other 300-level courses prior to enrollment in 400-level courses. Any student who fails more than one 300-level course in the same semester will be automatically dismissed from the program.
- e. Students experiencing academic difficulties may be required to decelerate their progress through Phase I or Phase II until an acceptable level of performance is achieved.
- f. Students are required to obtain permission of program faculty prior to registration in clinical rotations included in Phase II of the program. Despite meeting minimum academic standards, permission to accelerate into the clinical year may be denied on the basis of demonstrated weakness or inability to meet the programs academic or professional standards.
- g. All clinical rotations must be completed with a minimum grade of C and a "Pass without reservation" recommendation from the clinical preceptor. Students who do not meet this minimum criteria in any 400-level course (clinical rotations) or who voluntarily withdraw from the clinical rotation must receive formal approval of the program faculty to repeat that course or to continue with subsequent rotations. Formal or informal remediation may be required prior to returning to the clinical experiences. All clinical rotations must be completed within 18 months of completion of didactic academic course work or repetition of academic courses may be required. A student will not be allowed to repeat more than one 400-level course required in the major without

the permission of program faculty. Failure of a second clinical rotation may result in dismissal from the program.

- h. A student must possess current certification in adult and pediatric cardiopulmonary resuscitation (CPR), child abuse certification and New York state in-servicing on blood borne pathogens prior to admission into the professional phase. All junior and senior students must have professional liability insurance specified by the program. Students must also have evidence of vaccinations/immunization for MMR, Hepatitis B, Varicella and PPD testing.
- i. All senior-level students must satisfactorily complete a community service project with a corresponding poster presentation as outlined in the senior student manual.

**Academic Probation**

A student will be placed on program academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for two full-time semesters that immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification. Failure to meet the academic standards during a probationary period will result in dismissal from the program. Students who do not meet academic requirements for two science requirements in the same semester will be automatically decelerated into the next graduating class.

Students requiring a second probation period will be brought before the progress committee. Permission to continue in the program will be decided on a case-by-case basis and may result in dismissal from the program.

Academic deficiencies that result in program academic probation must be corrected within the two semesters that immediately follow the date of probation.

Probationary students on a decelerated or part-time schedule must continue to meet all conditions of the probation while on a part-time schedule and will remain on probation until the completion of their next two full-time semesters.

Failure to meet the conditions of probation will result in dismissal from the program.

Students may appeal the decision of dismissal from the physician assistant program to the department head. The appeal is initiated with a letter from the student to the department head describing extenuating circumstances that limited academic performance. The department

head presents the appeal to the physician assistant faculty for consideration. If the appeal is accepted, the student may remain on program academic probation for two full-time semesters, and must satisfy the criteria of probation. For information on the appeal process beyond the department head, students should consult the college calendar or the Connections Office.

**Student Conduct**

Students enrolled in the D' Youville College physician assistant program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Dishonesty or misconduct, whether academic or professional in any form, will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant program. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the program. Unprofessional behavior in the clinical setting will result in failure of the practicum regardless of course mastery and may result in immediate dismissal from the program.

**Curriculum Sequence****PHASE I - FIRST YEAR - First Semester**

*BIO 107	Human Anatomy & Physiology .....	3
BIO 107L	Lab .....	1
CHE 101	General Chemistry .....	3
CHE 101L	General Chemistry I Lab .....	1
*ENG 111	English Communication .....	3
*CSC 110	Computers & Computing ....	3
*PSY 203	Developmental Psychology ..	3
	<b>TOTAL .....</b>	<b>17</b>

**PHASE I - FIRST YEAR - Second Semester**

*BIO 108	Human Anatomy & Physiology .....	3
BIO 108L	Lab .....	1
CHE 102	General Chemistry II .....	3
CHE 102L	General Chemistry II Lab .....	1
*ENG 112	English Communication .....	3
*MAT 120	Elementary Practical Statistics .....	3
*1 course	(SOC) .....	3
	<b>TOTAL .....</b>	<b>17</b>

**PHASE I - Summer Pre-Session**

*3 courses	(HUM) .....	9
	<b>TOTAL .....</b>	<b>9</b>

**PHASE I - SECOND YEAR - First Semester**

CHE 219	Organic Chemistry	3
CHE 219L	Organic Chemistry Lab	1
BIO 208	Microbiology	3
BIO 208L	Lab	1
*PHI 201	Ethics in Theory and Action OR	
*RS 201	Religion and Social Responsibility	3
RSC 203	Medical Terminology	1
1 course	(PSC/ECO)	3
1 course	(HIS)	3
	<b>TOTAL</b>	<b>18</b>

**PHASE I - SECOND YEAR - Second Semester**

BIO 303	Biochemistry	3
BIO 240	Survey of Human Gross Anatomy	4
*PHI/RS 214	Challenges of Death	3
*PHI/RS 312	Bioethics Seminar	3
BIO 307	Pathophysiology	3
	<b>TOTAL</b>	<b>16</b>

These courses must be taken at D'Youville College. However, transfer credit can be awarded if demonstration of successful completion within 18 months of enrollment into Phase II.

**PHASE I - Summer Session**

3 Electives	9
<b>TOTAL</b>	<b>9</b>

\* fulfills core curriculum requirements

**PHASE II - THIRD YEAR - First Semester (DIDACTIC YEAR)**

PA 303	Clinical Medicine I	5
PA 305	Behavioral Medicine I	2
PA 309	Clinical Laboratory Medicine I	2
PA 312	Physical Diagnosis I	2
PA 335	Pharmacology	3
	<b>TOTAL</b>	<b>14</b>

**PHASE II - THIRD YEAR - Second Semester**

PA 304	Clinical Medicine II	5
PA 310	Clinical Laboratory Medicine II	1
PA 311	Clinical Skills	3
PA 313	Physical Diagnosis II	1
PA 336	Pharmacology II	3
	<b>TOTAL</b>	<b>13</b>

**FOURTH YEAR (CLINICAL YEAR)**

The clinical phase of the program will consist of rotations in the following disciplines:

PA 302	Professional Issues	1
PA 401B	Internal Medicine (4wks)	3
PA 401C	Family Medicine (4wks)	3
PA 402	General Surgery (4wks)	3
PA 403	General Pediatrics (8wks)	6
PA 404	Obstetrics & Gynecology (4wks)	3
PA 405	Psychiatry (4wks)	3
PA 406	Emergency Medicine (4wks)	3
PA 408	Orthopedics (4wks)	3
PA 409	General Practicum (4wks)	3
PA 411	Primary Care Core (8wks)	6
PA 420	Senior Professional Seminar I (1 wk)	1
PA 421	Senior Professional Seminar II (1 wk)	1
	<b>TOTAL (50wks)</b>	<b>39</b>

**Optional Track in Spanish**

This track is available for students who plan to work in areas where Spanish is the language of choice. The courses listed in this track will count toward humanities or free electives in the core curriculum.

*SPA 107	Spanish Level I	3
*SPA 108	Spanish Level II	3
*SPA 225	Spanish for the Professions ..	3
*SPA 226	Spanish for the Professions ..	3
	<b>TOTAL</b>	<b>12</b>

**PA 335 Pharmacology I (3)**

This course includes topics such as drug absorption, distribution and metabolism and drug interactions. The course is closely integrated with the clinical medicine course. All major systems of the body are covered in relation to drugs and diseases. Prerequisites: BIO 107, BIO 108, and BIO 303; co-requisites: PA 303, and PA 310. Offered in the fall semester.

**PA 336 Pharmacology II (3)**

Continuation of Pharmacology I. The course explores clinical pharmacology and medical therapeutics, including disease states and their medical management. Prerequisite: BIO 335; co-requisite: PA 304. Offered in the spring semester.

**302 Professional Issues (1)**

This course provides an orientation to the roles and functions of the physician assistant in the health care system and the development of the physician assistant profession. Open to physician assistant students only. Offered in the fall semester in the senior year.

**303 Clinical Medicine I (5)**

This course is a comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, critical review of medical literature, preventive care and therapeutic measures involved in treating medical problems. Topics will be presented through demonstrations, discussions and clinical conferences as well as lectures by physicians, physician assistants, and other appropriate health professionals. This course will include discrete blocks on major organ systems and special populations. It is closely integrated with the pharmacology, clinical skills and physical diagnosis courses. Prerequisites: BIO 240 and BIO 307; co-requisites: BIO 335, PA 310, and PA 312. Offered in the fall semester.

**304 Clinical Medicine II (5)**

Continuation of Clinical Medicine I. Prerequisite: PA 303. Corequisites: BIO 336, PA 311, and PA 313. Offered in the spring semester.

**305 Behavioral Medicine (2)**

This course focuses on understanding human behavior in health and illness. Health, illness and sick role behaviors, psychosocial factors in the etiology of illness, patient compliance with prescribed therapeutic regimens, use of health behavior models in patient education, health maintenance, and disease prevention and sexual-ity will be discussed. Offered in the fall semester.

**309 Clinical Laboratory Medicine I (2)**

This laboratory explores common chemical procedures employed in the evaluation of disease processes. Students develop proficiency in performing such routine procedures as a CBC, urinalysis, gram stains and cultures. Students develop skills in interpreting clinical laboratory values in relation to disease, therapy and prognosis. Prerequisites: BIO 208, CHE 122 or equivalent; co-requisites: PA 303, PA 310, and PA 312. Offered in the fall semester.

**310 Clinical Laboratory Medicine II (1)**

Continuance of PA 309. Offered in the spring semester.

**311 Clinical Skills (3)**

Proper methods of performing various clinical procedures such as intravenous catheter insertion, intramuscular injections, passing nasogastric tubes, applying casts and drawing blood will be covered in this course. Prerequisites: BIO 208, BIO 240. Corequisites: PA 303, PA 304, PA 310, and PA 312. Offered in the spring semester.

**312 Physical Diagnosis I (2)**

In this course, students are introduced to the roles and responsibilities of the physician assistant. Most of the course is devoted to the development of physical examination skills and the art of developing rapport with patients. By the end of the course, students will have received instruction and training in basic communication skills and how to conduct a medical interview, as well as training in techniques of physical diagnosis. The course includes the use of simulated patients, as well as a range of field experiences to provide direct contact with patients and practicing physicians. This allows students to interact with patients and to integrate knowledge and skills in the setting of clinical interactions. Prerequisite: BIO 240; co-requisites: PA 304, PA 310, and PA 311. Offered in the fall semester.

**313 Physical Diagnosis II (1)**

Continuation of PA 312. Offered in the spring semester.

**401 B Internal Medicine (3)**

Over a four-week period, the course provides the foundation for clinical evaluation and treatment. Training may occur in one of three segments: inpatient internal medicine in hospitals, outpatient internal medicine and family medicine. The rotation will expose the student to adult populations and their medical problems. The student will learn clinical presentation of general medical problems, evaluation, therapeutic intervention and methods of documentation. Prerequisite: successful completion of all third-year courses.

**401 C Family Medicine (3)**

This course is presented on a four-week rotation and exposes students to patients from all age groups, from pediatrics to geriatrics. Students will learn the clinical presentation of general medical problems, evaluation, therapeutic intervention and methods of documentation in a family practice setting. Prerequisite: successful completion of all third-year courses.

**402 General Surgery (3)**

During the four-week general surgery rotation, students will learn management of surgical patients in the hospital and in ambulatory settings, including presentation and work-up of common surgical problems, as well as surgical interventions, and in-hospital care of the pre- and post-operative patient. Prerequisite: successful completion of all third-year courses.

**403 General Pediatrics (6)**

This eight-week rotation provides the opportunity to assess medical problems that require both inpatient and outpatient management of children. Students will get practical clinical experience in the outpatient setting managing routine childhood illnesses and health maintenance, and with the medical team in the hospital at the time of delivery assessing, the newborn and caring for children with more severe medical problems. Documentation in the medical record will augment skills previously acquired for data collection. Students will come to understand the influence that family interactions can have on the course of the patient's development, wellbeing and illness. Prerequisite: successful completion of all third-year courses.

**404 Obstetrics and Gynecology (3)**

OB/GYN is a four-week rotation with the purpose of providing practical clinical experience for the evaluation and treatment of women. Experience will be gained in the areas of general women's health, family planning, pre-, intra- and post-partum care, as well as routine gynecologic care for sexually transmitted diseases, dysmenorrhea and menopausal health. Students will come to understand the effect that sexual activity, childbearing, and menopause has on a women's psychological, social, and medical wellbeing. Prerequisite: successful completion of all third-year courses.

**405 Psychiatry (3)**

The purpose of the four-week psychiatry rotation is to provide the student with clinical experience in the varied presentations of mental illness. The student will have an opportunity to evaluate, identify and learn management of both acute and non-acute psychiatric patients. Prerequisite: successful completion of all third-year courses.

**406 Emergency Medicine (3)**

Emergency medicine is a four-week rotation with the purpose of providing practical clinical experience in the care of acute medical emergencies. Students will develop an understanding of the concept of triage in an emergency situation where care is provided to the development of physical examination skills, and the art of developing rapport with patients. By the end of the course, students will have received instruction and training in basic communication skills and how to conduct a medical interview, as well as future care. Prerequisite: successful completion of all segments of PA 401.

**408 Orthopedics (3)**

The four-week orthopedics rotation will give students the opportunity to observe treatment of common musculoskeletal complaints. The rotation will combine clinical experience in an ambulatory practice setting with following orthopedic patients in the hospital. Prerequisite: successful completion of all third-year courses.

**409 Physician Assistant Practicum I (3)**

The four-week elective practicum experience offers an opportunity for physician assistant students to explore subspecialty areas of medicine not covered in the current curriculum, spend more clinical time in primary care, or work with a physician that has been identified as a potential employer. Students who are found to have academic or clinical difficulty in a particular area of medicine may be required by faculty to utilize this practicum as remediation. However, it cannot be used as a repeat rotation for a previously failed clinical rotation. Prerequisite: successful completion of all third-year courses.

**411 Primary Care Core (6)**

The purpose of this eight-week primary care medicine rotation is to provide an opportunity for students to apply skills and information, learned during the previous clinical rotations, in the primary care setting. The extended time in one continuous setting will allow students to advance their understanding of basic medical practices and concepts. It also allows for more opportunity to provide follow-up care for patients. Prerequisite: successful completion of all third-year courses.

**420 Professional Seminar I (1)**

This one-week seminar offered in November of the senior year, exposes students to lectures in professional practice issues, including certification, scope of practice, as well as ethical decision making. Students will be tested on physical examination proficiency and participate in the national practice exam to prepare for professional certification. Students will be offered lectures on resume preparation and interviewing skills. Prerequisite: successful completion of all third-year courses.

**PA 421 Professional Seminar II (1)**

This course is presented as a one-week seminar in May of the senior year. During this week, students will be offered skills workshops, certification in ACLS and lectures on selected medical topics while they prepare for graduation. At this time, students will also complete an exit interview with their advisor. Prerequisite: successful completion of all third-year courses.

## PHYSICS

No concentration is offered in physics. Course offerings are planned to support the baccalaureate programs in biology and physical therapy. Except as noted, odd numbered courses are offered in the fall semester and even numbered courses in the spring.

### 101 General Physics (3)

An introduction to the principles of mechanics, thermodynamics, sound, wave theory, light, electricity, and magnetism. 3 lectures. Prerequisite: MAT 126, Corequisite PHY 111L.

### 102 General Physics (3)

A continuation of 101. 3 lectures. Prerequisite: PHY 101. Corequisite PHY 112L.

### 111-112 Introduction to Physics (3, 3)

This course is designed for PT majors and for other students who wish to use it to fulfill the core requirement in science. Lecture must be taken prior to or concurrently with the corresponding lab. PHY 111 covers kinematics, dynamics, conservation of energy and momentum, and rotational motion. PHY 112 covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and ray optics. PHY 111 must be taken prior to PHY 111L or concurrently with PHY 111L. PHY 112 must be taken prior to PHY 112L or concurrently with PHY 112L. Prerequisite: MAT 122 or permission of instructor.

### 111L & 112L (1, 1)

Labs to accompany PHY 101-102 & PHY 111-112

### 389-390 Special Topics in Physics (3)

This course presents an opportunity to study a selected topic in physics. Topics can originate with faculty or students. Offered as needed.

## POLITICAL SCIENCE

No concentration is offered in political science; courses support programs in other areas. Political Science 201 meets the political science/economics requirement in the core curriculum.

### 201 American Government and Economics (3)

This course is a study of the American political and economic systems including the theories underlying them, political parties, pressure groups, the money system, the credit system and the relations between government and the economy. Meets the core requirement in political science/economics. Offered both semesters.

### 342 Social and Political Philosophy (3)

This course is a study of social and political theories in their relation to philosophical problems; the nature of the social and political institutions and obligations, the basis of knowledge of social and political obligations, the grounds for sound social and political decisions. See PHI 306. Offered as needed.

### 349 Political Activism (3)

This is a course that gives students a combination of academic knowledge and practical experience in the electoral process, utilizing field work, guided reading and seminar discussion. Offered in the fall semester of even numbered years.

### 250/350/450 International Relations (3)

This course is a practical study and application of theory and contemporary realities of relations among nations. There is a unit on international procedures and organizations, contemporary foreign policy problems. Students will actively participate in Model United Nations at Harvard University. Students may take this course more than once. Offered in the spring semester.

### 479-480 Independent Study (1, 2, 3)

Qualified students may investigate selected topics with permission of instructor. The title will reflect the course content.

## PRE-LAW (15 credit hours)

Pre-law student will be provided with a range of courses that introduce legal thinking, acquaint the student with areas where a law background is often used, and prepare the student for successful entry into and completion of law school.

### Required Courses

ECO 201 Principles of Economics- Macro  
PSC 201 American Government & Economics  
PHI 204 Logic  
LSAT Preparation Course (NC)

### One of each of the following pairs:

MGT 305, Principles of Management or  
ACC 211, Principles of Accounting  
LAW 303 or 304

Some of the above courses will be designated as writing intensive. The pre-law minor is expected to take four writing intensive courses from the above or in the general curriculum. The minor also includes a LSAT (Legal Scholastic Aptitude Test) preparation course offered through continuing education. Students would have pre-law advisor with access to information on Law Schools and the LSAT examination.

## PSYCHOLOGY

D'Youville College has offered a B.A. in psychology since the fall of 2000. This program provides students with a strong foundation of psychological knowledge that is valuable in any career requiring critical thinking and thoughtful understanding. In addition, the curriculum is designed to provide the student with ongoing guidance in the establishment and attainment of professional goals in the field of psychology. The student will be well prepared to gain employment or admission to graduate programs in psychology or related fields.

During the first two years of the program, students complete general education core courses in the arts, humanities and sciences, and program core courses in the foundation areas of psychology. These core courses prepare the student for advanced study.

In the last two years of the program, students are required to complete life science and social science psychology electives although they may choose specific courses from within these two groups. During the senior year, students complete an internship and senior seminar experience. There are two options to complete the internship. First, students may choose to work with a willing faculty member to complete a senior research project. This project may be developed by the student or ongoing by the faculty. Second, students may choose to volunteer in a community human service agency. Students will be required to help in a predetermined capacity and journal their experiences. All students will spend 15 hours per week in internship-related activities. In the senior seminar, students discuss issues related to their research or community experiences, prepare a senior paper on their research or volunteer work, and obtain guidance on applying to graduate schools. Students attend a non-credit GRE-prep course in the fall semester. The senior experience is designed specifically to promote the breadth and depth of psychological knowledge while encouraging research or community experience helpful in gaining admission to graduate programs.

### Admission Requirements

#### Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent).
2. A high school average of at least 80 percent.
3. A high school rank in the upper one half of the class.

### Transfer Admission

Students must have a minimum Q.P.A. of 2.5 and a minimum Q.P.A. of 2.75 in psychology courses. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

### Academic Standards

To be in good standing, students must:

1. Maintain a semester and cumulative average of a minimum of 2.5;
2. Maintain a minimum grade of C in all 100-to 400-level courses required in the major and for all other courses required for the major.

### Psychology Minor

The psychology minor is designed to enhance a student's academic experience and to provide background for those planning to pursue careers in any field that involves dealing with people. Students wishing to minor in psychology must complete 15 credits. Students are required to complete PSY 101, two of the following courses: PSY 202, 203, 204, 205, 206; and two additional 300- or 400-level psychology electives.

### Psychology Core Courses

#### 101 General Psychology (3)

This course is an overall survey of the scientific study of behavior and mental processes. Topics include biology of behavior, sensation and perception, consciousness, learning and memory, intelligence, motivation and emotion, stress and personality. The course meets the core requirement in psychology. Offered both semesters.

#### 202 Research Methods in the Behavioral Sciences (3)

This course is an introduction to research in the behavioral sciences. Students will learn to interpret and use theories, develop an idea, search the literature, develop an appropriate research design and interpret and report results. Ethical issues in research will be covered. Offered in the spring semester.

#### 203 Developmental Psychology (3)

This course explores milestones of physical, cognitive and psychosocial development from conception through old age. Emphasis is placed on global principles that guide human growth and change across the lifespan. The course meets the core requirement in psychology. Offered both semesters.

#### 204 Physiological Psychology (3)

This course examines the physiological basis of behavior through consideration of nervous and endocrine system structure and function followed by a detailed analysis of specific behaviors such as aggression, ingestion, sexual behaviors, sleep, and memory and learning. Prerequisite: PSY 101. Offered in the spring semester.

#### 205 Social Psychology (3)

This course studies the individual in society, social learning and perception, formation and measurement of attitudes, social norms and roles, public opinion and propaganda. Prerequisite: core course in psychology. See SOC 308. Offered in the fall semester.

#### 206 Abnormal Psychology (3)

This course scientifically describes and discusses the forms of abnormal behavior guided by the DSM-IV. Specific focus is placed on assessment and diagnosis, etiological factors, treatment possibilities and predictions of recovery. Prerequisite: core course in psychology. Offered both semesters.

#### 208 Psychology as a Profession (1)

Students will learn about the different forms of education in psychology and potential careers in non-psychology fields, psychology research fields, clinical psychology fields and other related fields. Students will identify relevant funding issues and legal mandates and understand the complexities of each career option. Prerequisite: PSY 101. Offered in the spring semester.

### Group A Electives –

#### *Psychology as a Life Science*

#### 301 Sensory and Perceptual Processes (3)

This course is a review of the visual system, auditory system, somatosensory system and systems for taste and smell. Students will experience the unique features of each sensory and perceptual system through demonstrations and experiments. Prerequisite: PSY 101. Offered in the fall semester of odd-numbered years.

#### 302 Biopsychology of Gender (3)

This course is a review of the scientific literature on gender differences and their development. Discussion will include the impact of these differences on an individual's life and in society. Prerequisite: PSY 204. Offered in the spring semester of odd-numbered years.

**303 Biopsychology of Learning (3)**

This course provides the student with an understanding of the cellular, biochemical and network changes associated with learning and memory. The effects of experience, age, drugs and brain damage will be included. Prerequisite: PSY 204. Offered in the fall semester of even-numbered years.

**304 Biopsychology of Stress (3)**

This course explores the biology and psychology of the experience of stress. Students will learn from both lecture and self-exploration. The course will provide the opportunity for students to learn and practice traditional and “alternative” stress-management skills through individual and group practice. Prerequisite: PSY 204. Offered in the spring semester of even-numbered years.

**305 Biopsychology of Mental Disorders (3)**

This course examines the genetic, neuroanatomical, neurochemical and hormonal basis of anxiety disorders, mood disorders, substance-related disorders, sexual and gender-identity disorders, personality disorders, psychotic disorders and childhood disorders. Physiological factors contributing to both the onset and the maintenance of mental disorders will be covered. Prerequisite: PSY 204 and PSY 206. Offered in the fall semester of odd-numbered years.

**401 Cognitive Psychology (3)**

Students will examine cognitive functioning in humans through a consideration of sensory register, attention, short-term and long-term memory. Topics include encoding, retrieval, comprehension, reasoning and problem-solving, and language. Prerequisite: PSY 101. Offered in the fall semester of even-numbered years.

**402 Biopsychology of Addiction (3)**

Students will examine the problem of addiction through a review of terminology, the types and effects of psychoactive substances, and the current theories from human and animal research identifying possible genetic, neuroanatomical, neurochemical and hormonal factors. Prerequisite: PSY 204. Offered in the spring semester of odd-numbered years.

**403 Neuropsychology (3)**

This course applies the knowledge gained from the undergraduate course in Physiological Psychology to an advanced study of human neuropsychology. Students will gain an appreciation of the relationship between the structure and function of the nervous system and qualities of mind and behavior. Prerequisite: PSY 204. Offered in the fall semester of odd-numbered years.

**404 Psychopharmacology (3)**

This course examines the use of pharmacological agents to treat mental disorders, psychiatric emergencies, medical illness, late adulthood, and pregnancy and lactation. Emphasis will be placed on treatment that combines pharmacological agents with psychological therapy. Ethical issues will be covered. Prerequisite: PSY 204. Offered in the spring semester of even-numbered years.

**405 Group A Special Topics Seminar (3)**

The course is an in-depth consideration of life science topics in the field of psychology. Prerequisite: 3 hours of Group A electives. Offered in the fall semester of even-numbered years.

**Group B Electives –*****Psychology as a Social Science*****306 Psychology of Human Relations (3)**

This course is a study of theories and processes of interpersonal behavior. It is primarily a laboratory for human relationship training and the content is designed to help students understand themselves in order to understand and relate effectively with others. Prerequisite: core course in psychology. Offered in the spring semester of odd-numbered years.

**307 Social Psychology of Aging (3)**

This overview of psychology of aging stresses the social aspects of the aging process. Topics include theories of aging, intellectual functioning and learning; mental health of aged and organic brain dysfunction; culture and the family and aging; dying and the grief process. This experimental course will include some field observations as well as lectures and discussions. Prerequisite: core course in psychology. Offered in the fall semester of odd-numbered years.

**308 Sociology of Deviant Behavior (3)**

This course presents a theoretical overview of the nature and meaning of deviance and examines in detail a number of forms of behavior that are commonly regarded as deviant behavior. These forms include abuse of power in politics and corporations, physical and sexual violence, criminal acts, various forms of sexual behavior, mental illness and the abuse of alcohol and drugs. Prerequisite: core course in sociology. See SOC 327. Offered in the spring semester of even-numbered years.

**309 Social Psychology of Disability and Rehabilitation (3)**

The consequences of disability can have an impact at many levels. The effects of disability—personal, interpersonal and cultural—have significant implications for disabled persons, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a psychosocial framework. Prerequisite: core course in sociology. See SOC 329. Offered in the fall semester of even-numbered years.

**310 Human Sexuality (3)**

This course is designed to provide students with a multidimensional overview of human sexuality and an opportunity to clarify their own sexual value systems. Human sexuality is considered from biological, cultural, psychosocial, developmental, behavioral and clinical perspectives. Prerequisite: core course in psychology. See NUR 214. Offered in the spring semester of odd-numbered years.

**406 Theories of Counseling (3)**

This course explores the major theories, basic concepts and techniques of counseling. The student will be expected to demonstrate a working knowledge of the terminology, concepts and counseling applications of the major counseling theories, such as Psychoanalytic, Adlerian, Person-centered, Gestalt, Rational Emotive, Existential and Family Therapy. This course is open to students in all areas in which such a need exists in their professional work. Prerequisite: 9 hours of PSY courses or permission of instructor. Offered in the spring semester of even-numbered years.

**407 Cross-cultural Psychology (3)**

This course will review the history and present status of cross-cultural psychology with an emphasis on fundamental assumptions, fundamental theories and future directions. Particular emphasis will be directed to understanding American-Indian, Asian-American, Black-American, and Hispanic-American individuals. Prerequisite: PSY 101. Offered in the fall semester of odd-numbered years.

**408 Group Dynamics (3)**

This course examines in detail the complicated dynamics that emerge in groups of people. An overview is presented of the various types of groups and the effect of the group on the emotion, thought and behavior of the individual. Prerequisite: PSY 205. Offered in the spring semester of odd-numbered years.

**409 Behavior Modification Theories and Methods**

This course examines major theories, basic concepts and techniques of behavior modification. The student will develop an understanding of the application of operant conditioning principles, implementation of behavior modification techniques, and assessment and evaluation of program effectiveness. Prerequisite: PSY 101. Offered in the fall semester of even-numbered years.

**410 Group B Special Topics Seminar**

This course is an in-depth consideration of social science topics in the field of psychology. Prerequisite: 3 hours of Group B electives. Offered in the spring semester of even-numbered years.

**Advanced Psychology Electives:****459-460 Research Internship (4)**

Students receive hands-on experience in psychological research by working with a faculty member for both semesters during their senior year. The project may be developed by the student or ongoing by the faculty. Students are required to work 15 hours per week and complete a senior research paper. Prerequisite: senior status in the major. Corequisite: Senior Seminar. Offered every semester.

**469-470 Community Internship (4)**

Students receive hands-on experience by volunteering in a community human-service agency for both semesters during their senior year. Students are required to volunteer for approximately 15 hours per week and complete a senior paper. Prerequisite: senior status in the major. Corequisite: Senior Seminar. Offered every semester.

**479-480 Independent Study (1, 2, 3)**

Qualified students may investigate selected topics with permission of instructor.

**489-490 Senior Seminar (2)**

This course provides the student with extensive faculty and peer guidance and feedback throughout the research or community internship experience during both semesters of the senior year. Prerequisite: senior status in the major. Corequisite: Research or Community Internship. Offered every semester.

## RELIGIOUS STUDIES

It is the conviction of the faculty of religious studies that no program in the liberal arts is complete without some study of the religious thought and the religious experiences of humanity.

The purpose of religious studies is to promote the understanding and critical appreciation of religious experience and thought in its historical and contemporary expressions.

Courses may be elected freely, subject only to restrictions noted. No concentration is offered in religious studies.

**101 Introduction to the Bible (3)**

This course is a study of the sacred literature of the Jewish and Christian religions. Key concepts and great themes of both testaments are studied. Offered as needed.

**102 Belief and Unbelief in the Brave New World (3)**

This introductory course in the phenomenon of religious faith examines the classic examples of the case for and against living in faith, with the view of enabling students to evaluate their own attitudes toward religion. Faith traditions of western and eastern cultures provide additional data for this evaluation. Offered fall semester.

**201 Religion and Social Responsibility (3)**

The nature and principles of religious ethics in the Judeo-Christian tradition are explored with an emphasis on historical and contemporary attitudes of religion toward social responsibility. Topics for discussion include: sexuality, identity, power, violence, war, racism and medical ethics. Satisfies the core requirement for ethics. Open to sophomores, juniors and seniors. Offered both semesters.

**202 Life of Christ (3)**

This is a study of the person of Jesus Christ in history and in faith including theories regarding his identity and his role, his impact on society from his day to ours. Offered as needed.

**207 Religion and Science (3)**

This course examines the historical relations between religion and science, methods of scientific and theological investigation. Issues of mutual interest, such as the origin and nature of man, attitudes toward nature, scientific research and moral responsibility are discussed. Offered as needed.

**209 Major Western Faiths (3)**

This course surveys the main elements of the history, thought and practice of the major religious traditions of the western world: Judaism, Catholicism, and Protestantism. Offered as needed.

**211 Catholicism Today (3)**

This is a systematic study of the foundational beliefs of Catholicism, where they came from, how they have changed, how they are interpreted today. Offered as needed.

**214 The Challenges of Death (3)**

This course examines the ways in which death challenges human meaning and action. Topics such as the meaning of suffering and death, challenges of death to morality, psychological-spiritual processes of dying and bereavement are considered. See PHI 214. Open to sophomores, juniors and seniors. Offered both semesters.

**309 Letters of Paul to the Early Christians (3)**

This is a study of letter writing in the Hellenistic era and St. Paul's use of this pedagogical technique for addressing religious, social and cultural problems faced by the primitive Christian Church. St. Paul's response to these issues in the epistles provides a framework for discussion of several major theological themes, including faith and revelation, grace and salvation, and the development of doctrine. Open to sophomores, juniors and seniors. Offered as needed.

**312 Bioethics Seminar (3)**

Ethical dilemmas and problems posed by developments in the biosciences are analyzed. Problems discussed include choices for life or death, allocation of resources, human experimentation, reproductive technologies, professional-client relationships, etc. See PHI 312. Open to sophomores, juniors and seniors. Recommended PHI 201 or PHI/RS 214. Offered both semesters.

**314 The Message of the Prophets (3)**

This course is designed to introduce the student to the prophetic literature of the Old Testament. The religious importance of the prophetic books will be examined through an investigation of the political, cultural, and theological milieu of the Middle East from the 10th to the 5th centuries B.C. The course also explores the impact of the prophetic personality in our times regarding questions of social justice, peace and international relations. Open to sophomores, juniors and seniors. Offered as needed.

**408 Modern Religious Thought (3)**

Current trends in religious thought are presented in seminar form. Representative theologians and theologies are examined for their understandings of God, human nature and society, and the implications of religious insight for personal and social life. Prerequisite: one of PHI 101, RS 101, RS 102; or junior or senior status. Offered as needed.

**410 Philosophy of Religion (3)**

See PHI 410.

**411 Mysticism (3)**

See PHI 411.

**412 Special Studies in Religion (3)**

This course explores selected issues of concern to students and faculty in religious studies in seminar format. Topics are announced at the time of registration. Students follow a schedule of readings, discussion and research writing. Prerequisites determined at time of course offerings. Offered as needed.

## SOCIOLOGY

The faculty of sociology offers a program of study leading to a bachelor of arts degree. Although the curriculum is designed to prepare the student for graduate study in sociology, a BA in sociology is preparatory to many beginning positions in the world of work and professional studies. Sociology students graduate from the program having developed skills in the analysis of social issues and problems, research and statistical methods used in the study of contemporary society, and have a sense of the responsibility of the social scientist for change in society.

Students must complete a 21-credit sociology core sequence composed of SOC 101, 102, 203, 211, 303, 401, 410 and an internship. In addition, the student must complete MAT 123, 12 credits of sociology electives and have a related field or minor of at least 12 credits.

A minimum grade of C- must be earned in each required course in the sociology major or the course must be repeated. A course may be repeated only once. Failure to achieve a grade of at least C- on the second attempt will result in dismissal from the program.

**101 Principles of Sociology (3)**

This course deals with the subject matter and scope of sociology, fundamental concepts, basic social institutions and the fundamental processes of group interaction. The course meets the core requirement in sociology. Offered both semesters.

**102 Social Problems (3)**

The purpose of the course is to provide students with a conceptual framework and perspective to look at social problems and to aid the students to address themselves to these problem areas from a scientific point of view. The course meets the core requirement in sociology. Offered both semesters.

**201 Social Gerontology**

This survey course integrates the various social, psychological and physical aspects of aging with the application of aging theories to the later life changes and on relationships with family, social and economic systems. Offered in the spring semester of odd-numbered years.

**203 Social Theory (3)**

The course studies the development of sociological theory in the 19th and 20th centuries. It surveys the development of sociological theories, their influence on society, and sociocultural influences on theory. Offered in the fall semester of odd-numbered years.

**211 The Changing Social World: Trends and Inequalities (3)**

This course is designed to help make sense of a rapidly changing world of increasing global interdependence, violence, expanding knowledge and telecommunications, changing values, clashes between religious and secular agendas, transforming family relations and shifting patterns of social inequalities. A number of explanations of social change will be identified and discussed. Special focus is placed on how major social trends influence individuals, intergroup relations and various organizations such as family, work and community. Students will enhance their abilities to plan and shape their own lives in the world around them. Prerequisite: core course in sociology. Offered in the fall semester of even-numbered years.

**214 Cultural Diversity in the USA (3)**

The course studies patterns of majority-minority reactions to prejudice and discrimination. Specific attention is given to racial, ethnic, religious and other minorities in contemporary American society. See SW 214. Prerequisite: core course in sociology. Offered as needed.

**231 Women, Men, and Society (3)**

This course focuses on explorations into the nature and varieties of sex roles; their internalization and enactment; challenges and alternatives to conventional prescription; sex roles and power; sexism and homophobia. See SW 231. Prerequisite: core course in sociology. Offered in the fall semester.

**303 Introduction to Social Psychology (3)**

As a subfield of sociology and psychology, this course is concerned with the scientific study of the ways in which people's thoughts, feelings and behaviors are influenced by the real or imagined presence of other people. Some of the topics covered include attitudes and attitude change, liking and loving others, hurting others, helping others, conformity and obedience. See PSY 308. Prerequisite: core courses in psychology and sociology. Offered in the spring semester of odd-numbered years.

**311 The Family (3)**

This is a sociological survey of the nature of the family. Topics include function of the family, threats to modern family integrity and modern approaches to family integration. *Prerequisite: core course in sociology. Offered in the spring semester of odd-numbered years.*

**322 Sociology of Medicine (3)**

This is a critical survey and analysis of theory and research on health institutions in modern society as well as social etiology of disease, sociological components in treatment, hospital organization and medical practice and sociology of medical education. *Prerequisite: core course in sociology. Offered in the spring semester of even-numbered years.*

**323 Sociology of the City (3)**

The course deals with the processes of urbanization and conditions of urban life. Topics include the nature of urban social relationships, organization of city life, urban ecological patterns and demographic conditions and regional influences on metropolitan centers. *Prerequisite: core course in sociology. Offered in the spring semester of even-numbered years.*

**327 Sociology of Deviant Behavior (3)**

This course presents a theoretical overview of the nature and meaning of deviance and examines in detail a number of forms of behavior that are commonly regarded as deviant behavior. These forms include abuse of power in politics and corporations, physical and sexual violence, criminal acts, various forms of sexual behavior, mental illness and the abuse of alcohol and drugs. *Prerequisite: core course in sociology. See PSY 327. Offered in the fall semester of even-numbered years.*

**329 Social Psychology of Disability and Rehabilitation (3)**

The consequences of disability can have an impact at many levels. The effects of disability (personal, interpersonal and cultural) have significant implications for disabled persons, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a psychosocial framework. *Prerequisite: core course in sociology. See PSY 329. Offered in the fall semester of odd-numbered years.*

**330 Social Psychology of Aging (3)**

People hold strong beliefs, both positive and negative about what it means to be an adult and what it means to grow old. At least some of these deeply held beliefs may be myths based on limited or biased information. As individuals become serious students of adult development and aging, they have a responsibility to examine their beliefs in the light of scientific evidence. This course is designed to facilitate this process of thoughtful examination. *See PSY 330. Prerequisite: core course in sociology. Offered in the spring semester of even-numbered years.*

**400 Social Epidemiology (3)**

Students will participate in graduate course in social epidemiology and meet a reduced level of academic requirement commensurate with their undergraduate status and skills. This course presents an overview of social epidemiology or the area of study that seeks to understand factors and conditions that determine the occurrence and distribution of disease, health, defects, disability and death among groups of people. A brief survey of the history and development of the field sensitizes students to the interdisciplinary nature of epidemiology and practice. A variety of statistical measures commonly employed by epidemiologists are discussed. Traditional and current research methods are described and discussed. Students also study key social, economic, agent and environmental factors that influence patterns of health and illness in groups and communities. Special attention is paid to factors related to socioeconomic status, race, ethnicity, gender and age. *Prerequisite: students must have completed a minimum of 21 credit hours of required and/or elective hours in sociology and attained junior or senior status.*

**401 Research Methodology and Design**

The first part of the course will focus on methodology as a subfield of epistemology; the basic building blocks of research and primacy of the scientific method as a way of obtaining knowledge about the world. The second part will concentrate on the various methods used by research scientists including experiments, sample surveys, interviews, focus groups, field research, unobtrusive measures and content analysis. The ethical implications and political consideration of scientific research will also be discussed. Throughout the course, emphasis will be placed on the professional as a producer and consumer of research. *Prerequisites: SOC 101 or 102; and MAT 123; and junior or senior status.*

**410 Senior Project (3)**

This course is planned to meet student needs not covered in other sociology courses and integrates the work with other areas. *Prerequisite: senior status. Offered as needed.*

**420 Variable Topics (3)**

This is an in-depth consideration of a special topic, problem or issue in sociology. The course may be taken more than once. *Prerequisite: SOC 101 or SOC 102 or permission of the instructor. Offered as needed.*

**444 Internship**

The sociology internship is a variable-credit (3-12 hours) required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in the development of future projects (graduate study). This allows students to work under the guidance of an immediate supervisor and/or a college faculty sponsor. *Offered as needed.*

**479-480 Independent Study**

Qualified students may investigate selected topics with the permission of the instructor. The title will reflect the course content.

# COURSE REQUIREMENTS

D'Youville College requires that all undergraduate students take a rounded program of humanistic studies called the core curriculum. This consists of at least 18 courses distributed as follows:

## HUMANITIES

Eight courses, of which three are required:

- English 111
- English 112
- Philosophy 201 or Religious Studies 201

The remaining five courses are to be selected from the following areas, with choices made from at least three of these five areas:

- Foreign Language ..... any course
- Philosophy ..... any course
- Religious Studies ..... any course
- Literature ..... any literature course in  
English or a foreign language
- Fine Arts ..... any course under Fine Arts,  
Music, Dance, Creative  
Writing, Speech, Theater Arts

## SOCIAL SCIENCES

Four courses, one from each of the following groups:

1. Sociology 101, Sociology 102
2. Psychology 101, Psychology 203
3. History 103, 111, History 203, 204  
*A student with an overall high school average of B or better and a B or better in all Social Studies courses in high school may take any upper level history course.*
4. Political Science 201,  
Economics 201, 202

## MATHEMATICS

Two courses:

- Computer Science ..... A course at the 100 level
- Mathematics ..... A 100 level course, excluding  
Mathematics 101

## NATURAL SCIENCES

Two courses, including at least one laboratory course, chosen from the following:

- Biology ..... Any four-credit lab science course
- Chemistry ..... at the 100/200 level & any science
- Physics ..... course at the 100/200 level.

## ELECTIVES

Three electives outside the major requirements are also required.

# DEGREE PROGRAMS

PROGRAM		HEGIS
CODE	NAME	DEGREE CODE
83625	Accounting .....	BS ..... 0502
05873	Biology .....	BA ..... 0401
83459	Biology .....	BS ..... 0401
05872	Biology 7-12 .....	BA ..... 0401.01
83476	Business Management .....	BS ..... 0506
88129	Dietetics .....	BS/MS ..... 1306
05889	English .....	BA ..... 1501
20958	Family Nurse Practitioner .....	MS ..... 1203.10
24521	Global Studies .....	BA ..... 2210
89282	Health Services Administration .....	MS ..... 1202
05897	History .....	BA ..... 2205
25170	Information Technology .....	BS ..... 0702.00
22779	Interdisciplinary Studies .....	BA ..... 4901.00
20843	International Business .....	BS/MS ..... 0513
21443	International Business .....	MS ..... 0513
20718	Long Term Care Administration .....	Adv.Crt ..... 1202
05888	Nursing .....	BSN ..... 1203
21059	Nursing .....	MS ..... 1203.10
89578	Nursing/Community Health Nursing .....	BSN/MS ..... 1203.10
82478	Nursing/Community Health Nursing .....	MS ..... 1203.10
85292	Occupational Therapy .....	BS/MS ..... 1208
05891	Philosophy .....	BA ..... 1509
22775	Psychology .....	BA ..... 2001.00
86372	Physical Therapy .....	BS/MS ..... 1212
92142	Physician Assistant Education .....	BS ..... 1299.10
05898	Sociology .....	BA ..... 2208

# ACCOUNTING

## DEGREE: BS

### COURSE REQUIREMENTS FOR THE MAJOR:

#### Core Requirements

for all business administration majors:		Credits
ACC 211	Principles of Accounting .....	3
ACC 212	Principles of Accounting II .....	3
ACC 417	Personal Computers for Accountants .....	3
ACC 444	Internship .....	3
MGT 304	Communicating in Organizations .....	3
LAW 303	Business Law I .....	3
LAW 304	Business Law II .....	3
ECO 201	Principles of Economics - MACRO .....	3
ECO 202	Principles of Economics - MICRO .....	3
ECO 207	Statistics .....	3
MGT 411	International Business .....	3

#### Requirements for the accounting major:

ACC 311	Intermediate Accounting I .....	3
ACC 312	Intermediate Accounting II .....	3
ACC 321	Tax Accounting .....	3
ACC 322	Cost Accounting .....	3
ACC 401	Auditing .....	3
ACC 404	Advanced Accounting .....	3
BUS 421	Corporation Finance .....	3
ECO 328	Money and Banking .....	3

Two electives from: .....	6
420	CPA Problems
407	Fund Accounting
403	Accounting Theory and Development
410	Taxation of Corporation and Partnerships

<b>Major .....</b>	<b>63</b>
<b>Core Requirements and electives .....</b>	<b>57</b>
<b>Total .....</b>	<b>120</b>

# BIOLOGY

## DEGREE: BA

### COURSE REQUIREMENTS FOR THE MAJOR:

#### In the specific area of concentration:

		Credits
BIO 101	Introductory Biology .....	4
BIO 102	Introductory Biology .....	4
BIO 302	Genetics .....	4
BIO 303/303L	Biochemistry .....	4
BIO 312	Molecular Cell Biology .....	4

Biology electives chosen from: .....	14	
BIO 107/107L	Human Anatomy and Physiology/Lab .....	4
BIO 108/108L	Human Anatomy and Physiology/Lab .....	4
BIO 208	Microbiology .....	4
BIO 218	Invertebrate Zoology .....	4
BIO 229	Ecology .....	4
BIO 240	Survey of Human Gross Anatomy .....	4
BIO 242	Evolution .....	3
BIO 304	Microscopic Anatomy .....	4
BIO 310	Immunology .....	3
BIO 317	Comparative Anatomy .....	4
BIO 320	Developmental Biology .....	4
BIO 342	Endocrinology .....	3
BIO 389-90	Special Topics in Biology .....	3-4
BIO 403	Comparative Animal Physiology .....	3
BIO 407-410	Research .....	1-3
BIO 479-480	Independent Study .....	1-3

#### In other academic areas required for the major:

CHE 101/101L	General Chemistry/Lab .....	4
CHE 102/102L	General Chemistry/Lab .....	4
CHE 219/219L	Organic Chemistry/Lab .....	4

One of: .....	3-4
MAT 117	Topics in Mathematics
MAT 120	Elementary Practical Statistics
MAT 122	Algebra and Trigonometry
MAT 123	Introduction to Applied Statistics
MAT 125	Calculus I

<b>Major .....</b>	<b>49-50</b>
<b>Core requirements and electives .....</b>	<b>70-71</b>
<b>Total .....</b>	<b>120</b>

**BIOLOGY****DEGREE: BA****HEALTH PROFESSIONS PREPARATION****COURSE REQUIREMENTS FOR THE MAJOR:****In the specific area of concentration:**

	<b>Credits</b>
BIO 101 Introductory Biology I.....	4
BIO 102 Introductory Biology II .....	4
BIO 302 Genetics .....	4
BIO 303/303L Biochemistry .....	4
BIO 312 Molecular Cell Biology .....	4

Biology electives chosen from: ..... 14

BIO 107/107L Human Anatomy and Physiology/Lab I .....	4
BIO 108/108L Human Anatomy and Physiology/Lab II .....	4
BIO 208 Microbiology .....	4
BIO 218 Invertebrate Zoology .....	4
BIO 229 Ecology .....	4
BIO 242 Evolution .....	3
BIO 304 Microscopic Anatomy .....	4
BIO 310 Immunology .....	3
BIO 317 Comparative Anatomy .....	4
BIO 320 Developmental Biology .....	4
BIO 339 Human Gross Anatomy .....	6
BIO 342 Endocrinology .....	3
BIO 389-90 Special Topics .....	3
BIO 403 Comparative Animal Physiology .....	3
BIO 407-410 Research .....	2-3
BIO 479-480 Independent Study .....	1-3

**In other academic areas required for the major:**

CHE 101/101L General Chemistry I .....	4
CHE 102/102L General Chemistry II .....	4
CHE 219/219L Organic Chemistry .....	4

One of:

MAT 122 Algebra & Trigonometry .....	3
MAT 125 Calculus I .....	4

**Health Professions preparation option:**

BIO 107/108 (included as electives in major)	
BIO 339 (included as elective in major)	
CHE 111/112/113L (subsumed by major)	
MAT 122 (subsumed by major)	
SOC 101 Principles of Sociology .....	3
PSY 101 General Psychology .....	3
PSY 203 Developmental Psychology .....	3
BIO 307 Pathophysiology .....	3
PHY 111/111L Intro to Physics I .....	4
PHY 112/112L Intro to Physics II .....	4
Exercise Science .....	3
Kinesiology .....	3
MAT 123 Intro to Applied Statistics .....	4
RSC 450 Clinical Neuroscience .....	5
RSC 203 Medical Terminology .....	1

**Major** ..... 49-50**Core requirements** (in addition to courses subsumed above) **42****Health Professions option** ..... **36****Total** ..... **127-8****BIOLOGY****DEGREE: BS****PRE MED, VETERINARIAN, DENTAL****COURSE REQUIREMENTS FOR THE MAJOR:****In the specific area of concentration:**

	<b>Credits</b>
BIO 101 Introductory Biology .....	4
BIO 102 Introductory Biology .....	4
BIO 302 Genetics .....	4
BIO 303/303L Biochemistry .....	4
BIO 312 Molecular Cell Biology .....	4

Biology electives chosen from: ..... 18

BIO 107/107L Human Anatomy and Physiology/Lab .....	4
BIO 108/108L Human Anatomy and Physiology/Lab .....	4
BIO 208 Microbiology .....	4
BIO 218 Invertebrate Zoology .....	4
BIO 229 Ecology .....	4
BIO 240 Survey of Human Gross Anatomy .....	4
BIO 242 Evolution .....	3
BIO 304 Microscopic Anatomy .....	4
BIO 310 Immunology .....	3
BIO 317 Comparative Anatomy .....	4
BIO 320 Developmental Biology .....	4
BIO 342 Endocrinology .....	3
BIO 389-90 Special Topics .....	3-4
BIO 403 Comparative Animal Physiology .....	3
BIO 407-410 Research .....	1-3
BIO 479-480 Independent Study .....	1-3

**In other academic areas required for the major:**

CHE 101/101L General Chemistry/Lab .....	4
CHE 102/102L General Chemistry/Lab .....	4
CHE 219/219L Organic Chemistry I/Lab .....	4
CHE 220/220L Organic Chemistry II/Lab .....	4
MAT 125 Calculus I .....	4
MAT 126 Calculus II .....	4
PHY 101 General Physics .....	4
PHY 102 General Physics .....	4

**Major** ..... **70****Core requirements and electives** ..... **50****Total** ..... **120**

# DIETETICS

## DEGREE: BS/MS

### COURSE REQUIREMENTS FOR THE MAJOR

#### In the specific area of concentration:

	Cred- its
DTC 205 Food Science .....	3
DTC 210 Meal Management and Dietary Behavior .....	2
DTC 306 Principles of Nutrition .....	3
DTC 309 Food Service Management I .....	2
DTC 309 Food Service Management I Lab .....	2
DTC 319 Nutrition in Health and Illness I .....	3
DTC 410 Food Service Management II .....	3
DTC 420 Nutrition in Health and Illness II .....	4
DTC 511 Applied Nutrition Therapy I .....	4
DTC 512 Applied Nutrition Therapy II .....	4
DTC 521 Community Nutrition .....	3
DTC 526 Nutrition Education Methods .....	4
DTC 610 Current Topics in Nutrition Research .....	2
DTC 620 Advanced Nutrition Studies .....	3
DTC 631 Field Work I: Clinical Dietetics & Management .....	8
DTC 632 Field Work II: Clinical Dietetics & Community Nutrition .....	8

#### In other academic areas required for this major:

BUS/MGT/ACC elective at the 200 or higher level .....	3
BIO 107/107L Human Anatomy & Physiology .....	4
BIO 108/108L Human Anatomy & Physiology .....	4
BIO 208 Microbiology .....	4
BIO 303 Biochemistry .....	4
CHE 101/101L General Chemistry/Lab .....	4
CHE 102/102L General Chemistry/Lab .....	4
CHE 219/219L Organic Chemistry/Lab .....	4
HP 101 Intro to Health Care Systems .....	2
MAT 123 Applied Statistics .....	4
MGT 305 Principles of Management .....	3
GRA 600 Theory Development .....	3
GRA 601 Research Methodology .....	3
GRA 610 Thesis Seminar .....	3
HSA 613 Management in Health Care Organizations .....	3
GRA 617* Financial Management of Health Care Systems .....	1
GRA 618* Effective Planning in Health Care Systems .....	1
GRA 619* Funding of Health Care Facilities .....	1
GRA 629 Thesis Advisement .....	3

**Undergraduate major requirements ..... 62**

**Core requirements ..... 48**

**Graduate major requirements ..... 54**

**Total ..... 164**

\* Students may substitute SOC 600, Epidemiology (3), GRA 630 Advanced Statistics (3), or HSA 616 Human Resource Management in Health Care Facilities.

Note: These courses meet the knowledge and performance requirements for the standards of education set by the American Dietetics Association, and are subject to change.

The D'Youville College dietetics program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association. CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The address and phone number of CADE are: 216 W. Jackson Blvd, Ste. 800, Chicago, IL, 60606, (312)899-4876.

## EDUCATION

All certification programs in teacher education move to the graduate level for students completing their studies in 2004 and beyond. Information regarding these programs may be found in the graduate catalogue.

Students wishing to obtain certification in the areas of early childhood, childhood or middle childhood (generalist) education, including teaching students with disabilities, may pursue an integrated degree with the MS in education through completing a BA in interdisciplinary studies, as listed on page 48.

Students wishing to obtain certification in the areas of middle childhood (specialist) or adolescence education, including teaching students with disabilities, may pursue an integrated degree with the MS in education through completing a BS in biology (pp. 41-43) or a BA in English (pp. 52-54) or history (pp. 59-60).

## ENGLISH

**DEGREE: BA**

**LITERATURE CONCENTRATION**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
ENG 201	English Literature: Beginnings to 1798 .....	3
ENG 202	Nineteenth and Twentieth Century English Literature .....	3
ENG 211	American Literature I .....	3
ENG 212	American Literature II .....	3
ENG 231	Advanced Writing I .....	3
ENG 302	Shakespeare .....	3
ENG 406	Critical Theory .....	3
One of ENG 215, 216, or 218 .....		3
Literature Courses (300-400 Level) .....		12
Two semesters of a foreign language or English electives, (if student has four semesters of high school foreign language) .....		6
Internship	.....	3-12
ENG 444		
<b>Major .....</b>		<b>45</b>
<b>Core requirements and electives .....</b>		<b>75</b>
<b>Total .....</b>		<b>120</b>

**NOTE:** *ENG 111-112 are required of all students and do not count toward the major.*

# ENGLISH

**DEGREE: BA**

**WRITING CONCENTRATION**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
ENG 201	English Literature: Beginnings to 1798 .....	3
ENG 202	Nineteenth and Twentieth Century English Literature .....	3
ENG 211	American Literature I .....	3
ENG 212	American Literature II .....	3
ENG 231	Advanced Writing I .....	3
ENG 302	Shakespeare .....	3
ENG 450	Senior Project: Portfolio .....	3

One of ENG 215, 216, or 218  
AND  
one other Literature Course (300-400 Level) ..... 6

Two of the following: ..... 6  
ENG 232 Creative Writing I  
ENG 233 Journalism  
ENG 234 Technical Writing I  
ENG 235 Public Relations Writing

One of the following: ..... 3  
ENG 331 Advanced Writing II  
ENG 232 Creative Writing I  
ENG 332 Creative Writing II  
ENG 432 Creative Writing III  
ENG 234 Technical Writing I  
ENG 334 Technical Writing II  
ENG 233 Journalism

Two semesters foreign language or  
English electives. (if student has four  
semesters of High School foreign language) ..... 6

Internship ..... 3-12  
ENG 444

<b>Major</b> .....	<b>45</b>
<b>Core requirements and electives</b> .....	<b>78</b>
<b>Total</b> .....	<b>123</b>

*NOTE: ENG 111-112 are required of all students and do not count toward the major.*

# GLOBAL STUDIES

**DEGREE: BA**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits:</b>
GLS 101	Global Culture I .....	3
GLS 102	Global Culture II .....	3
GLS 444	Internship (minimum) .....	3
<b>Subtotal</b> .....		<b>9</b>

**Regional Concentration (students choose one).**

Minimum 12 hours in one area, with no more than 9 hours in any one discipline.

**EUROPE**

- ENG 300 Women Writers
- ENG 301 Romanticism
- ENG 308 Medieval and Renaissance Literature
- ENG 309 17<sup>th</sup> Century Literature
- ENG 310 18<sup>th</sup> Century Literature
- ENG 318 Modern Continental Literature
- ENG 344 Comparative Literature
- FA 327 History of Modern Art
- HIS 111 Western Civilization
- HIS 329 Modern Europe
- HIS 343 Russia
- PHI 305 Modern Philosophy
- PHI 404 Contemporary Thought
- RS 209 Modern Western Religions
- SOC 211 The Changing Social World

**THE AMERICAS**

- ENG 218 Minority Voices
- ENG 323 Latin American Literature in translation
- ENG 344 Comparative Literature
- ENG 342 Magical Realism
- ENG 343 Caribbean Literature in Translation
- ENG 409 Native American Literature
- HIS 231 Puerto Rico
- HIS 341 Canada
- HIS 313 Latin American History
- SOC 211 The Changing Social World

**THE NON-WESTERN WORLD**

- ENG 344 Comparative Literature
- ENG 340 South Asian Literature in English
- ENG 341 Sub-Saharan African Lit in Translation.
- HIS 103 Comparing World Civilizations
- HIS 309 The Far East
- HIS 350 Islam and Africa
- HIS/SOC 420 The Vietnam War
- PHI 308 Eastern Religions
- SOC 211 The Changing Social World

**Subtotal** ..... **12**

## GLOBAL STUDIES

(continued)

### In other academic areas required for the major:

BIO 215	Environmental Science .....	3
BIO 215L	Environmental Science Lab .....	1
ENG 215	World Literature I .....	3
ENG 216	World Literature II .....	3
HIS 211	Contemporary Foreign Policy .....	3
PHI 306	Social and Political Philosophy .....	3
PSC 250	International Relations .....	3
SOC 203	Social Theory .....	3
FL 1xx	Language (4 semesters)	
or		
GLS 344	Study Abroad .....	12
	<b>Subtotal .....</b>	<b>34</b>
	<b>Major .....</b>	<b>55</b>
	<b>Core requirements and electives .....</b>	<b>65</b>
	<b>Total .....</b>	<b>120</b>

## HEALTH SERVICES

### DEGREE: BS

### COURSE REQUIREMENTS FOR THE MAJOR:

<b>Core requirements:</b>		<b>Credits</b>
BIO 107	Human Anatomy and Physiology I .....	3
BIO 107L	Human Anatomy and Physiology I Lab .....	1
BIO 108	Human Anatomy and Physiology II .....	3
BIO 108L	Human Anatomy and Physiology II Lab .....	1
CSC 110	Computers and Computing .....	3
or		
CSC 151	Introduction to Computer Programming	
or		
CSC 161	Introduction to Multimedia	
ENG 111	English Communication I .....	3
ENG 112	English Communication II .....	3
HIS ___	History Elective .....	3
MAT123	Introduction to Applied Statistics .....	4
PHI 201	Ethics in Theory and Action .....	3
or		
RS 201	Religion and Social Responsibility	
PSC 201	American Government and Economics .....	3
or		
ECO 201	Principles of Economics – Macro	
or		
ECO 202	Principles of Economics – Micro	
PSY 101	General Psychology .....	3
SOC 101	Principles of Sociology .....	3
_____	2 Humanities Electives .....	6
_____	3 Free Electives .....	9
	<b>Subtotal .....</b>	<b>51</b>

### In other academic areas required for the major:

ENG 218	Minority Voices in American Literature .....	3
or		
ENG 231	Advanced Writing I	
PHI 204	Logic and Practical Reasoning .....	3
PHI 336	Problems in Professional Ethics .....	3
PSY 203	Developmental Psychology .....	3
PSY 309	Social Psychology of Disability and Rehabilitation. ....	3
or		
SOC 322	Sociology of Medicine	
RS 214	The Challenges of Death .....	3
SPE 201	Public Speaking .....	3
	<b>Subtotal .....</b>	<b>21</b>

### In the specific area of concentration:

FA 210	Design .....	3
HS 101	Introduction to Health Care Systems .....	2
HS 203	Medical Terminology .....	1
HS 210	Delivering Health Services .....	3
MGT 305	Principles of Management .....	3
MGT 435	Health Care Management .....	3
	<b>Subtotal .....</b>	<b>15</b>

**PRACTICE FOCUS** (*students choose one area*)

**Health Education and Operations**

HRM 309	Human Resource Management .....	3
HS 220	Community Health .....	3
HS 310	Quantitative Methods .....	3
HS 312	Health Education Program Planning and Evaluation .....	3
HS 314	Maximizing Health Organization Assets Coordination and Commnication .....	2
HS 320	Health Services Internship .....	2
HS 406	Information Technology in Health Care .....	3
HS 408	Reimbursement Payment Systems .....	3
HS 410	Health Care Law .....	3
HS 414	Project Planning and Management .....	3
HS 420	Advanced Health Services Internship .....	2
MGT 318	Management Information Systems .....	3
	<b>Subtotal .....</b>	<b>33</b>

**Health Sciences**

BIO 307	Pathophysiology .....	3
BIO 339	Human Gross Anatomy .....	6
CHE 111	Chemistry for the Health Sciences I .....	3
CHE 112	Chemistry for the Health Sciences II .....	2
CHE 113	Chemistry for the Health Sciences Lab .....	1
MAT 122	Algebra and Trigonometry .....	3
or		
MAT 125	Calculus 1 (4) .....	
PHY 111	Introduction to Physics I .....	3
PHY 111L	Introduction to Physics I Lab .....	1
PHY 112	Introduction to Physics II .....	3
PHY 112L	Introduction to Physics II Lab .....	1
RSC 305	Kinesiology .....	3
RSC 406	Exercise Physiology .....	3
RSC 450	Clinical Neuroscience .....	5
	<b>Subtotal .....</b>	<b>37-38</b>

**Core requirements .....** 51

**In other academic areas required for the major**  
21

**In the specific area of concentration .....** 15

**Practice focus .....** 33-38

**Total: .....** 120-125

**HISTORY**

**DEGREE: BA**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
HIS 103	Comparing World Civilizations OR	
HIS 111	Growth of Western Culture .....	3
HIS 203	American Economic & Social History .....	3
HIS 204	American Economic & Social History .....	3
HIS 211	Contemporary Foreign Policy .....	3
HIS 323	Founding of the American Republic .....	3
HIS 326	Civil War & Reconstruction .....	3
HIS 327	Twentieth Century America .....	3
HIS 328	Twentieth Century America .....	3
HIS 479-480	Senior Research Project .....	3

**Group I:** History electives chosen from:..... 9

HIS 309	History of the Far East	
HIS 325	Modern World Revolutions	
HIS 329	Twentieth Century Europe	
HIS 343	Russia, The West and Change	
HIS 350	Islam and Africa	
*HIS 420	Any variable topics course on a non-North American theme.	

**Group II:** History elective chosen from: ..... 6

HIS 320	History of New York State	
HIS 341	Canada in Transition	
*HIS 420	Any variable topics course on a North American theme.	

Internship ..... 3-12

HIS 444

**In other academic areas required for the major:**

Related field in one of the following: ..... 12

(*Overlap with core depends on field selected.*)

<b>SOCIAL SCIENCES:</b>	Political Science	Sociology
	Psychology	Economics
	Pre-Law	Spanish or other foreign languages
	Religious Studies	

**Structured minor**

( <i>one</i> ):	Accounting	English
	Management	Philosophy
	Psychology	Mathematics & Computer Science

**Major .....** 57

**Core requirements and electives .....** 63

**Total .....** 120

\* *Courses may also be transferred in/or taken in the consortia.*

## INTERNATIONAL BUSINESS

DEGREE: BS/MS

### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		Credits
ACC 211	Principles of Accounting I .....	3
ACC 212	Principles of Accounting II .....	3
ECO 207	Business Statistics .....	3
LAW 303	Law I .....	3
MGT 304	Communicating in Organizations .....	3
MGT 305	Principles of Management .....	3
MGT 315	Financial Management .....	3
MGT 411	International Business .....	3
MKT 304	Introduction to Marketing .....	3
IB 501	Economic Geography .....	3
IB 503	International Economics and Finance .....	3
IB 505	International Negotiations and Communications .....	3
IB 506	International Management .....	3
IB 602	Multinational Corporate Finance .....	3
IB 604	International Marketing and Research .....	3
IB 605	Legal Environment in International Business .....	3
IB 607	International Transportation and Logistics .....	3
IB 608	International Business Strategy .....	3
IB 610	International Accounting .....	3
IB 612	International Business Elective .....	3
IB 614	Seminar — Current Issues .....	3
IB 620	International Business Fieldwork .....	9
IB 630	International Business Fieldwork .....	3

### In other areas required for this major:

ECO 201	Macroeconomics .....	3
ECO 202	Microeconomics .....	3
	Foreign Language .....	12
MAT 123	Applied Statistics .....	4
GRA 600	Theory Development .....	3
GRA 601	Research Methodology and Design .....	3
GRA 610	Thesis Seminar .....	3
GRA 629	Thesis Advisement .....	3

**Core Requirements .....** 57

**Other 100-400 level requirements  
specified by the program .....** 34

**500-600 level requirements  
specified by the program .....** 60

**TOTAL .....** 151

## MANAGEMENT

DEGREE: BS in BUSINESS MANAGEMENT

### COURSE REQUIREMENTS FOR THE MAJOR:

For all business majors:		Credits
ACC 211	Principles of Accounting I .....	3
ACC 212	Principles of Accounting II .....	3
MGT 304	Communicating in Organizations .....	3
ECO 201	Principles of Economics-Macro .....	3
ECO 202	Principles of Economics-Micro .....	3
ECO 207	Business Statistics .....	3
LAW 303	Business Law I .....	3
LAW 304	Business Law II .....	3
MGT 316	Personal Computers for Managers .....	3
MGT 444	Internship .....	3
MGT 411	International Business .....	3

### In the specific area of concentration:

HRM 309	Principles of Human Resources Management .....	3
MGT 305	Principles of Management .....	3
MKT 304	Principles of Marketing .....	3
MGT 401	Organizational Behavior .....	3
MGT 407	Decision-Making in Organizations .....	3
MGT 315	Financial Management .....	3
MGT 318	Management Information Systems .....	3
MGT 412	Business Policy .....	3
MGT—	Management electives (two) .....	6

**Major .....** 63

**Core requirements and electives .....** 57

**Total .....** 120

A student must earn a C grade in each course in the major. One half of the major (30 hours) must be earned at D'Youville. A student may repeat a major course once. A student may repeat no more than three major courses in the total program.

\* To qualify for an internship students must have achieved a G.P.A. of 2.5 and receive the recommendation of a faculty member in their major field. Students who do not meet these requirements may apply for a waiver. A waiver of the requirement will be granted only in exceptional circumstances as determined by the department chair. If a waiver is granted the student must take another minimum 3 credit course stipulated by the department chair in consultation with the student's advisor.

# NURSING

## NURSING DEGREE: BSN\*

### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		Credits
NUR 220	Professional Nursing I.....	2
NUR 220L	Clinical I .....	1
NUR 230	Professional Nursing II .....	3
NUR 230L	Clinical II .....	1
NUR 314	Nursing Research .....	3
NUR 330	Professional Nursing III .....	5
NUR 330L	Clinical III .....	2
NUR 333	Basic Pharmacology .....	3
NUR 420	Professional Nursing IV .....	5
NUR 420L	Clinical IV .....	3
NUR 430	Professional Nursing V.....	6
NUR 430L	Clinical V .....	3
NUR 450	Professional Nursing VI .....	6
NUR 450L	Clinical VI .....	3
TOTAL CREDITS IN MAJOR .....		46

### In other academic areas required for this major:

BIO 107/107L	Anatomy & Physiology I/Lab .....	4
BIO 108/108L	Anatomy & Physiology II/Lab .....	4
BIO 208/208L	Microbiology/Lab .....	*
BIO 307	Pathophysiology .....	3
CHE 111	Chemistry for the Health Sciences I .....	*
CHE 112/113L	Chemistry for the Health Sciences II/Lab .....	3
HP 101	Introduction to Health Care Systems .....	2
NTR 325	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
HRM 309	Principles of Human Resource Management OR	
MGT 435	Health Care Management .....	3
PSY 206	Abnormal Psychology .....	3
TOTAL CREDITS OTHER THAN MAJOR.....		29

<b>Major .....</b>	<b>46</b>
<b>Other major requirements .....</b>	<b>29</b>
<b>Core requirements and electives .....</b>	<b>58</b>
<b>Total .....</b>	<b>133</b>

- \* Credits are already counted as college core requirements.
- \*\* Course was counted as 3 credit math requirement, but is a 4 credit course.
- <sup>DC</sup> Indicates courses double counted for both undergraduate and graduate credit.

# NURSING

## NURSING DEGREE: BSN/MS

### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		Credits
NUR 220	Professional Nursing I.....	2
NUR 220L	Clinical I .....	1
NUR 230	Professional Nursing II .....	3
NUR 230L	Clinical II .....	1
NUR 330	Professional Nursing III .....	5
NUR 330L	Clinical III .....	2
NUR 333	Basic Pharmacology .....	3
NUR 420	Professional Nursing IV .....	5
NUR 420L	Clinical IV .....	3
NUR 430	Professional Nursing V.....	6
NUR 430L	Clinical V .....	3
NUR 450	Professional Nursing VI .....	6
NUR 450L	Clinical VI .....	3
NUR 630	Professional Nursing VII .....	5
NUR 630L	Clinical VII .....	4
<sup>DC</sup> NUR 609	Professional Role Development (HP 101) .....	3
<sup>DC</sup> NUR 314	Nursing Research .....	*
TOTAL CREDITS IN MAJOR.....		55

### In other academic areas required for this major:

BIO 107/107L	Human Anatomy & Physiology I/Lab.....	4
BIO 108/108L	Human Anatomy & Physiology II/Lab .....	4
*BIO 208/208L	Microbiology/Lab .....	*
BIO 307	Pathophysiology .....	3
*CHE 111	Chemistry for the Health Sciences I .....	*
CHE 112/113L	Chemistry for the Health Sciences II/Lab .....	3
<sup>DC</sup> HP 101	Introduction to Health Care Systems .....	0
NTR 325	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
<sup>DC</sup> MGT 435	Health Care Management .....	0
PSY 206	Abnormal Psychology .....	3
TOTAL CREDITS OTHER THAN MAJOR.....		24

### Courses (MS) in other areas required for this major:

GRA 600	Theory Development .....	*
<sup>DC</sup> GRA 601	Research Methodology (NUR 314) .....	*3
GRA 610	Thesis Seminar .....	/
NUR 610	Project Seminar .....	*
GRA 629	Thesis Guidance .....	/
NUR 629	Project Advisement .....	*
<sup>DC</sup> HSA 613	Health Care Administration (MAT 435) .....	3
PHI 600	Philosophical Methods .....	3
SOC 600	Social Epidemiology .....	3
TOTAL CREDITS (MS) OTHER THAN MAJOR .....		12
TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR .....		36

<b>Major .....</b>	<b>55</b>
<b>Other major requirement .....</b>	<b>36</b>
<b>Core requirement and electives .....</b>	<b>67-70</b>
<i>(Project vs Thesis Option)</i>	
<b>Total .....</b>	<b>155-158</b>

# NURSING

## NURSING DEGREE: AD-RN BSN

### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:	Credits
NUR 220+ Professional Nursing I.....	2
NUR 220L+ Clinical I .....	1
NUR 230+ Professional Nursing II .....	3
NUR 230L+ Clinical II .....	1
NUR 314 Nursing Research .....	3
NUR 330+ Professional Nursing III .....	5
NUR 330L+ Clinical III .....	2
NUR 333+ Basic Pharmacology .....	3
NUR 420+ Professional Nursing IV .....	5
NUR 420L+ Clinical IV .....	3
NUR 440RN Professional Nursing V.....	6
NUR 440RNL Clinical V .....	2
NUR 460R Professional Nursing VI .....	6
NUR 460RL Clinical VI .....	3
NUR 609 Professional Role Development .....	3
<b>TOTAL CREDITS MAJOR .....</b>	<b>48</b>

### In other academic areas required for this major:

BIO 107/107L+ Anatomy & Physiology I/Lab .....	4
BIO 108/108L+ Anatomy & Physiology II/Lab .....	4
BIO 208/208L+ Microbiology/Lab .....	*
BIO 307 Pathophysiology .....	3
CHE 111+ Chemistry for the Health Sciences I .....	*
CHE 112/113L+ Chemistry for the Health Sciences II/Lab .....	3
HP 101+ Introduction to Health Care Systems .....	2
NTR 325+ Nutrition and Health .....	3
MAT 123 Introduction to Applied Statistics .....	1**
MGT 305 Principles of Management .....	3
HRM 309 Principles of Human Resource Management .....	
OR	
MGT 435 Health Care Management .....	3
PSY 206+ Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>	<b>29</b>

<b>Major .....</b>	<b>48</b>
<b>Other major requirements .....</b>	<b>29</b>
<b>Core requirements and electives .....</b>	<b>58</b>
<b>Total .....</b>	<b>135</b>

+ RN students may transfer up to 65 credits, with grades of C or better.

\* Credits are already counted as college core requirements.

\*\* Course was counted as 3 credit math requirement, but is a 4 credit course.

<sup>DC</sup> Indicates courses double counted for both undergraduate and graduate credit.

# NURSING

## NURSING DEGREE: AD-RN BSN/MS

### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:	Credits
NUR 220+ Professional Nursing I.....	2
NUR 220L+ Clinical I .....	1
NUR 230+ Professional Nursing II .....	3
NUR 230L+ Clinical II .....	1
NUR 330+ Professional Nursing III .....	5
NUR 330L+ Clinical III .....	2
NUR 333+ Basic Pharmacology .....	3
NUR 420+ Professional Nursing IV .....	5
NUR 420L+ Clinical IV .....	3
NUR 440RN Professional Nursing V.....	6
NUR 440RNL Clinical V .....	2
NUR 460R Professional Nursing VI .....	6
NUR 460RL Clinical VI .....	3
NUR 630 I & II Professional Nursing VII .....	5
NUR 630L I & II Clinical VII .....	4
<sup>DC</sup> NUR 314 Nursing Research .....	*
<sup>DC</sup> NUR 609 Professional Role Development (HP 101) .....	3
<b>TOTAL CREDITS MAJOR .....</b>	<b>54</b>

### In other academic areas required for this major:

BIO 107/107L+ Anatomy & Physiology I/Lab .....	4
BIO 108/108L+ Anatomy & Physiology II/Lab .....	4
BIO 208/208L+ Microbiology/Lab .....	*
BIO 307+ Pathophysiology .....	3
CHE 111+ Chemistry for the Health Sciences I .....	*
CHE 112/113L+ Chemistry for the Health Sciences II/Lab .....	3
<sup>DC</sup> HP 101 Introduction to Health Care Systems .....	0
NTR 325+ Nutrition and Health .....	3
MAT 123 Introduction to Applied Statistics .....	1**
MGT 305 Principles of Management .....	3
<sup>DC</sup> MGT 435 Health Care Management .....	0
PSY 206+ Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>	<b>24</b>

<b>Major .....</b>	<b>48</b>
<b>Other major requirements .....</b>	<b>29</b>
<b>Core requirements and electives .....</b>	<b>58</b>
<b>Total .....</b>	<b>135</b>

### Courses (MS) in other areas required for this major:

GRA 600 Theory Development .....	*
<sup>DC</sup> GRA 601 Research Methodology (NUR 314) .....	*3
GRA 610 Thesis Seminar .....	/
NUR 610 Project Seminar .....	*
GRA 629 Thesis Guidance .....	/
NUR 629 Project Advisement .....	*
<sup>DC</sup> HSA 613 Health Care Administration (MGT 435) .....	3
PHI 600 Philosophical Methods .....	3
SOC 600 Social Epidemiology .....	3
<b>TOTAL CREDITS (MS) OTHER THAN MAJOR .....</b>	<b>9</b>
<b>TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR .....</b>	<b>33</b>

<b>Major .....</b>	<b>54</b>
<b>Other major requirements .....</b>	<b>33</b>
<b>Core requirements .....</b>	<b>67-70</b>
<b>Total .....</b>	<b>154-157</b>

# NURSING

## NURSING DEGREE:

### AD-RN BSN/MS in Community Health Nursing

#### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration	Credits
NUR 220+ Professional Nursing I .....	2
NUR 220L+ Clinical I .....	1
NUR 230+ Professional Nursing II .....	3
NUR 230L+ Clinical II .....	1
NUR 330+ Professional Nursing III .....	5
NUR 330L+ Clinical III .....	2
NUR 333+ Basic Pharmacology .....	3
NUR 420+ Professional Nursing IV .....	5
NUR 420L+ Clinical IV .....	3
NUR 440RN Professional Nursing V.....	6
NUR 440RNL Clinical V .....	2
NUR 460R Professional Nursing VI .....	6
NUR 460RL Clinical VI .....	3
NUR 603 Community Health Nursing: Optimum Health .....	3
NUR 604 Community Health Nursing: Episodic Health Nursing .....	3
NUR 605 Community Health Nursing: Continuous Health Restoration .....	3
NUR 609 Professional Role Development .....	3
<b>TOTAL CREDITS MAJOR .....</b>	<b>54</b>

#### In other academic areas required for this major:

BIO 107/107L+ Anatomy & Physiology I/Lab .....	4
BIO 108/108L+ Anatomy & Physiology II/Lab .....	4
BIO 208/208L+ Microbiology/Lab .....	4
BIO 307+ Pathophysiology .....	3
CHE 111+ Chemistry for the Health Sciences I .....	3
CHE 112/113L+ Chemistry for the Health Sciences II/Lab .....	3
HP 101 Introduction to Health Care Systems .....	3
HRM 309 Principles of Human Resource Mgt .....	3
NTR 325+ Nutrition and Health .....	3
MAT 123 Introduction to Applied Statistics .....	4
MGT 305 Principles of Management .....	3
MGT 435 Health Care Management .....	3
PSY 206+ Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>	<b>43</b>

#### Courses (MS) in other areas required for this major:

GRA 600 Theory Development .....	3
GRA 601 Research Methodology .....	3
GRA 610 Thesis Seminar .....	3 or
NUR 610 Project Seminar .....	2
GRA 629 Thesis Guidance .....	3 or
NUR 629 Project Advisement .....	1-3
PHI 600 Philosophical Methods .....	3
SOC 600 Social Epidemiology .....	3
<b>TOTAL CREDITS (MS) OTHER THAN MAJOR .....</b>	<b>15-18</b>
<b>TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR .....</b>	<b>30-33</b>

#### \*\*TEACHING

GRA 606 Curriculum Development .....	3
GRA 607 Teaching Strategies .....	3
GRA 608 Teaching Practicum .....	3

#### \*\*ADDICTIONS NURSING

NUR 623 Addictions Nursing I .....	3
NUR 624 Addictions Nursing II .....	3
NUR 625 Addictions Nursing III .....	3

#### \*\*MANAGEMENT

HSA 615 Health Care Administration & Organization .....	3
HSA 616 Human Resource Management in Health Care .....	3
GRA 617 Financial Management of Health Care Systems .....	1
GRA 618 Effective Planning in Health Care Services .....	1
GRA 619 Funding of Health Care Facilities .....	1
GRA 620 Management Internship in Health Care .....	3

<b>Major .....</b>	<b>54</b>
<b>Other major requirements .....</b>	<b>46-49</b>
<b>Core requirements .....</b>	<b>70-73</b>
<b>Total .....</b>	<b>173-176</b>

- |    |  |
|----|--|
| +  | RN students may transfer up to 65 credits, with grades of C or better.       |
| *  | Credits are already counted as college core requirements.                    |
| ** | Course was counted as 3 credit math requirement, but is a 4 credit course.   |
| DC | Indicates courses double counted for both undergraduate and graduate credit. |

## OCCUPATIONAL THERAPY

**DEGREE: BS/MS** (*five-year program*)

### COURSE REQUIREMENTS FOR THE MAJOR:\*

<b>In the specific area of concentration:</b>		<b>Credits</b>
HP 101	Introduction to Health Care Systems .....	2
RSC 203	Medical Terminology .....	1
OT 102	Introduction to Occupational Therapy Process .....	3
OT 201	Survey of Human Occupations I .....	3
OT 202	Survey of Human Occupations II .....	3
OT 211	Theoretical Foundations of OT .....	3
OT 312	Analysis of Human Movement .....	3
OT 331	Human Life Cycle: Function & Dysfunction I .....	5
OT 332	Human Life Cycle: Function and Dysfunction II .....	4
OT 333	Interpersonal Skills and Group Process .....	2
RSC 450 OT	Clinical Neuroscience .....	5
OT 471	Therapeutic Intervention Process .....	2
OT 511	Therapeutic Intervention: Psychosocial Dysfunction .....	5
OT 515	Neurorehabilitation .....	4
OT 516	Adaptive Intervention: Strategies & Techniques .....	3
OT 522	Analysis of Occupational Behavior .....	2
OT 542	Therapeutic Intervention: Pediatrics .....	5
OT 544	Therapeutic Intervention: Physical Disabilities .....	5
OT 601	Clinical Field Work I .....	8
OT 603	Clinical Field Work II .....	8
OT 601 R	Junior Seminar .....	0
OT 603 R	Senior Seminar .....	0
OT 604	Professional Issues in Occupational Therapy .....	3
OT 620	Supervision and Management in OT .....	3
OT 621	Project Seminar I .....	2
OT 622	Project Seminar II .....	2
OT 699	Advanced Clinical .....	3

### In other academic areas required for this major:

PSY 101	General Psychology .....	3
BIO 107/107L	Human Anatomy and Physiology/Lab .....	4
BIO 108/108L	Human Anatomy and Physiology/Lab .....	4
MAT 123	Applied Statistics .....	4
PSY 306	Abnormal Psychology .....	3
BIO 339	Human Gross Anatomy .....	6
GRA 600	Theory Development .....	3
GRA 601	Research Methodology .....	3
GRA 610**	Thesis Seminar .....	3
HSA 613	Health Care Administration & Organization .....	3
GRA 629**	Thesis Advisement .....	4
GRA 630	Advanced Statistics (elective) .....	3

<b>Undergraduate major requirements</b> .....	<b>60</b>
<b>Core requirements</b> .....	<b>45</b>
<b>Graduate major requirements</b> .....	<b>65</b>
<b>Total</b> .....	<b>170</b>

\* Subject to changes in State Education Department/AOTA requirements.

\*\* OT 621 and 622 may be substituted if the student chooses a research project rather than thesis. A graduate elective course must then be taken for 3 credits or more.

## PHILOSOPHY

**DEGREE: BA**

### COURSE REQUIREMENTS FOR THE MAJOR:

<b>In the specific area of concentration:</b>		<b>Credits</b>
PHI 201	Ethics in Theory and Action .....	3
PHI 204	Logic and Practical Reasoning .....	3
PHI 305	History of Modern Philosophy I .....	3
PHI 310	History of Modern Philosophy II .....	3
PHI 450	Senior Research OR	
*PHI 600	Philosophical Methods .....	3
PHI	Philosophy electives .....	15
	(at least three courses at the 300 level and two at the 400 level)	
	Internship .....	3-12

### In other academic areas required for the major:

Four courses in related field of study .....

<b>Major</b> .....	<b>45</b>
<b>Core requirements and electives</b> .....	<b>75</b>
<b>Total</b> .....	<b>120</b>

\* Undergraduate credit only will be awarded.

# PHYSICAL THERAPY

## DEGREE: BS/MS

### COURSE REQUIREMENTS FOR THE MAJOR:

<b>In the specific area of concentration:</b>		<b>Credits</b>
HP 101	Introduction to Health Care Systems .....	2
PT 201	Introduction to Professional Awareness .....	1
RSC203	Medical Terminology .....	1
PT 301	Professional Development I .....	1
PT 302	Pathology for the Physical Therapist .....	3
PT 303	Physiology of Therapeutic Exercise .....	3
PT 312	Analysis of Human Movement .....	4
PT 322	Health Maintenance & Disease Prevention .....	2
PT 331	Human Life Cycles I .....	4
PT 332	Human Life Cycles II .....	3
RSC450	Clinical Neuroscience .....	5
PT 471	Basic Clinical Procedures I .....	2
PT 472	Basic Clinical Procedures II .....	2
PT 480	Physical Agents .....	3
PT 501	Professional Development II .....	1
PT 511	Test and Measurements .....	2
PT 531	Musculoskeletal Evaluation & Treatment I .....	5
PT 532	Musculoskeletal Evaluation & Treatment II .....	5
PT 542	Neuromuscular Evaluation & Treatment .....	3
PT 544	Rehabilitation .....	4
PT 546	Pediatric Evaluation & Treatment .....	2
PT 552	Cardiopulmonary Evaluation & Treatment .....	3
PT 305	Clinical Orientation I .....	0
PT 306	Clinical Orientation II .....	0
PT 503	Clinical Orientation III .....	0
PT 504	Clinical Orientation IV .....	0
PT 570	Clinical Affiliation I .....	1
PT 573	Clinical Affiliation II .....	2
PT 601	Patient Care Seminar .....	1
PT 610	Professional Issues .....	2
PT 620	Clinical Internship I .....	6
PT 630	Clinical Internship II .....	6

### Additional graduate requirements:

1. Successful completion of a choice of either a 13-credit graduate sequence leading to thesis or project.
2. Successful completion of Comprehensive Examination.

### In other academic areas required for this major:

CHE 111/112/113	Chemistry for the Health Services .....	6
BIO 107/107L	Human Anatomy & Physiology/Lab .....	4
BIO 108/108L	Human Anatomy & Physiology/Lab .....	4
MAT 123	Applied Statistics .....	4
MAT 122	OR	
MAT125	Elementary Functions or Calculus I .....	3
PHY 111/112	Introduction to Physics .....	8
PSY 101	General Psychology .....	3
BIO 339	Human Gross Anatomy .....	6
HSA 613	Health Care Administration and Organization .....	3

### Graduate sequence for thesis

GRA 600	Theory Development .....	3
GRA 601	Research Methodology .....	3
GRA 610	Thesis Seminar .....	3
GRA 629	Thesis Advisement .....	4

### Graduate sequence for project

GRA 600	Theory Development .....	3
GRA 601	Research Methodology .....	3
- -	Graduate elective .....	3
PT 621	Project Seminar .....	2
PT 622	Project Advisement .....	2

**Core requirements .....** 57

**Other 100-400 level requirements  
specified by the program .....** 62

**500-600 level requirements  
specified by the program .....** 59

**Total .....** 178

**PHYSICIAN ASSISTANT****DEGREE: BS PHYSICIAN ASSISTING****COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
PA 335	Pharmacology I.....	3
PA 336	Pharmacology II.....	3
PA 302	Professional Issues.....	1
PA 303	Clinical Medicine I.....	5
PA 304	Clinical Medicine II.....	5
PA 305	Behavioral Medicine.....	2
PA 309	Clinical Laboratory Medicine I.....	2
PA 310	Clinical Laboratory Medicine II.....	1
PA 311	Clinical Skills.....	3
PA 312	Physical Diagnosis I.....	2
PA 313	Physical Diagnosis II.....	1
PA 401B	Internal Medicine Practicum.....	3
PA 401C	Family Medicine Practicum.....	3
PA 402	General Surgery Practicum.....	3
PA 403	Pediatrics Practicum.....	6
PA 404	Obstetrics and Gynecology Practicum.....	3
PA 405	Psychiatry Practicum.....	3
PA 406	Emergency Medicine Practicum.....	3
PA 408	Orthopedic Practicum.....	3
PA 409	Elective Practicum.....	3
PA 411	Primary Care Core.....	6
PA 420	Professional Seminar I.....	1
PA 421	Professional Seminar II.....	1

**In other academic areas required for this major:**

BIO 107/107L	Human Anatomy & Physiology/Lab.....	4
BIO 108/108L	Human Anatomy & Physiology/Lab.....	4
BIO 208/208L	Microbiology.....	4
*BIO 240/240L	Survey of Human Gross Anatomy.....	4
*BIO 303	Biochemistry.....	3
*BIO 307	Pathophysiology.....	3
CHE 101/101L	General Chemistry I.....	4
CHE 102-102L	General Chemistry II.....	4
CHE 219/219L	Organic Chemistry.....	4
MAT 120	Elementary Practical Statistics.....	3
PHI/RS 214	Challenges of Death.....	3
PHI/RS 312	Bioethics Seminar.....	3
PSY 203	Developmental Psychology.....	3
RSC 203	Medical Terminology.....	1

<b>Major.....</b>	<b>66</b>
<b>Major requirements in other academic areas.....</b>	<b>47</b>
<b>Remaining core requirements.....</b>	<b>39</b>
<b>Total.....</b>	<b>152</b>

\* These courses must be taken at D'Youville College. No transfer credit will be given for courses completed over 18 months prior to beginning the professional phase courses.

**PSYCHOLOGY****DEGREE: BA****COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
PSY 101	General Psychology.....	3
BIO 105	Human Biology.....	4
MAT 123	Introduction to Applied Statistics.....	4

**Psychology courses required by program:**

PSY 202	Research Methods in Behavioral Sciences.....	3
PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology.....	3
PSY 205	Social Psychology.....	3
PSY 206	Abnormal Psychology.....	3
PSY 208	Psychology as a Profession.....	1
PSY 459/460	Research Internship.....	
	OR.....	
PSY 469/470	Community Internship.....	8
PSY 489/490	Senior Seminar.....	4
	GRE Prep.....	0

PSY	Psychology Electives.....	30
	<i>(Ten courses with at least three courses from Group A - Psychology as a Life Science and at least three courses from Group B - Psychology as a Social Science)</i>	

<b>Core requirements and electives.....</b>	<b>65</b>
<b>Required Psychology courses.....</b>	<b>28</b>
<b>Elective Psychology courses.....</b>	<b>30</b>
<b>Total.....</b>	<b>123</b>

# SOCIOLOGY

## DEGREE: BA

### COURSE REQUIREMENTS FOR THE MAJOR:

<b>In the specific area of concentration:</b>		<b>Credits</b>
SOC 101	Principles of Sociology .....	3
SOC 102	Social Problems .....	3
SOC 203	Social Theory .....	3
SOC 211	The Changing Social World .....	3
SOC 303	Introduction to Social Psychology .....	3
SOC 401	Research Methods .....	3
SOC 410	Senior Project/Internship .....	3
SOC	Sociology electives (4) .....	12

### Other requirements regarding this major:

MAT 120	Elementary Practical Statistics .....	3
	OR	
MAT 123	Introduction to Applied Statistics .....	4
	Related field or minor .....	12

<b>Major .....</b>	<b>49</b>
<b>Core requirements &amp; electives .....</b>	<b>71</b>
<b>Total .....</b>	<b>120</b>

# STRUCTURED MINORS

Structured minors are sets of courses designed to give the student marketable skills which could enhance a competency gained in any major. To take a structured minor which will be recorded on the transcript, the student must do the following:

1. Complete a statement of intent. Forms are available in the registrar's office.
2. Maintain a QPA of 2.0 in the required courses.
3. Complete a minimum of 12 credits as indicated in the chosen area.
4. Take at least nine of the needed credits at D'Youville.

Students may not minor in an area within their major discipline. However, in some instances courses taken for a minor may also be used to satisfy the core.

### ACCOUNTING MINOR (12 credit hours)

The accounting minor is a useful complement to a major in management or general business. Like the other structured minors, it offers greater employment potential. It is particularly useful to someone working in or operating a small business.

#### Required Courses:

ACC 211	Principles of Accounting I
ACC 212	Principles of Accounting II
ACC 311	Intermediate Accounting I

#### One of the following:

ACC 312	Intermediate Accounting II
ACC 321	Tax Accounting

### BUSINESS ADMINISTRATION MINOR (18 credit hours)

The minor in general business provides courses in accounting, management and economics. Liberal arts majors and those working with small businesses will find this minor helpful. This minor is available only to students who are not accounting and/or management majors.

#### Required Courses:

ACC 211	Principles of Accounting I
ACC 212	Principles of Accounting II
ECO 201	Principles of Economics Macro
ECO 202	Principles of Economics Micro
ECO 207	Business Statistics
MGT 305	Principles of Management
	OR
MKT 304	Principles of Marketing

**ENGLISH MINOR (15 credit hours)**

Fifteen credits in literature are required in the English curriculum and at least nine of these must be at the 300-400 level.

**HEALTH SERVICES ACCOUNTING MINOR (12 credits hours)**

The practical knowledge of the health care industry supplied by this minor will give accounting students a competitive advantage in acquiring accounting and financial positions in this industry. This minor is open only to accounting majors or students with equivalent accounting background, as determined by the division of business, dietetics and health administration.

Required Courses:

MGT 305	Principles of Management .....	3
MGT 435	Health Care Management .....	3
ACC 407	Fund Accounting .....	3
ACC 436	Health Care Reimbursement Systems .....	3
<b>TOTAL</b>	.....	<b>12</b>

**HEALTH SERVICES ADMINISTRATION MINOR (12 credit hours)**

This minor provides an opportunity for the development of specialized knowledge in the area of health services administration. A variety of students might seize this opportunity, e.g., nursing majors interested in administrative career tracks, sociology majors interested in doing graduate work in social and preventive medicine, business and/or management students interested in health services administration.

Required Courses:

MGT 305	Principles of Management
MGT 435	Health Care Management

Two of the following:

SOC 211	Social Inequality Organizational Life
SOC 322	Sociology of Medicine
SOC/PSY 329	Social Psychology of Disability and Rehabilitation

**MANAGEMENT MINOR (15 credit hours)**

The management minor provides a foundation in management skills - a “plus” for career advancement. Management skills are extremely useful in any interpersonal job or in a job with advancement potential based on management ability. Many jobs, such as administrative assistant and social worker, require skills in management. Not only does this minor aid in career advancement, but it also provides a broader background for admission to graduate programs in different management areas.

*Required Courses:*

MGT 305	Principles of Management
MKT 304	Principles of Marketing
	Three courses from Management/Marketing/Human Resource Management

**PHILOSOPHY MINOR (15 credit hours)**

The minor in philosophy required total of five courses for 15 credit hours. It is designed to provide an acquaintance with critical analysis and an appreciation for the philosophical foundation of other disciplines.

The courses selected for the minor are regularly available so that there is ample opportunity for students to complete the required number of hours. Advisors should be made aware of a student’s interest in declaring a minor.

*Required Courses:*

PHI 201	Ethics in Theory and Action
PHI 204	Logic & Practical Reasoning
	Two 300 level courses
	One 400 level course

**PRE-LAW (15 credit hours)**

To provide the pre-law student with a range of courses that introduce legal thinking, acquaint the student with areas where a law background is often used, and prepare the student for successful entry into and completion of law school.

*Required Courses:*

ECO 201	Principles of Economics—Macro
PSC 201	American Government & Economics
PHI 204	Logic - LSAT Preparation Course (NC)

*One of each of the following pairs:*

MGT 305	Principles of Management
	OR
ACC 211	Principles of Accounting
LAW 303	
	OR
LAW 304	

Some of the above courses will be designated as writing intensive. The pre-law minor is expected to take four writing intensive courses, from the above or in the general curriculum. The minor also includes a LSAT (Legal Scholastic Aptitude Test) preparation course offered through continuing education. Students would have pre-law advisor with access to information on Law Schools and the LSAT examination.

**PSYCHOLOGY MINOR (15 credit hours)**

The psychology minor is designed to enhance a student's academic experience and to provide background for those planning to pursue careers in any field that involves dealing with people. Student's wishing to minor in psychology must complete 15 credits. Students are required to complete PSY 101, two of the following courses: PSY 202, 203, 204, 205, 206; and two additional 300 or 400 level psychology electives.

**Required Courses:**

PSY 101 General Psychology  
PSY 203 Developmental Psychology

**Three of the following:**

PSY 214 Human Sexuality  
PSY 223 Psychology of Human Relations  
PSY 303 Psychology of Learning  
PSY 306 Abnormal Psychology  
PSY 308 Introduction to Social Psychology  
PSY 327 Sociology of Deviant Behavior  
PSY 329 Social Psychology of Disability & Rehabilitation  
PSY 330 Social Psychology of Aging  
PSY 401 Special Problems in Psychology (topics vary)  
PSY 405 Theories of Counseling  
PSY 479

OR

PSY 480 Independent Study (Prerequisite: 12 credit hours in psychology, or 9 credit hours with permission of instructor).

**SPANISH FOR THE PROFESSIONS (12 credit hours)**

Several major fields of study are enhanced by a minor in second language professional studies. Nursing, social work, and business fields have a need for professionals who are able to communicate in Spanish. A minor in Spanish for the Professions makes a graduate more employable in many areas of the country where Spanish is spoken by a significant number of persons. This minor will provide not only linguistic competence but an understanding of sociocultural aspects of these ethnic groups which is essential to a professional's ability to work with Spanish-speaking persons.

**A. Students not exempt from SPA 101-102 will take the following courses:**

SPA 101-102 Level I and II  
SPA 225-226 Spanish for the Professions

**B. Students exempt from SPA 101-102 will take the following courses:**

SPA 225-226 Spanish for the Professions  
SPA 211 Composition & Conversation

AND

SPA 215 Hispanics in the U.S.

OR

Any Spanish course or any course pertaining to Hispanics in the United States or to Latin America.

**WRITTEN COMMUNICATION MINOR (12 credit hours)**

Skills in written communication are a plus for entering and advancing in most careers. Social agencies, medical facilities and school systems need people with writing ability. In addition, skills in technical writing are in demand in science, industry and other fields which need preparation of reports, grant proposals, manuals, etc. As a supplement to a professional degree program or as a means to add further marketable skills to a traditional liberal arts major, the minor in written communication can be a useful asset to a student's academic career.

**Required Courses:**

Three writing courses selected from:

ENG 231 Advanced Writing I  
ENG 232 Creative Writing I  
ENG 233 Journalism  
ENG 234 Technical Writing I  
ENG 235 Public Relations Writing

**One of the following:**

BUS 205 Spoken & Written Communication  
ENG 331 Advanced Composition II  
ENG 332 Creative Writing II  
ENG 334 Technical Writing I  
ENG 432 Creative Writing III  
FA 105 Introduction to Photography  
FA 205 Drawing  
SPE 201 Speech  
ENG English Literature Course

## GRADUATE COURSE OFFERINGS

### INTERDISCIPLINARY COURSES (GRA)

#### 600 Theory Development (3)

This critical analysis of the processes of the development of theory includes a perspective of the underlying philosophical and historical trends in selected disciplines. Emphasis is placed on the processes of concept analysis, components of theories, construction of theoretical relationships between theory, research and practice, and critique of existing theoretical frameworks in the disciplines. Social, ethical and value problems related to the development of knowledge are examined. Prerequisite: graduate standing. Offered in the fall, spring, and summer semesters.

#### 601 Research Methodology and Design (3)

This course reviews and critically analyzes the components of research design, including collection of data. Emphasis is placed on the professional as producer and consumer of research. Prerequisite: GRA 600, Applied Statistics or equivalent or Competency Test. Offered in the fall and spring semesters.

#### 602 Statistics Seminar (1)

This specialized course is designed to provide students with the intermediate level statistics information needed to enroll in GRA 601. Includes 2 hours of computer laboratory per week. Prerequisite: graduate standing and previous statistics course. Offered in the fall and spring semesters.

#### 606 Curriculum Development (3)

This overview of past and present curricular trends and development processes includes principles and techniques of curriculum design, development, implementation and evaluation in baccalaureate programs. Prerequisite or corequisite: GRA 600.

#### 607 Teaching Strategies (3)

This course presents the synthesis of learning acquired in clinical, field experience, education and research courses. The art, principles, and strategies of teaching in baccalaureate programs are explored. Emphasis is placed on class and clinical/field learning experiences and evaluation of students, courses and programs. Prerequisite: GRA 606.

#### 608 Teaching Practicum (3)

This course involves the observation, participation and practice of teaching. Nursing and related allied health professions students, (i.e.: occupational and physical therapy students) are placed in appropriate discipline specific college and or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and discuss teaching strategies, clinical/field evaluation and problems associated with college teaching. Teaching practicum requires approximately 6-8 hours a week during the day (some limited evening placements) for 10 weeks. Prerequisites: GRA 606 & GRA 607. Offered in the fall and spring semester.

#### 610 Thesis Seminar (3)

This course involves the discussion of current research in the profession, identification and delineation of a research problem and development of a thesis proposal. Prerequisites: GRA 601 and NUR 603 (nursing majors). Offered in the fall and spring semesters.

#### 617 Financial Management of Health Care Systems (1)

This course will focus on financial management techniques for health care administration such as budgeting, auditing, cost analysis, statistical reporting and fiscal control. Special emphasis will be placed on long-term care areas. Prerequisite: GRA 615 (or 3 years experience in an administrative position in a health facility with permission of instructor). Offered in the fall and spring semesters.

#### 618 Effective Planning in Health Care Services (1)

This course plans for the delivery of health care services, both at the systems level (area, community, region, state, and national) and at the organizational level (institutional program). Emphasis is placed on analytical techniques and the dynamics of the planning process. Prerequisite: GRA 615 (or 3 years experience in an administrative position in a health facility with permission of instructor). Offered in the fall and spring semesters.

#### 619 Funding of Health Care Facilities (1)

This course identifies funding sources available for the support of health care facilities. Private and public funding sources are explored with a special focus on grant-writing styles and strategies. Prerequisite: GRA 615 (or three years experience in an administrative position in a health facility with permission of instructor). Offered in the fall and spring semesters.

#### 620 Management Internship in Health Care (3)

Students will gain practical experience in an on-the-job situation at the management level in a health care facility or service area. Internship will require 90 hours during the semester. Prerequisites: GRA 616 and NUR 603 (nursing majors). Offered in the fall and spring semesters.

#### 621 Applied Research Methods (3)

This course includes the relationships between theory, research and practice. Its perspective is on the utilization of theory to frame research questions for applied research problems. The review and critical analysis of components of applied research designs prepare the student to be a producer and consumer of applied research. Prerequisites: graduate standing; undergraduate computer course or equivalent; applied statistics competency (written exam). Offered in the spring semester.

#### 622 Applied Research Project Seminar (2)

This course prepares the student to complete an applied research project. Current research is examined to identify appropriate areas of inquiry for students in a professional program. Prerequisite: GRA 621. Offered in the spring semester.

**629 Thesis Advisement (1-6)**

With faculty guidance, this course provides for a systematic investigation of a student selected research problem as an independent learning situation. Students will complete a thesis according to the guidelines in the D'Youville College Thesis Handbook. Students must register for their thesis director's section and for the number of credit hours required by their program. Prerequisite: GRA 610; Successful completion of thesis proposal defense. Offered in the fall, spring and summer semesters.

**630 Advanced Statistical Methods in Applied Research (3)**

Statistical design and data analysis in the areas of descriptive and inferential statistics are explored. Students are expected to bring their own set of data to the course, and will learn the process of computerized data entry and data analysis using SPSS/PC+ or MINITAB for advanced statistical computing. Students analyze their own thesis data, produce advanced statistical results, and write up interpretations of their work. 2 hours lecture, 2 hours lab. Prerequisite: MAT 123 or equivalent or statistics competency examination. Offered in the spring semester.

**640 Hospice and Palliative Care I (3)**

This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum. Watson's theory of transpersonal care (Watson, 1999) provides the major theoretical framework. The central focus of this course is on understanding the professional, ethical and legal scope of hospice and palliative care practice. Emphasis is focused on understanding the transdisciplinary team (TDT) approach. Care providers from the various helping disciplines of: medicine; nursing; social work; occupational therapy; physical therapy; and spiritual, dietary, and bereavement counseling; form caring relationships with the patient and family in developing, implementing, and evaluating a holistic plan of care that addresses the patient and family's human-health needs. Prerequisite: graduate standing.

**641 Hospice and Palliative Care II (3)**

This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. Watson's theory of transpersonal care (Watson, 1999) provides the major theoretical framework. The central focus of this course is on understanding end-stage disease process in adult patients, and related pain and symptom management at the end stage of life. This course has a required 45-hour clinical practicum. Prerequisite: GRA 640.

**642 Hospice and Palliative Care III (3)**

This course provides theory and practice knowledge related to providing end of life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. Watson's theory of transpersonal care (Watson, 1999) provides the major theoretical framework. The focus of this course is on understanding how the end-stage of life processes effect both patient and family and how to provide professional care at this unique time of need. Emphasis is placed on understanding how education and advocacy are used as approaches for therapeutic intervention in providing support for the family and dignity for the patient experiencing the dying process. This course has a required 45-hour clinical practicum. Prerequisite: GRA 640.

**GERONTOLOGY (GER)****605 Aging in American Society (3)**

This course covers the social implications of aging as well as the biological and psychological issues. Other topics covered are aging and interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity. Prerequisites: GRA 615 and GRA 616. Offered in the fall semester.

**HEALTH SERVICES ADMINISTRATION (HSA)****HSA 613 Management in Health Care Organizations (3)**

This course, for non-majors, presents the fundamentals of management that a health professional will need in filling management positions in health care organizations. The basic functions of supervision and the practical applications of these skills are emphasized. Prerequisite: graduate standing or HP 101. Offered in the spring semester.

**PHILOSOPHY (PHI)****600 Philosophical Methods (3)**

This course examines the historical development of metaphysical and epistemological methods: existentialism, phenomenology and analytic philosophy. Prerequisite: graduate standing or permission of instructor. Offered in the fall and spring semesters.

**609 Ethics in Health Care (3)**

This course addresses ethical issues frequently encountered by health care managers. Topics considered include bioethical theory, policy formation and decision making in the professional setting. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation and choices regarding death. Prerequisite: graduate standing. Offered in the spring semester.

**POLITICAL SCIENCE (PSC)****652 Politics and Economics of Health (3)**

This course examines the relation of government and economics to the health care systems from the perspective of regulations and financial provisions. It looks at national, state and local political struggles and alternatives and policy issues such as cost containment and national health insurance. Prerequisite: graduate standing. Offered in the fall and spring semesters.

**SOCIOLOGY (SOC)****600 Epidemiology (3)**

This course focuses on social epidemiology, the factors determining the occurrence and distribution of disease, health defects, disability and death among groups. The interdisciplinary nature of epidemiological theory, statistical measures commonly used, and an analysis of the distribution of health care in the U.S. are studied. Prerequisite: graduate standing. Offered in the fall semester.

# DIRECTORIES

## BOARD OF TRUSTEES

2001-2002

This directory is effective as of July 1, 2001.

**PAUL D. BAUER**  
CHAIRMAN OF BOARD

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## CLINICAL AFFILIATIONS

*The performance of abortion procedures is not consistent with the tradition, mission and values of the college. Therefore, D'Youville College does not enter into clinical contracts or agreements, nor place students on clinical rotations at sites with individual practitioners for OB/GYN placements, in which students are expected to observe or participate in abortion procedures or to provide any information about abortion services beyond referral to another medical professional. Students reserve the right not to participate in procedures that conflict with personal values.*

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## PLACEMENT

The following are the overall career progress results from the graduating class of 1999, based upon the annual survey:

Total graduates .....	369
Total responses to the annual survey .....	211
	(57%)

Based upon the responses, the following were tabulated:

Graduates employed in a career-related field .....	95%
Graduates in full-time or part-time graduate school .....	13%
Graduates planning to attend graduate school in the future .....	28%

Successful Placement for 1999 ..... 98%  
(includes direct career employment, graduate school and other employment)

## RETENTION

To comply with the Student Right-to-Know and Campus Security Act, the college must report its completion or graduation rate of full-time degree seeking undergraduate students. For those students who entered D'Youville College in the fall of 1994, the percents of those completing their degree program by August 2000 are:

Full-time, first-time college students .....	48.2%
Transfer students .....	56.5%

Research conducted across the nation on completion rates of full-time students entering as freshmen are between 40 and 49 percent depending on the research study.

Please note these statistics reflect both four year programs and five year dual-degree programs.

If you desire more information, please contact the vice president for student affairs and enrollment management.

## ACCREDITATION AND MEMBERSHIPS

- Accreditation Council for Occupational Therapy Education
- American Association for Higher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Professors
- American College Health Association
- American Council on Education
- American Dietetic Association Council on Education, Division of Education Accreditation/Approval (Coordinated Program in Dietetics)
- Commission on Accreditation for Physical Therapy Education
- Commission on Accreditation of Allied Health Education Programs (Physician Assistant Program)
- American Library Association
- American Management Association
- American Society for Training and Development
- Association for Gerontology in Higher Education
- Association of American Colleges
- Association of College Unions International
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- Association of Governing Boards
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- College Stores Association of New York State
- College Student Personnel Association
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- Continuing Education Association of New York
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- Council on Social Work Education
- Independent College Fund of New York
- Kappa Gamma Pi
- Lambda Sigma Society
- Medical Library Association
- Middle States Association of Colleges and Schools
- Middle States Association of Collegiate Registrars and Admissions Officers
- National Association of College Admissions Counselors
- National Association of College Attorneys
- National Association of College Stores
- National Association of College and University Business Officers
- National Association of Student Personnel Administrators
- National Student Financial Aid Association
- New York State Library Association
- New York State Personnel Guidance Association
- Niagara Frontier Industry-Education Council, Inc.
- Northeast Association of Pre-Law Advisors
- Sigma Theta Tau
- Society for College and University Planning
- Western New York Campus Exchange
- Western New York Consortium of Higher Education
- Western New York Library Resources Council

D'Youville College is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA, 19104-2680, Telephone: 215.662.5606, Fax: 215.662.5501. The baccalaureate and master's degree programs in nursing are accredited by the Collegiate Board of Review of the National League for Nursing. Courses of instruction are registered with the Office of Higher Education of the New York State Education Department.

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