

UNDERGRADUATE ACADEMIC CATALOG 2013-2014

**D'YOUVILLE COLLEGE
320 PORTER AVENUE
BUFFALO, NY 14201
(716) 829-8000
WWW.DYC.EDU**

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 graduate requirements is subject to change without notice or obligation. This catalog is not a contract or an offer to contract.

D'Youville College provides equality of opportunity to all persons with respect to employment and to admission of students. The college does not discriminate on the basis of race, religion, color, gender, age, creed, marital status, sexual orientation, veteran status, national or ethnic origin in administration of its educational policies, hiring policies, admissions policies, scholarship and loan programs and athletic and other school administered programs. It continues to be the policy of D'Youville College not to discriminate on the basis of disability. No person is denied admission, employment or access solely because of any physical, mental or medical impairment, which is unrelated to the ability to engage in activities involved in the education requirements or occupation for which applications have been made.

While D'Youville College makes strenuous efforts to contain costs, it reserves the right to increase tuition or fees without prior notice. D'Youville College also reserves the right to change its policies and requirements, without notice, for admission, conduct, coursework, graduation and other regulations affecting students. These regulations may govern current and new students and shall be effective when determined by D'Youville College. It is the student's responsibility to keep well-informed with respect to such regulations appearing in D'Youville College publications.

Inquiries concerning the application of Title IX may be referred to the college's Title IX coordinator, located in the College Center, Room 111, or by calling 716.829.8198, or by e-mail at titleIXcoordinator@dyc.edu.

2013-2014 CALENDAR

FIRST SEMESTER 2013

August 12	School of Pharmacy Classes Begin
August 26	First Day of Classes
September 2	Labor Day (college closed)
October 14	Columbus Day (observed), Canadian Thanksgiving (college closed)
November 27-December 1	Thanksgiving Holidays
December 2	Classes Resume
December 9-14	Final Examinations
December 14	Final Day of Semester

SECOND SEMESTER 2014

January 6	School of Pharmacy Classes Begin
January 13	First Day of Classes
January 20	Martin Luther King Jr. Day (observed - college closed)
February 17	College Closed
February 17-18	Winter Break (no classes)
February 19	Classes Resume
March 24-30	Spring Break (no classes)
March 31	Classes Resume
April 18	Good Friday (college closed)
May 3	Last Day of Classes
May 5-10	Final Examinations
May 9	Last Day of School of Pharmacy Classes
May 10	Final Day of Semester
May 16	Baccalaureate Service
May 17	Commencement

Message from the President.....	3
D'Youville Today.....	4
Student Life.....	10
Admission.....	14
Expenses and Student Accounts Office.....	18
Financial Aid Office.....	22
Academic Policies and Procedures.....	34
Academic Programs.....	43
Courses of Instruction.....	50
Course Descriptions.....	110
Directories.....	153

PRESIDENT'S MESSAGE

Dear Friends,

The challenge of making good choices is a part of our everyday experience, and it gives us an opportunity to achieve our life's goals. It is for this reason that selecting a college is a critical choice. It is a decision that ultimately impacts our future professionally, economically, socially, personally and spiritually. It also helps us enrich our lives, develop our talents and have an effect on people and the world around us.

For more than a century, D'Youville College has provided a quality environment for students seeking an education that translates into successful careers and personal satisfaction. The faculty and staff are devoted to helping students achieve their academic goals in a supportive and dynamic atmosphere. This effort, a small class size and the opportunity to interact personally with faculty and students alike, form the basis of a well-integrated education which provides graduates with exceptional possibilities grounded in values based on the college's mission.

You will find our campus convenient and comfortable. You will find our faculty and staff friendly and available. At D'Youville, you will be taught to think critically and to communicate your knowledge and ideas persuasively. While these are key elements in preparing you for a profession, they are also skills designed to assist you in achieving personal growth and lifelong learning.

D'Youville College exists in an environment of mutual trust and respect. A strong heritage and mission, a gifted faculty, a responsive support staff and motivated students are the ingredients of our success. The formula is simple and has withstood the test of time. You choose D'Youville and D'Youville chooses you, and together we influence, for the better, your life, the lives of those you love and the society in which we live.

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 3,000 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 bachelor's, master's, post-baccalaureate, doctoral and advanced certificate programs in a variety of disciplines and professions. Undergraduate programs are offered in the liberal arts and sciences, nursing, business and management, health services management, exercise and sports studies, pre-professional programs and education. Graduate programs are offered in nursing (community health nursing, family nurse practitioner, choice of clinical focus), education (elementary, secondary, special and TESOL), health services administration, international business, MBA, and occupational therapy. Dual/combined degrees are offered in dietetics, international business, physician assistant, information technology and education (special, childhood, adolescence). D'Youville also features an early admissions assurance program for pharmacy and certificate programs in advanced orthopedic physical therapy, clinical research associate, family nurse practitioner, health services administration, long-term care administration and manual physical therapy.

D'Youville offers the Ed.D. in health policy and health education as well as in educational leadership. Professional doctorates are offered in chiropractic (DC), pharmacy (PharmD), physical therapy (DPT) and doctor of nursing practice (DNP).

D'Youville is accredited by the Middle States Association of Colleges and Schools. The baccalaureate degree in nursing and the master's degree programs in nursing are accredited by

the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington D.C. 20036-1120, 202.887.6791. The combined B.S. in human occupation/M.S. in occupational therapy and the M.S. in occupational therapy are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Md., 20824-1220. The AOTA phone number is 301.652.AOTA. The three-year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association and is registered with the New York State Education Department (NYSED). Refer to the physical therapy department section of the catalog for CAPTE contact information. The M.S. in international business is accredited by the International Assembly for Collegiate Business Education (IACBE). The combined B.S./M.S. dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics and is registered with the New York State Education Department. The combined B.S./M.S. physician assistant program is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc., ARC-PA. Programs of study are registered with the Office of Higher Education of the New York State Education Department. All programs in the education department, leading to a New York state teacher certification, are accredited by Regents Accreditation of Teacher Education (RATE). The School of Pharmacy has been granted Candidate status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109; 312.664.3575; FAX 312.664.4652; website: www.acpe-accredit.org. For more information, contact the School of Pharmacy at 716.829.7846. The doctor of chiropractic degree program at D'Youville College is awarded programmatic accreditation by the Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ 85258-4321, telephone: 480.433.8877, website: www.cce-usa.org.

Individuals with complaints about compliance of the program with the CCE standards should be directed to the CCE at the above address.

A campus-wide computer network with broad Internet access for students, faculty and staff 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 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 a full range of undergraduate and graduate teacher education programs.

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 finding 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, and 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, D'Youville College values the free exchange of ideas and encourages 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. Every person is important; the college never refuses to serve.

MISSION STATEMENT

D'Youville College is an independent institution of higher education that offers baccalaureate and graduate programs to students of all faiths, cultures and backgrounds.

D'Youville College honors its Catholic heritage and the spirit of St. Marguerite d'Youville by providing academic, social, spiritual and professional development in programs that emphasize leadership and service. D'Youville teaches students to contribute to the world community by leading compassionate, productive and responsible lives.

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 the natural environment. It actively attempts to understand and positively influence the social, political and economic environments that impinge upon it.

Continuity: 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.

One World: Our future is with mankind; everyone has a responsibility to share knowledge and resources with those in the world who have less.

HONORS CONVOCATION

Honors Convocation is a unique event of the academic year. Its purpose is to recognize the academic achievements of some of the top students, as well as those students who not only achieve academic success but also show great leadership ability, service to the community and compassion for their fellow students.

Each academic department honors select students for their academic achievements. Scholarships are awarded by the Student Association. The prestigious J. Warren Perry Scholarship is also awarded to a student in a health care program.

Students selected for *Who's Who in American Colleges and Universities*, Lambda Sigma (the sophomore honor society), Pinnacle (the adult student honor society) and Kappa Gamma Pi are also recognized.

Finally, the most prestigious awards that the college presents to students—the D'Youville Medal, the Grey Nuns of the Sacred Heart Medal, the Lee Conroy Higgins Award and the St. Catherine's of Alexandria Medal—are also bestowed on three students.

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.

Grey Nun of the Sacred Heart Medal is awarded annually to a graduate student who has demonstrated outstanding academic achievement as well as service to the college and the larger community.

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.

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.

Candidates for these awards are nominated by the faculty and employees of the college, with final selection by an ad hoc committee.

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

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.

COMMUNITY SERVICE

D'Youville is committed to developing liberally educated professionals. The college is a member of the Western New York Service Learning Coalition and continues to offer service learning opportunities for students. Specific and committed service projects are many. The college engages in cooperative programs with the Buffalo Public School system on the childhood, adolescent and special education levels.

Service learning programs have been developed to link a student's classroom experience with real-world situations. Service learning is a mode of education that combines academic learning with community service. This work is integrated into the course content and is part of the student's evaluation and grade.

Campus Ministry offers many volunteer opportunities designed to encourage student, faculty and staff participation in the community. Specific volunteer efforts organized by Campus Ministry include: Habitat for Humanity, Adopt a Grandparent, servers for Meals on Wheels delivery, Lending a Hand (an intensive five-to-seven-day community service endeavor) and a variety of fundraisers for local community agencies. Campus Ministry also assists in connecting D'Youville College persons to local agencies with volunteer opportunities in Buffalo's West Side community.

Community Outreach

D'Youville builds on its mission of service by providing innovative community outreach programs to support its students and the surrounding West Side and greater Buffalo communities. The college works to enhance the quality of life for the students and communities it serves by providing greater access to higher education through a variety of sponsored programs. These programs are designed to create opportunities for collaboration and partnership between the area's K-16 systems and community-based organizations.

The Health Careers Opportunity Program (HCOP) focuses on developing a more diverse applicant pool by providing intensive six-week summer programs for high school students. There are pre-matriculation activities for D'Youville College students aspiring to enroll in one of the health professions program and retention services for students in need of additional academic and social supports. The purpose of the project is to increase health professions education opportunities for individuals from disadvantaged backgrounds in order to increase workforce diversity. The program includes recruitment of potential health profession students and the implementation of a summer program as well as retention/support services, including structured Saturday Academies, for economically and/or academically disadvantaged students seeking admittance into and matriculated students in one of six health professions programs: chiropractic, dietetics, occupational therapy, pharmacy, physician assistant or physical therapy.

The purpose of the Nursing Workforce Diversity program is to increase nursing education opportunities for individuals from disadvantaged backgrounds in order to increase nursing workforce diversity. D'Youville provides a nursing pre-entry preparation program by working with 25 tenth, eleventh and twelfth-graders at East High School, including mentoring, tutoring, career exploration, SAT preparation and character development.

The mission of D'Youville College's Upward Bound program is to increase the number of at-risk students at the International Preparatory High School who enroll and succeed in post-secondary education. The long-term and systemic effects of academic support services on low-income potential first generation students are life changing. Participants acquire the necessary skills and support

to complete an associate's degree and/or a four-year degree program.

D'Youville also is a partner with the Buffalo Public Schools on an initiative: Smart Scholars. Smart Scholars will extend dual enrollment options for students enrolled in BPS Middle Early College. This grant will provide opportunities for college faculty and Middle Early College teachers to engage in joint professional development to bridge the gap between the two educational levels, creating a seamless transition from high school to college for literacy across the curriculum and electronic portfolios.

Leonardo DaVinci High School, a college-prep magnet school for the liberal arts, is housed at D'Youville. DaVinci students participate in 28 collaborative programs including daVinci students taking D'Youville college courses for credit, high school/college student mentoring and tutoring programs, and a creative art program. Teachers from both schools collaborate with D'Youville faculty members on professional projects.

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, financial aid and reception rooms.

Montante Family Library (1999)

The four-story library serves as the research center of the campus. It contains approximately 100,000 volumes and subscribes to almost 500 print journals. The library's catalog and 90+ databases provide access to over 50,000 full text journals and ebooks, which are available to students from both on and off campus. Librarians are available 92 hours per week and can provide one-on-one research assistance at any time as well as classroom information literacy instruction by appointment. In addition to print and electronic resources, the library collection includes a variety of software and equipment, a large DVD collection, skeletal models for study and more. The library also houses the college archives, where rotating displays highlight resources of significant value to the college. A 96-station computer lab, study rooms, and wireless connectivity and printing are also available.

Madonna Hall (1959) This five-story building houses the Leonardo DaVinci High School, part of the Buffalo Public Schools system, on three floors, a dietetics lab/kitchen and administrative offices. A large lounge is also available for meetings and social events.

Alt Building (1967) Classrooms, laboratories, lecture halls and faculty offices are located in this six-story, air-conditioned building. Spot Cafe is also located in this building.

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 room, fitness/wellness area, dining rooms, and meeting rooms also make it a popular site for community activities. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.

Marguerite Hall (1968) 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. The residence life office, health center and personal counseling are located on the first floor.

Niagara Annex - 631 Niagara Street (1991)

This building houses vital administrative support offices. These include alumni, institutional advancement, human resources, 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.

Bauer Family Academic Center (2001)

The 57,000 square-foot, five-story Bauer Family Academic Center provides state-of-the-art classrooms, laboratories and faculty offices. It is an excellent learning environment for students.

Student Apartment Complex (2005)

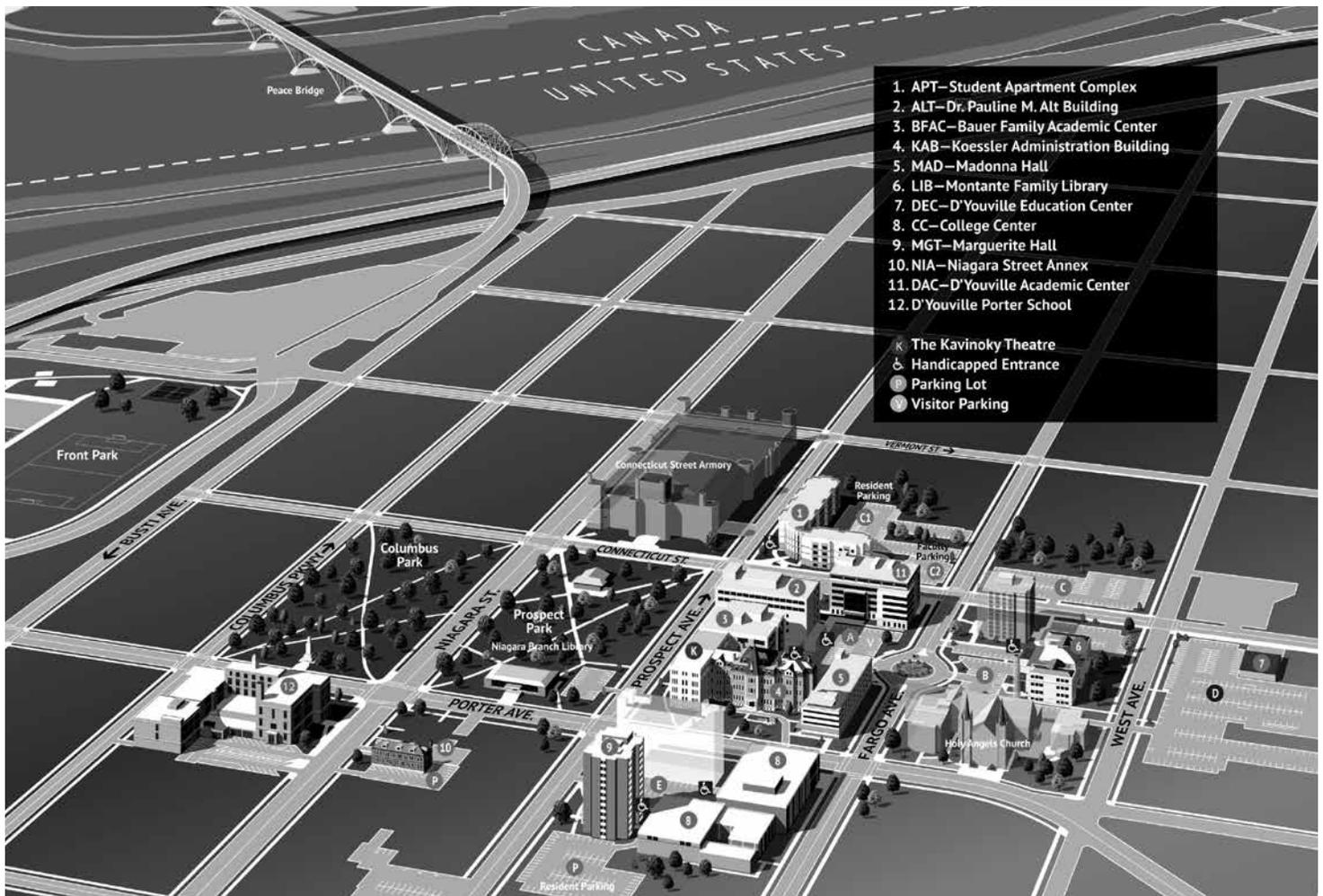
Fully furnished studio and four-bedroom apartments with cooking facilities are available to students 21 years of age or older. Each apartment has kitchen facilities; cable and computer hookups; secure, off-street parking; and laundry facilities. A computer lab is also available.

D'Youville Education Center (2006)

This one-story structure, adjacent to the West Avenue parking lot, houses five large classrooms and serves as an academic resource for the campus.

D'Youville Academic Center (2010)

This 93,000 square-foot building houses the School of Pharmacy, graduate, undergraduate and international admissions, the International Student Office (ISO), state-of-the-art laboratories, classrooms and a computer lab.



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 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, Bandits and Bisons play their home games.

DRIVING DIRECTIONS

D'YOUVILLE COLLEGE is located less than one mile from downtown Buffalo, near the Peace Bridge, the gateway to Canada. Off-street parking is available, or you may park in any of our parking lots.

- If you are driving SOUTHbound on the Niagara section (190) of the NYS Thruway, exit EAST on to PORTER AVENUE-EXIT 9, turn LEFT on to Porter Avenue and continue to the college.
- If you are driving NORTHbound on the Niagara section (190) of the NYS Thruway, exit on to NIAGARA STREET - EXIT 8, turn LEFT on to Niagara then RIGHT on to Porter Avenue and continue to the college.
- If you are driving from CANADA, take the QEW, follow the signs to Fort Erie, then the Peace Bridge. After you go through U.S. customs, bear to the left and follow the signs to Niagara Street (266 SOUTH). Travel to the second light and turn left onto Porter Avenue. Continue straight (four traffic lights) to the college.

CROSSING THE U.S./CANADIAN BORDER

As of June 1, 2009, American or Canadian citizens entering or re-entering the United States from anywhere in the Western Hemisphere are required to show one of the following forms of identification:

- Current passport
- U.S. passport card
- Enhanced state driver's license
- Federally issued "trusted traveler" card such as the NEXUS or FAST

These regulations pertain to all land travelers over 18 years and air travelers of any age.

ALUMNI

D'Youville alumni have an excellent history of support and loyalty to the college. Their achievements are a testimony to the quality of the education received at D'Youville. Over 17,000 alums, living on six different continents, continue the college's mission of service within their professions and their communities.

Their gifts of time, talents and financial support have had a tremendous impact on the college community. From capital campaigns, financial aid, scholarships and the annual fund to guest lecturing, clinical supervision, attendance at athletic events and volunteering on campus, D'Youville alumni are committed to enhancing the mission and reputation of the college.

The office of alumni relations is located at the south end of the campus in the annex at 631 Niagara Street. The staff acts as the liaison between alumni and the campus college community, and works closely with the Alumni Association board of directors. Alumni news may be found on line at: www.dyc.edu/alumni and in the publication *D'Mensions*.

ALUMNI ASSOCIATION

The Alumni Association is composed of more than 17,000 graduates. All students who earn their degree are automatically enrolled in the Alumni Association and from time to time honorary membership status is granted as determined by the association's board of directors. The purpose of the association is to promote fellowship among members and to assist in advancing the best interests of D'Youville College. The association is led by an elected board of directors. The board also includes four non-voting members consisting of the alumni relations director, two students for the D'Youville College Student Association and one individual who has completed their undergraduate work and is continuing as a student at the graduate student.

Realizing that involvement with students is necessary for the vitality of the association, the board of directors, in conjunction with the alumni office, is committed to working on admissions recruitment, sponsorship of various programs and recognition of student leadership and achievement. The association funds the Sister Mary Charlotte Barton Alumni Kinship Scholarship.

The association presents annual awards to recognize the achievements of alumni and current students. These awards include the Anne Lum Award, Delta Sigma which is in conjunction with induction into the St. Marguerite d'Youville Honor Society and the Lee Conroy Higgins Award.

ALUMNI ASSOCIATION BOARD OF DIRECTORS 2013-2014

President:

Jodene Vrana Cunningham '89

Vice President:

Deanna Rusek '11

Recording Secretary:

Cherelle Syph '08

Amy Cumminsky '88

Danny Glover '11

April James '00

Christine Joyce '10

Ruth Reilly Kelly '89

Erin McCarthy '11

Todd J. Potter, Jr. '12

Lashondra Williams '09

Student Association Representatives:

Maria Fusco

Ex-officio Members:

Director of Alumni Relations:

Meg R. Richardson

Alumni-Student Representative:

Katie Fetter '10

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 and graduate students. At the orientation program, coordinated through Connections: Your Information and Resource Office (Bauer Family Academic Center, Room 101), students 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 freshman 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 who they work with their first semester and are registered for FOCUS: Freshmen Seminar. In addition, there are specific activities and leadership opportunities designed for freshmen.

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.

RESIDENCE LIFE

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 sharing 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.

D'Youville offers two styles of on-campus housing. Marguerite Hall houses up to 300 students in traditional double and single rooms. Each floor of this residence hall has a study lounge, a TV lounge and a kitchenette. Other amenities include a 24-hour computer lab, coinless laundry facilities, cable TV and 24-hour security.

A resident assistant (R.A.) is a student staff member who lives on and supervises each floor. The R.A. is responsible for programming activities, enforcing policies, 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.

The Apartments residence complex can house 163 upperclass students and students 21 years of age or older in fully furnished studios and four-bedroom apartments. Amenities in this complex include a 24-hour computer lab, recreation room, cable TV, coinless laundry facilities and 24-hour security.

A meal plan is not required or included for students in The Apartments. A meal plan can be purchased if desired and all residents of The Apartments receive \$225 in Spartan Bucks that can be used in the Porterview Room or the Spartan Spot Cafe.

RESIDENTIAL REQUIREMENTS

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

SERVICES TO STUDENTS

ACADEMIC ADVISEMENT

Academic advisement is provided to each enrolled student directly from the student's academic program. Throughout their years at D'Youville, students meet with their advisors to review progress in completing requirements necessary for a degree, certification, licensure and/or graduate work. To find out who your academic advisor is, contact your academic department, the registrar's office or students can log onto their STACI account.

ATHLETIC PROGRAMS

D'Youville provides athletic opportunities to the college community at the intercollegiate, intramural and recreational levels.

The intercollegiate program is a Division III member of the National Collegiate Athletic Association (NCAA) and competes in the Allegheny Mountain Collegiate Conference (AMCC).

D'Youville student athletes are eligible for championship opportunities at the conference regional and national levels. The college sponsors 14 intercollegiate sports teams: men's: soccer, basketball, volleyball, baseball, cross-country, tennis and golf; women's soccer, basketball, volleyball, softball, cross country, tennis and rowing. A variety of intramural offerings are sponsored by the Student Association.

The D'Youville College Center is the home of D'Youville athletics. Inside this building, students have recreational opportunities in the college's swimming pool, aerobics room, fitness facility and game area. In January 2003, a gymnasium opened with spectator seating for 500, indoor batting cages and new locker rooms.

CAMPUS MINISTRY

Campus Ministry seeks to provide a variety of opportunities for the development of the student's social, moral and spiritual potential while serving the various needs of the college community and its surrounding society. Campus Ministry encourages all members of the college to grow in personal spirituality and to volunteer time and talent so as to

enhance campus and community life.

Mass and other worship services respecting various religious traditions are available on and off campus. A directory is published providing places and times of worship for both Christian and non-Christian churches. In an effort to celebrate religious diversity, a variety of ecumenical experiences are also offered to the D'Youville community.

Campus Ministry offers a variety of programs throughout the academic year. Such programs include religious education, spiritual guidance, Bible study, counseling, retreats, social action programs, service trips, social events and both short-term and long-term volunteer opportunities. Campus Ministry serves as a custodian for a databank in which volunteer hours of both D'Youville students and staff are logged for future verification and reference.

CAREER SERVICES CENTER

The D'Youville College Career Services Center assists undergraduate- and graduate-level students and alumni with preparation for the job market. Individual career counseling, resume/cover letter preparation, interviewing skills, and job search advice are available. Career-related classroom workshops, on- or off-campus career fairs and online career resources keeps students updated on career/employment trends, and changes in resume and cover letter styles that are major-specific. Additional services include scholarship and graduate school application assistance, an online job posting system for current full- and part-time employment seekers and international volunteer and internship opportunities. Alternative long distance appointment options, including telephone and Internet, are available to Canadian students and alumni living outside the Western New York region.

CONNECTIONS: YOUR INFORMATION & RESOURCE CENTER

Connections is located on the first floor of the Bauer Family Academic Center, Room 101, the heart of student academics. The office accommodates all students, faculty

and staff, and it functions as a general student affairs office. Office hours during the fall and spring semesters are 8:30 a.m. to 7 p.m. Monday through Thursday, and 8:30 a.m. to 4:30 p.m. on Friday to accommodate both day and evening students, faculty and staff.

The office is a central point for college information. College ID cards, commuter lockers, calendar and resource guide, and commuter parking hangtags are available as well as forms, applications, brochures and information on local and regional places of interest. 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 and evening students. Suggestions, comments and concerns are welcomed. Students may stop by Connections or set up an appointment by e-mail at connections@dyc.edu or by calling 716.829.7766.

DAY CARE CENTERS

The college does not offer on-campus childcare facilities. The Childcare Resource Network, 716.877.6666, is an information and referral service on childcare services; pre-school, day care, before and after school extended programs; family day care providers; nursery schools; and quality and regulations. There is no fee for the network'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.

FRESHMAN MENTOR PROGRAM

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

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 grievance procedure and a grievance officer. Students can refer to the "Calendar, Resource Guide and Planner" for a description in detail or contact the associate vice president for student affairs for more information, 716.829.7766.

HEALTH SERVICES

The health center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time physician assistant 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 716.829.8777 for information on individual and family policies. By policy, 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.

Students pursuing clinical placements and/or other forms of training external to the college may be required to have health insurance and additional immunizations, depending on the off-campus placement. Students should check with their academic department for the specific requirement for each placement.

INTERNATIONAL STUDENT OFFICE

D'Youville College prides itself on its cultural diversity and is pleased to host students from more than 30 different countries. With the ever-expanding international student population at D'Youville, the International Student Office (ISO) plays a pivotal role in helping those students with visas, I-20s, adjustment issues, orientation, obtaining Social Security numbers, optional practical training as well as other immigration matters. The ISO is also involved in the

international host family program, the international student club, the annual International Fiesta and many more cultural and immigration presentations on campus. The ISO plays another vital role on campus. It is responsible for administering the study abroad program offered by D'Youville. Many students take advantage of spending a semester or summer overseas. Students are encouraged to plan ahead and visit the ISO early for more information about the destinations and programs sponsored by the college.

The ISO is located in the D'Youville Academic Center (DAC), Suite 219 and office hours are Monday through Friday, 8:30 a.m. - 4:30 p.m. All students are welcome and are encouraged to stop in.

LEARNING CENTER

The Learning Center helps students meet their academic goals. Professional tutors provide tutoring and class instruction in reading, writing, chemistry and math. Peer tutors lead study groups in selected courses. The Access Program provides academic counseling for selected entering students. Disability Services provides support and accommodations for students with special needs. For further information, students may visit the Learning Center on the fourth floor of the Koessler Administration Building or may call 716.829.7774.

MULTICULTURAL AFFAIRS

The office of multicultural affairs provides multicultural students with academic, social and personal support services. The office works to foster, within the college community, a respect and appreciation of the history, traditions and culture of all students, with a focus on multicultural groups. Toward this end, the office of multicultural affairs provides a range of programs and activities that include lectures, seminars, historical tours, receptions, award ceremonies and festival events. Multicultural affairs also provides counseling and other support services to help students maximize their learning experiences and involvement in the campus community.

PERSONAL COUNSELING

Licensed and board-certified professional counselors are available for free, confidential, individual or 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. For additional information, including links to on-line mental health resources, visit the personal counseling website at www.dyc.edu under offices and services. Programs, including seminar workshops and stress relief clinics, are provided throughout the year to promote student mental and emotional health and positive well-being.

CAMPUS SECURITY

The campus security department is a division of U.S. Security Associates. As need arises, security is empowered by the college to take whatever actions are necessary to maintain order, enforce campus discipline and to ensure the safety of all students and employees. This especially applies to emergency situations that need immediate attention. In addition, an escort service is provided on campus by security to further ensure student and employee safety. Information on the college's crime statistics are located at the U.S. Department of Education website, <http://ope.ed.gov/security>. Student may also contact the vice president for student affairs at 716.829.8199.

STUDENT ACTIVITIES

The student activities office works closely with students, clubs, college departments and student leaders to provide the D'Youville community with entertainment, community service, recreational and leadership opportunities. These activities improve the quality of campus life, build a sense of community and compliment the academic experience. The student activities office staff understands that students who participate in campus activities and organizations perform better academically and remain in school at a higher rate than non-involved students. These activities will allow a student to relax, explore new ideas, make life-long friends, develop career and leadership skills and just have FUN!

STUDENT ASSOCIATION (SA)

The D'Youville College Student Association is the voice of the student body that addresses student concerns and issues. The elected governing body of SA is the senate, which is comprised of four executive officers, committee chairpeople and class senators. All D'Youville College students are members

of the Student Association and are welcome to attend the bi-monthly senate meetings. It is during these open meetings that decisions are made by the senate which affect the entire student population. Additionally, SA administers the student activity fee. These funds are used to finance club events, the college calendar, special events and athletics.

STUDENT ORGANIZATIONS AND ANNUAL EVENTS

D'Youville College provides an array of organizations, clubs and events in which students can 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

African Student Union
 Alliance
 American Pharmacists Association
 Academy of Student Pharmacists
 Athletic Committee
 Black Student Union
 Catalyst (student newspaper)
 Chiropractic Sports Council
 D'Youville Chorale
 D'Youville College Club Hockey
 D'Youville College Cycling Club
 Enactus
 Future Educators of America
 International Student Club
 Issues Committee
 Kappa Delta (History Club)
 Lambda Sigma Honor Society
 (sophomores)
 Math and Natural Sciences Club
 Muslim Student Association
 Pi Theta Epsilon
 Pre-Pharmacy Club
 Programming Committee
 Public Relations Committee
 Residence Council
 Sigma Theta Tau
 Sketch (student writings)
 Society of Health-System Pharmacy
 Sociology Club
 Student American Chiropractic
 Association

Student Association
 Student Athlete Advisory Committee
 Student Dietetics Association
 Student Hippotherapy Club
 Student Management Association
 Student Nurses Association
 Student Occupational Therapy Association
 Student Physical Therapy Association
 Student Physician Assistant Association
 Student Psychology Association
 Student Veterans Association

ANNUAL EVENTS

Welcome Week Events
 Movie Nights
 International Fiesta
 Black History Month
 Club Day
 Leadership Conference
 Welcome Back Blast
 Theatre Nights
 Gospel Sensations
 Spring Fling
 Moving-Up-Days
 Coffeehouses
 Women's History Month
 Homecoming
 Family & Friends Weekend
 Game Shows
 Kwanzaa Celebration
 Spartan Mayhem
 Sporting Event Excursions
 Various Entertainers

THE KAVINOKY THEATRE

Now celebrating its 34th anniversary, The Kavinoky Theatre, is owned and sponsored by D'Youville College to promote the cultural richness of both the campus and the wider community. It is a fully professional company presenting a season of six plays each year in its beautifully restored Edwardian auditorium. The Kavinoky presents a wide variety of works from classic dramas and musicals to world and regional premieres of important and emerging writers. D'Youville College students may purchase tickets for Kavinoky performances at greatly discounted prices.

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 716.829.7728.

VETERANS AFFAIRS OFFICE

D'Youville College is approved by the New York State Division of Veteran Affairs and the United States Veterans Administration for training service members, veterans and their eligible dependents. D'Youville ranks fifth out of 4,000+ college/universities nationwide as a Veterans Friendly Campus. Veterans, service members and eligible dependents of active duty personnel or disabled or deceased veterans should contact the director of the veterans affairs office at 716.829.7836 for an application or for more information.

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 carries 12 or more credit hours. 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 affect the status of their financial aid.

All students may 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 through the Career Discovery Program.

1. D'Youville College maintains a "rolling admission" policy whereby applications are processed continually throughout the year, except for the physician assistant department, which requires a deadline date for application. Due to volume, certain programs may close for applications before the start of the semester.
2. Acceptance is conditional until all final and official grades are received for all previously attended institutions, including coursework in progress.
3. A tuition deposit of \$150 must be paid in U.S. funds by the date and/or time indicated on the acceptance letter. For international students, the tuition deposit is \$500. 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 documents 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. Scores from the Scholastic Aptitude Test (SAT) or American College Test (ACT). Freshmen applicants who have been out of high school for at least two years prior to enrolling at D'Youville are not required to submit scores for either exam.
3. Rank in class (if provided by high school).
4. Letters of recommendation are optional, unless otherwise required by the academic program.*

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

* Recommendations are required for physician assistant student candidates and must be submitted only on the reference form provided as part of the P.A. department application.

FRESHMAN APPLICATION PROCESS

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

1. The undergraduate application in print or electronic format.
Visit www.dyc.edu/apply for details.
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 if required (SAT or ACT test scores are often recorded on the student's high school transcript).

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

The Arthur O. Eve Higher Education Opportunity Program (HEOP) is sponsored jointly by D'Youville College and the New York State Education Department. This program provides financial aid, academic, personal and career counseling to academically and financially disadvantaged students for up to five years of undergraduate study. Students who demonstrate potential and a high level of motivation to earn a college degree are encouraged to apply. Applicants must be New York state residents, first-time college students or transfers from an EOP/HEOP college program.

PERSONAL INTERVIEW

Although a personal interview in most programs is not required, it is highly recommended. Appointments can be made by writing, e-mailing or calling the office of admissions. The college admissions e-mail address is admissions@dyc.edu. Phone 716.829.7600 or toll-free 1.800.777.3921. Only candidates for the physician assistant department will be contacted on an individual basis by the P.A. department office for an interview during the application process.

TRANSFER ADMISSION

Individuals who have attended an institution of higher learning following high school graduation are considered transfer applicants if they have completed 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 all 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:

1. The undergraduate application in print or electronic format.
Visit www.dyc.edu/apply for details.
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.

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.

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.

RE-ADMISSION

Any student who previously attended D'Youville College and withdrew, officially or failed to register for a successive semester, must apply for re-admission through the office of admissions. Re-admitted students are responsible for the graduation requirements and academic policies that exist at the time of readmission. As part of the readmission process applicants must provide official transcripts for all coursework completed since their last enrollment at D'Youville College.

Previously enrolled students who have been dismissed from the college may not apply for re-admission for at least three years after their dismissal. An application for re-admission should include an explanation of the reasons why re-admission should be considered at this time, along with supporting evidence.

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 grade point average 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 grade point average required for graduation with honors.

ADULT STUDENT ADMISSION

Adult or "returning" students are those who have been out of high school for two 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 business management on page 80).
2. SAT and/or ACT scores are not required for students who have been out of high school for two years 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 degree 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 department which requires three letters of recommendation. If qualified, P.A. applicants will be contacted on an individual basis for a personal interview.

SENIOR CITIZEN ADMISSION

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.

INTERNATIONAL STUDENT ADMISSION

D'Youville College has welcomed students from over 50 countries throughout the world. While academic requirements are the same for U.S. and international applicants concerning admission, international students are additionally required to demonstrate proof of English proficiency unless they attended a high school or university in the U.S., Canada, Great Britain, or Australia. International students are also required to submit ALL school/university records to an approved transcript evaluation agency unless from a U.S. or Canadian Institution.

International Student Full-time Enrollment Requirements

According to the federal regulations, an alien seeking to study may be classified as a student (F-1 non-immigrant) only if he/she intends to pursue a full course of study at an approved school.

International Student Application Process

Prospective international students are encouraged to visit our website, www.dyc.edu, to view and or download international application materials. To request an application packet by mail, please contact the international admissions office:

International Admissions
 D'Youville College
 320 Porter Avenue
 Buffalo, NY 14201 U.S.A.
 Tel: 716.829.7600 /Fax: 716.829.7900
 Toll Free (U.S. and Canada): 1.800.777.3921
 E-mail: intadmissions@dyc.edu

All prospective international students must submit the following items:

1. D'Youville College application.
2. Official international transcripts/school records of secondary or university work evaluated by World Education Services (WES) www.wes.org or one of our approved transcript evaluation agencies on our website (unless from a U.S., Canadian or U.S. diploma granting institution). Applicants must submit a course by course evaluation or equivalent.

4. Proof of English proficiency can be demonstrated by achieving one of the following: a minimum accepted score of 61 on the internet-based (IB), or 500 on the paper-based (PB) Test of English as a Foreign Language (TOEFL) exam www.toefl.org; a minimum accepted score of 6 on the International English Language Testing System (IELTS) exam; the successful completion of an English as a Second Language (ESL) program at an accredited or internationally recognized institution (ex.ELS Language Centers, Level 112); or by achieving a "C" or better in two semesters of English Composition taught at a US or Canadian college or university. Students who take the SAT exam and score 450 or higher on the Critical Reading section (students must complete the entire SAT) also meet the requirement. Official scores must be sent directly from the administering institute or testing service.

D'Youville has a cooperative partnership with ELS Language Centers. For more information about ELS and English as a Second Language Programs, please visit their website at www.els.com or contact them directly at info@els.com or by phone 609.750.3500.

A decision regarding admission to D'Youville College will be rendered once all documents have been received, reviewed, and evaluated by the office of international admissions. The student will receive a decision via email and post. Once the student is admitted, a signed letter of acceptance will be included as part of the D'Youville College enrollment packet. The packet will contain all the necessary materials to complete the enrollment process. The packet will contain the following:

1. Information regarding international student orientation
2. Health center information letter outlining mandatory insurance and health requirements
3. Health and immunization report
4. D'Youville College Guaranteed Tuition Plan
5. International student financial form

All students currently being admitted to D'Youville College from a country other than the United States will need to be issued a Federal form I-20. The I-20 is needed in order to obtain a F-1 student

visa from the American embassy in the student's home country. An I-20 will only be issued by the International Student Office at D'Youville College after:

1. Acceptance into a full course of study
2. Submission of the International Student Financial forms along with the appropriate supporting affidavits and financial documents.

International students are also required to submit a \$500 deposit to secure enrollment. In the event that a student does not qualify for an F-1 student visa, the \$500 deposit will be immediately returned.

INTERNATIONAL STUDENT SCHOLARSHIPS

All international students entering D'Youville as freshmen (high school graduates) MUST submit SAT and/or ACT scores to be considered for the college's academic scholarship program. Information on the SAT is available at www.collegeboard.com. Information on the ACT is available at www.actstudent.org.

International students who have previously attended a college or university are not required to submit SAT scores to be considered for academic scholarships. Eligibility is based on previous university coursework.

EXPENSES & STUDENT ACCOUNTS OFFICE

The student accounts office is responsible for the billing and maintenance of all tuition charges, student fees, room and board charges and the posting of financial aid and student loans as well as refunds for overpayments. An important function of the student accounts office is to assist the students with their student financial account. D'Youville College assesses tuition and fees on a semester basis. Students are responsible for checking their student and course information (STACI) accounts for the most current information regarding their student account.

TUITION AND FEES—UNDERGRADUATE

Tuition, per semester, full-time.....	\$11,240
Tuition, per credit hour, part-time and overload	
ADVANCE program only.....	\$645
1-11 hours and over 18 hours.....	\$700
Audit (per course).....	\$700
General college fee:	
Full-time.....	\$130
Part-time.....	\$65
Student Association fee (assessed by Student Association):	
Full-time.....	\$55
Part-time, per credit hour.....	\$3

OTHER FEES AND CHARGES

Acceptance deposit:	
Applicable to first semester tuition, non-refundable.....	\$150
New freshman orientation fee.....	\$100
New transfer orientation fee.....	\$50
Late registration fee*.....	\$125
Exception Registration Fee.....	\$300
Late withdrawal fee.....	\$125
Late payment charge.....	\$225
Challenge examinations:	
Written exam.....	\$240
Clinical exam.....	\$250
I.D. replacement fee.....	\$10
Returned check charge.....	\$30
Lost Check Fee.....	\$7
Student Professional Liability Insurance (per semester).....	\$50
International Student Health Insurance (estimated):	
August 1, 2013 - August 1, 2014.....	\$1,656
January 1, 2014 - August 1, 2014.....	\$966
Academic gown, outfitters' price approx.....	\$80-100
Transcript fee.....	\$5
Alumni audit fee:	
Undergraduate, per course.....	\$50
Laboratory Fees, per course:	
Chiropractic Adjustive Techniques fee.....	\$825
Human gross anatomy.....	\$365
Functional Anatomy.....	\$365
Dietetics labs.....	\$40
Other O.T./P.T. labs.....	\$40
Nursing clinical.....	\$65
P.A. clinical skills.....	\$85
P.A. senior seminar (fall).....	\$250
P.A. senior seminar (spring).....	\$50
Other labs.....	\$40
Student teaching field experience late application fee.....	\$50
NLN test for senior nursing students (except RNs).....	\$113
Education comprehensive exam fee.....	\$75

Student fees are based on full- or part-time status and enrollment in particular classes and academic programs. The college does not waive student fees based on an individual student's particular semester schedule: i.e., if courses are taken on or off campus or by distance learning or if the student is completing clinical, internship or student teaching requirements.

HOUSING CHARGES

Marguerite Hall Residence and board, per semester	\$5,260**
Apartment Residence, per semester	\$4,300**
Residence Council fee, per semester	\$20

FULL-TIME STATUS (UNDERGRADUATE STUDENTS)

A student is considered full time when they are registered for at least 12 credit hours in a semester.

PART-TIME STATUS (UNDERGRADUATE STUDENTS)

A part-time student is one who is registered for fewer than 12 credit hours in a semester.

SUMMER SESSION

Tuition and fees for the summer sessions are the same as those charged for previous fall and spring semesters. Some financial aid assistance may be available for the summer sessions if a student is matriculated and registered for at least six credit hours. To be considered for financial aid, the student must contact the financial aid office at 716.829.7500 for further information and requirements.

ACCEPTANCE DEPOSIT

All accepted students must pay a non-refundable \$150 deposit based upon the program to which they were accepted. The deposit will be applied toward the first semester's tuition.

** Continuing student must be registered at least one week prior to the start of class, fall and spring terms only. Late registration fee will be assessed after the above time.*

ROOM DEPOSITS

All students residing on campus full time, in either Marguerite Hall or The Apartments, are required to pay a \$100 room damage deposit. This deposit is refunded (less any damage charges) after the student withdraws from residence or at the end of the academic year.

*** Room rates are based on the type of room/apartment reserved by and assigned to students. A listing of rooms and rates is available from the office of residence life or on the D'Youville College website.*

INSURANCE

Illness and hospitalization insurance (12-month period) is available through the college for approximately \$800 (U.S. student cost). Family coverage is available at an additional cost. Students in all health-related programs are required to have liability insurance coverage through the college for each clinical course. This includes registered nurses in the RN/B.S.N program and students in advanced certificate programs. Health insurance coverage is mandatory for international students and for all students in D'Youville study abroad programs.

OTHER EXPENSES

Students are responsible for purchasing textbooks, consumable supplies and equipment for the courses for which they are registered.

TUITION LIABILITY/WITHDRAWAL POLICY

Adjustments to tuition liability will only be made in cases of an official leave of absence or withdrawal. A withdrawal form must be filed with retention services. Any adjustment/refund of tuition will be calculated based on the date of the filing a withdrawal form and the schedule below for the fall and spring semesters.

Summer Liability - Students will be held 100 percent liable after the drop/add deadline, for each session, for which they are registered.

Please note only tuition may be refunded. Students are 100 percent liable for all fees after the drop/add deadline.

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. Individual schedules for each semester should be consulted for exact dates of liability.

Tuition, fees and room and board are not refunded in cases of unauthorized or unrecorded withdrawal. Students should consult the academic section of the catalog for the withdrawal and registration cancellation policy.

Withdrawal from either a course or the college may affect a student's financial aid eligibility. Such a change may result in a balance being owed to the college. A student should consult with their financial aid advisor before completing the withdrawal process.

Advance Program - See program information for liability policy.

REFUND POLICY

Students who receive excessive financial aid/student loans may be eligible for a refund. Accounts at a credit status are reviewed weekly. Students can check their STACI account to see if a refund has been issued. All student tuition refunds will be disbursed electronically through RefundSelect from ECSI. RefundSelect from ECSI provides three refund options: a prepaid MasterCard, direct deposit or a paper check. You must sign up to receive your refund. New students, once you register for your classes will receive an email from RefundSelect with your log-in information OR you can simply log onto your STACI account and select "VIEW/EDIT" next to "REFUND OPTIONS" on the home page to sign up for RefundSelect. **Current students, if you have already signed up for RefundSelect, do nothing.** You will continue to receive your refund through the method you selected.

Book Vouchers: Students with estimated credits on their account may automatically use their excess funds at the college's bookstore. The charges will be posted to the student's account and deducted from any estimated credit. If a student's charges exceed the credit on file then they will need to pay for the difference out of their own funds. A written agreement is required for each purchase to be charged to a student bill.

PAYMENT POLICY

Tuition and fees are payable in U.S. dollars by the established due date for each semester (about one week prior to the start of the semester). Satisfactory payment arrangements must be established prior to the due date to avoid a \$225 late fee. Students who do not have satisfactory arrangements established are subject to having their registration cancelled at the option of the college. Satisfactory payment arrangements include payment in full (D'Youville College accepts payment by cash, check, money order, bank draft in U.S. Funds, MasterCard, Visa, Discover or American Express), completion of financial aid/student loans, enrollment in the monthly payment plan through Tuition Management Systems (T.M.S.) or documentation of employer reimbursement. A combination of payment arrangements may be used. Interest of one percent per month will be charged on any unpaid balances.

Prior semester balances cannot be carried forward into a new semester and will prohibit a student from residing on campus or registering for additional classes. Transcripts, diplomas and certificates for professional examinations or licensures will also be withheld.

Monthly Payment Plan D'Youville College does offer an interest-free monthly payment plan in partnership with TMS. It is an alternative to large annual or term payments, and it helps to limit borrowing. There is a small enrollment fee for the plan. Payments can be made in U.S. funds by check, MasterCard, Visa, Discover or American Express credit cards or by direct debit from a U.S. checking or savings account. Any foreign student, including Canadian, would need to have a U.S. checking or savings account to be eligible to participate in the direct debit plan.

The budget amount for the plan is calculated by deducting any financial aid/student loans from the student's tuition and fees. The balance is then broken out over a four- or five-month period for a semester-based plan or nine or ten months for an annual-based plan. Please be aware that the annual plan is only for students attending the entire academic year, and budgets need to be calculated accordingly. The term of each plan would be based on registration. It is the student's responsibility to inform the student accounts office of any changes

needed to the budget for the plan. For example, if the student added a class or received additional financial aid. Changes to a budget would need to be approved by the student accounts office, and they would notify TMS of the change. The balance of each semester must be paid in full before a student can register for the next semester.

EMPLOYER TUITION ASSISTANCE

A student whose employer offers tuition assistance can defer payment until the end of the semester by complying with the following procedures:

1. The student must pay a \$35 deferred tuition fee each semester.
2. The student must submit a letter from his/her employer each semester stating that he or she is eligible for the benefit and a copy of the company's reimbursement policy
3. The student must remit payment on any portion of the balance that is not covered by the employer by the college's established due date for the semester or set up other satisfactory payment arrangements.

GUARANTEED TUITION PLAN

This program allows participating students to lock in their current semester full-time undergraduate 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 undergraduate degree programs. Students agree to pay the semester full-time tuition by July 15 for the fall semester and by Nov. 15 for the spring semester. The plan begins with the fall semester only.

FINANCIAL AGREEMENT

The following is the text of the document that all students must accept and agree to upon enrolling at D'Youville College and as they access their STACI accounts. Any questions regarding this document should be directed to the student accounts office.

I acknowledge that by registering for classes, I am agreeing to pay D'Youville College all tuition and fees and any other balances associated with my registration regardless of any expected payments from any third-party resource, including, but not limited to, financial aid, family gifts, employer reimbursement or any other external resource. I am and remain personally responsible for paying any and all balance due to D'Youville College.

I understand that the amount of financial aid that I may be eligible for will only be an estimate, and I agree to pay any amount not covered by financial aid or that is a result of my registration or change in my financial aid eligibility.

Withdrawal Policy

I also understand that failure to attend classes does not absolve me from my financial responsibility. If I intend to withdraw (whether from an individual course or from the college), it is my responsibility to follow the proper withdrawal procedures. I will be held financially responsible for any course, from which I withdraw based on the date of the withdrawal and the college's published liability schedule. I fully understand that withdrawing from a course or from the college may affect my financial aid eligibility, and I would be responsible for any outstanding balance not covered by my financial aid/student loans.

Failure to Pay

I understand that failure to pay any amount due by the due date indicated will result in a late fee of \$225 being assessed for the semester in which I fail to pay. A one percent per month interest fee will also be assessed on any unpaid balance. I further understand that should my account become delinquent D'Youville College has the right to:

1. Withhold further registration privileges
2. Withhold the awarding of any degrees, diplomas or certifications
3. Withhold providing of transcripts and/or
4. Commence collection and legal proceedings against me resulting in additional costs and fees to me.

Collections for Non-Payment

I understand and agree that should my account become delinquent, it will then be considered in default and may be referred to an outside agency for further collection efforts. The college reserves the right to transfer the account to a collection agency or attorney. My delinquent account may be reported to the credit bureaus. I understand that I will be responsible for payment of all late fees, interest and collection expenses including any charged by a collection agency, and any reasonable attorney fees incurred by D'Youville College in the collection of the balance due.

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 schedule an early evening appointment with permission of the counselor by calling 716.829.7500.

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 February 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. The FAFSA is to be filed electronically at 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

	D'YOUVILLE RESIDENT	COMMUTER NOT LIVING WITH PARENTS	COMMUTER LIVING WITH PARENTS
Tuition	\$22,480	\$22,480	\$22,480
Fees	370	370	370
Sub-Total	22,850	22,850	22,850
Room and Board*	10,520	10,520	1,500
Resident Council Fee	20	0	0
Transportation	1,800	1,800	1,800
Books*	1,200	1,200	1,200
Personal*	800	800	800
TOTAL	\$37,170	\$37,170	\$28,150

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 after the college has accepted them. These scholarships apply to fall and spring semester only.

MERIT SCHOLARSHIPS

Honors Scholarship: Qualified freshmen who received this scholarship in the past, had a high school GPA of 88 or better and a combined math/critical reading SAT score of 1100 (or a 24 on the ACT). The award is for 50 percent of tuition and 25 percent of the standard double room rate in Marguerite Hall or 25 percent of the standard rate in the apartments for full-time residents. The award is renewable for the standard duration of the specific academic program. *This scholarship does not apply to summer sessions. The student must be enrolled for at least 12 credit hours and maintain a 2.75 grade point average.

Academic Distinction Scholarship:

Qualified freshmen who received this scholarship in the past had an approximate high school GPA of 85 or better and a combined math/critical reading SAT score of 1000 (or a 21 on the ACT). The award is for 25 percent of tuition and 50 percent of the standard double room rate in Marguerite Hall or 50 percent of the standard room rate in the apartments for full-time residents. The award is renewable for the standard duration of the specific academic program. *This scholarship does not apply to summer sessions. The student must be enrolled for at least 12 credit hours and maintain a 2.50 grade point average.

D'Youville Achievement Scholarship:

Qualified freshmen who have received this grant in the past, have shown strong potential in the classroom and have performed well on the SAT or ACT. The awards range from \$1,000 to \$4,000. They are renewable for the standard duration of the specific academic program. *This scholarship does not apply to summer sessions. The student must be enrolled for at least 12 credit hours and maintain a 2.25 grade point average.

Transfer Achievement Scholarship:

Eligible transfer students who have received this scholarship performed well at other colleges or universities and had a minimum QPA of 2.75. The award amounts range from \$2,500 to \$5,000. They are renewable for the standard duration of the specific academic program. *This scholarship does not apply to summer sessions. The student must be enrolled for at least 12 credit hours and maintain a 2.50 grade point average.

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. Students should be aware that academic program grade point average requirements may be higher than scholarship requirements.

Scholarships apply to enrollment of at least 12 credit hours per semester and do not apply to summer study. For the complete scholarship policy, see www.dyc.edu/offices/financial_aid/index.asp.

GRANTS

Federal Pell Grant: 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 grant program. Federal Pell Grants are not repaid. Awards will range up to \$5,645 for 2013-2014. 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. Pell lifetime limits cannot exceed six (6) years of 100% eligibility.

Federal Supplemental Educational

Opportunity Grant (SEOG): SEOG is available for students without a previous bachelor's degree who demonstrate exceptionally high financial need. They are not repaid. Eligibility is based on Pell eligibility, 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. New students must file the FAFSA by Feb. 15 and by April 15 each year thereafter.

FEDERAL TEACH Grant: The Teacher Education Assistance for College and Higher Education (TEACH) Grant program provides up to \$4,000 per year in grant money for graduate and undergraduate students who intend to teach full-time. To qualify for the grant, you must teach a high-need subject area at a school which serves students from low-income families for a total of at least four years and within eight years of graduating. If you fail to complete the four-year teaching obligation, you will have to repay the grant with interest.

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 Feb. 15 for new students and by April 15 each year thereafter.

D'Youville Out-of-State Grant: This grant is offered to undergraduate students enrolled at least 12 hours and living in the U.S. from states other than New York. It is offered to help offset the state aid that the students cannot receive from their home states.

Tuition Assistance Program (TAP)

Grant: This is a grant for New York state residents attending an undergraduate program within New York state. Applicants must be enrolled for at least 12 credit hours, in good academic standing and working toward a degree or certificate. Awards may range from \$500 to \$5,000 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 be enrolled for at least 12 credit hours 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 or higher grade point average and 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 3 to 11 credit hours per semester. A dependent student's family NYS net taxable income cannot exceed \$50,500 and an independent student's (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 signed 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 \$7.25 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 10 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 Feb. 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 ten hours per week, earn \$7.25 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. The loan is interest free while the student is enrolled for at least six (6) credit hours. 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 one master promissory note for all loans, promising to repay the loan principal with the five percent interest, beginning 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 Feb. 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, in a nursing program. The loan is interest free while the student is enrolled for at least six (6) credit hours. Interest will accrue at 5% six months after the student drops below six credit hours or leaves the nursing program. 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 year 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	Finance Charge 5% Annual Percentage Rate	Quarterly Payments	Total Payment
\$500	6	\$90.00	\$21.52	\$521.52
\$1,000	13	\$90.00	\$83.35	\$1,083.35
\$1,500	19	\$90.00	\$192.63	\$1,692.63
\$2,000	27	\$90.00	\$357.74	\$2,357.74
\$3,000	40	\$95.94	\$830.58	\$3,830.58
\$4,000	40	\$127.45	\$1107.36	\$5,107.36

DIRECT Subsidized Federal Stafford Loans: The Direct 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 varies for new borrowers on or after Oct. 1, 1992, not to exceed 8.25 percent. The monies are made available to students through the U.S. Department of Education. They are insured by the federal government. Direct Subsidized Federal Stafford Loan limits are as follows: \$3,500 for the first year of undergraduate study, \$4,500 for the second year, \$5,500 per year after the first two years have been completed.* 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 may pay a one percent origination/insurance fee. 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 entrance counseling prior to the release of the first disbursement of the first Federal Stafford Loan made to the borrower for attendance at D'Youville.

* These annual loan limits are subject to change by Congress.

Direct 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 Direct 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 and added to the loan principal. Repayment of principal begins six months after the student ceases to be enrolled at least half time. Students may pay a 1 percent origination/insurance fee. 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. The FAFSA is used to apply for both loans. All first-time Federal Stafford Loan borrowers at D'Youville must have entrance counseling 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 Amount	Number of Monthly Payments	Monthly Payment	Percentage Rate @ 6.8%	Total Payment
\$1,000	22	\$50.00	\$64.38	\$1,064.38
\$2,000	46	\$50.00	\$274.50	\$2,274.50
\$5,000	120	\$57.54	\$1,904.83	\$6,904.83
\$10,000	120	\$115.08	\$3,809.66	\$13,809.66
\$20,000	120	\$230.16	\$7,619.31	\$27,619.31
\$50,000	120	\$575.40	\$19,048.28	\$69,048.28
\$75,000	120	\$863.10	\$28,572.43	\$103,572.43

Additional eligibility for independent students is provided. This program provides for a maximum annual loan of \$6,000 for the first two years of undergraduate study, \$7,000 for students who have completed two years of undergraduate study and \$20,500 for graduate students. Undergraduate dependent students are eligible to borrow a \$2,000 Unsubsidized Stafford Loan.* Aggregate loan limits are \$23,000 for dependent undergraduate students, \$57,500 for independent undergraduate students and \$138,500 for graduate students. Loan limits do not include amounts borrowed under the Subsidized Federal Stafford Loan or Federal Parent Loans for Undergraduate Students 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.

D'Youville College's Stafford Loan default rate is currently 10.8 percent. The D'Youville financial aid office has developed a plan to provide even better loan counseling to students and graduates to reduce the already low default rate. Students can access loan repayment information and options at studentaid.ed.gov.

* Annual limits are subject to change.

DIRECT 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 for 2012-2013 is 7.9% with a 4% origination fee. Repayment begins within 60 days after disbursement of the Federal PLUS. A request to defer the principal on this loan is possible. Contact the financial aid office for the proper form. Students must submit a FAFSA.

McTaggart-D'Youville Student Loan

Fund: Institutional loans are available to undergraduate and graduate students who are not eligible for sufficient federal, state, D'Youville College funds or private loans 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 are available 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.

NON-MATRICULATED STUDENTS AND THOSE COMPLETING PREREQUISITES:

Aid for students who are non-matriculated or completing prerequisites to be admitted to an undergraduate degree program at D'Youville College are limited to Stafford Loans. The student is also limited to twelve consecutive months of Stafford eligibility while working on prerequisites. The pre-undergraduate Stafford Loan limits are \$3,500 for subsidized and \$6,000 for unsubsidized.

STUDY ABROAD

Through D'Youville College: D'Youville College offers a study abroad program. D'Youville students enrolled in the Study Abroad program are eligible for Pell, TAP, SEOG or D'Youville Grants, Perkins or Nursing Loans, Federal Stafford Loans and Alternative Loans and the Merit Scholarship awarded upon admission to the college.

Study Abroad Through Other Colleges:

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 and Higher Education Assistance Programs. These programs include Federal Pell Grant, TAP, Federal SEOG, Federal Perkins Loan and the Federal Direct Stafford Loan Programs.

VETERANS BENEFITS: D'Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible individuals. The college has been designated as a military friendly school by *GI Jobs* magazine, placing in the top 15 percent of all colleges and universities nationwide. The college also ranks 5th out of 4,000+ colleges and universities nationwide as a "Veterans Friendly Campus." Veterans, eligible dependents of veterans and the dependents of active duty military personnel may contact the director of the veterans affairs office, 716.829.7836, for an application and more information.

The D'Youville Veterans Advantage:

- A full service office that provides not only educational counseling but also assistance for all other issues affecting the student-veteran.
- A liberal military leave of absence policy
- A Student Veterans' of America Chapter (SVA) on campus
- A veterans lounge
- The veterans affairs office is run by a Vietnam-era combat veteran.

D'YOUVILLE COLLEGE VETERAN WAIVER PROGRAMS

For the active duty service member, reservist/guardsman or veteran, D'Youville College provides a financial incentive in honor of their service to our country. The program for the student-veteran has two separate components, each with its own unique criteria. These two programs are: the Yellow Ribbon Program, and the D'Youville College Veteran Waiver (VW) program.

Yellow Ribbon (Chapter 33 YR)

D'Youville College is a Yellow Ribbon participant. As such, a Memorandum of Understanding (MOU) has been executed between the Veterans Administration (VA) and D'Youville College, wherein both parties agree to share, on a 50-50 basis, any tuition charges that exceed the \$19,193 CAP established under the revised Post 9/11 GI Bill signed into law by President Obama in January 2011.

To be eligible for the Yellow Ribbon program, the service member, reservist/guardsman or veteran must have 100% eligibility under the provisions of Chapter 33 (Post 9/11) GI Education Bill. A 100% eligibility is defined as the service member or veteran having had 36 aggregate months or more of qualifying active duty served on or after 09/11/2001. Veterans eligible under this program are not eligible for the VW or any other D'Youville grant, waiver or scholarship since the veteran's entire tuition and fees for each semester are paid in full by the VA and/or D'Youville College.

D'Youville College Veterans Waiver (VW)

All other veterans, service members and/or reservists/guardsmen are eligible for the D'Youville College Veterans Waiver. This waiver is set at 50% of the tuition charged for each semester of attendance at the college. This waiver is applicable to all programs at D'Youville College with the exception of the professional phase of Pharmacy (Pharm.D.) and the Ed.D. programs, and for those students transferring into D'Youville for the graduate component of the doctoral program in physical therapy (D.P.T.).

Who is eligible for the D'Youville College Veterans Waiver Program?

Eligibility for the VW is determined by the two following criteria:

- Any active duty service member, reservist/guardsman or veteran not eligible for Chapter 33 at 100%
- Those not eligible for the Yellow Ribbon (YR) and those not eligible for Voc/Rehab Chapter 31 are eligible for the D'Youville College Veterans Tuition Waiver; and
- The student-veteran must be registered at DYC for a minimum six credits per semester.

Conditions for receiving and maintaining the D'Youville College Veterans Waiver (VW) are:

- be an eligible student-veteran as defined above;

- as a recipient of the VW, the student-veteran understands that he/she is not eligible to receive any other DYC grant, waiver or scholarship;
- the student-veteran must complete a Federal Financial Aid Form (FAFSA); and
- the eligible student-veteran maintains his/her eligibility for any and all federal education awards and/or loans (i.e. Title IV monies, Stafford student loans, etc.), state education awards (TAP/VTAP, etc.), and private grants, scholarships not to exceed tuition and loans.

The 50% DYC veteran's waiver will be applied to the student's tuition and fees after all tuition-specific aid such as, but not limited to, TAP and VTA. The balance of the tuition, once the veteran's benefit has been applied to the student's bill, can be paid from the DYC waiver and Title IV aid.

D'Youville College Eligible Veteran's Dependent Waiver (VDW)

For the eligible dependent(s) of a veteran (defined as an active duty service member, reservist/guardsman or honorably discharged veteran) D'Youville College has established a 20% tuition waiver effective beginning fall of 2011.

Eligibility:- The individual must be the spouse or child of a veteran as defined above and meet the criteria for Chapter 33 (Transfer of Benefits) or Chapter 35 (veteran deceased due to service connected injury or classified as 100% disabled due to a service connected injury as determined by the VA).

Each candidate must meet the conditions for receiving the eligible Veteran's Dependent Tuition Waiver listed below:

- Eligibility as defined above;
- Understand that he/she can receive only one waiver or scholarship from D'Youville and usually selects the higher of those offered to him/her;
- Must complete a Federal Financial Aid Form (FAFSA); and
- Retains the right and ability to receive any and all Federal, State and Private (non DYC) grants, benefits, scholarships and loans for which he/she may be eligible for.

The 20% DYC Veteran's Dependent Tuition Waiver will be applied to the student's tuition and fees after all tuition-specific aid such as but not limited to TAP and VTA. The balance of the tuition, once the veteran's benefit has been applied to the student's bill, can be paid from the DYC waiver and Title IV aid.

ENDOWED, RESTRICTED AND GENERAL SCHOLARSHIPS

D'Youville College administers a number of scholarships donated by private citizens, foundations or corporations to undergraduate returning students carrying 12 credit hours per semester and masters-level returning students carrying 9 credit hours per semester. 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
- 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
- Sister Margaret of the Sacred Heart Dooling Scholarship
- Cathleen Dowling Scholarship
- Sister Mary Sheila Driscoll Scholarship
- 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
- Moynihan Memorial Scholarship
- Du Couet Musarra Scholarship
- Marie Claire Gunning O'Leary Endowed Scholarship
- Palisano Scholarship
- Joseph Perna Family Scholarship
- Joan Robinson Scholarship
- Mary Crehan Roche Scholarship
- Sigma Theta Tau Zeta Nu Chapter Endowed Scholarship
- Gertrude Lander Stein Scholarship
- Sorg Endowed Scholarship
- Irma Thiel Endowed Scholarship
- Tiffany Endowed 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 financial aid office on March 15 prior to the next academic year. All applicants will be notified of the results in June.

Sr. Mary Charlotte Barton Alumni Kinship Scholarships are available to students who are related to D'Youville College alumni. For further information, see www.dyc.edu/alumni_friends.asp.

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, nephews, great nieces and great nephews of a Grey Nun who attend D'Youville College full time are eligible for \$6,000 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 100 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 and enrolled for at least 12 credit hours each, as an undergraduate and 9 credit hours as a graduate student in the same year, receive a reduction of \$1,000 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 on a full-time basis in the same year receive an additional \$500 per year reduction on each student's room and board. Applicants must complete the FAFSA. Each undergraduate student must complete the TAP application.

Special Note: All students who qualify for non-need-based aid (e.g., Presidential Honors, Academic Distinction and Academic Achievement 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 and international student 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 for 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. Following are several Web site addresses for scholarship searches:

www.nextstudent.com/scholarship
www.fastweb.com
www.wiredscholar.com
www.freschinfo.com
www.brokescholar.com
www.scholarshipexperts.com
www.discovernursing.com
www.iie.org/programs/gilman

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
- 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, he/she must 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
 Citibank
 Ford Motor
 Gaymar Industries
 General Motors
 Honeywell
 HSBC Bank
 Ingram-Micro
 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 Cancer Institute
 Sheehan Memorial Hospital
 TOPS Friendly Markets
 United Parcel Service
 Veridian
 Verizon
 Veterans Administration Medical Center
 Wegmans
 Westwood-Squibb Pharmaceutical

Reserve Officers' Training Corps

(ROTC): The Army Cadet Command ROTC Scholarship covers full tuition and mandatory fees. D'Youville College provides additional on-campus housing incentives for Army ROTC scholarship winners. ROTC scholarship students attending D'Youville will be cross-enrolled into the Canisius College ROTC program with the following D'Youville incentives:

- a. For cadets entering as freshmen, the incentive will cover the cost of a double room and meal plan not to exceed \$10,520 per academic year.
- b. For cadets entering the program in the sophomore or junior year, the incentive will cover the cost of a double room and meal plan not to exceed \$10,520 per academic year. This will also apply to students transferring to the college and accepted into the cadet program.

Student responsibilities for the D'Youville incentives include:

- a. The student must maintain a 2.5 G.P.A.
- b. The student will be responsible for any costs above \$10,520 if he/she chooses to live in more expensive on-campus housing.

Tuition Reduction for Canadian Students and Graduates of Seneca, Sheridan, Humber and Niagara Colleges in Ontario, Canada:

Currently, D'Youville is offering Canadian students a 20 percent reduction in their tuition only (no fees) after all D'Youville grants and scholarships. 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 applies for U.S. federal aid, the student must file the FAFSA for receipt at the processor by Feb. 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, Sheridan, Humber and Niagara Colleges in Canada who are enrolled in a B.S./M.S. program and who are neither Canadian nor U.S. citizens will also be granted a 20 percent waiver.

Ontario Student Assistance Program

(OSAP): OSAP is available for Canadian students attending D'Youville College. Applications are available at www.osap.gov.on.ca. The D'Youville College financial aid office will process OSAP applications after the student is accepted.

R.N. Waiver for B.S.N. Completion

Program: Undergraduate students enrolled in the bachelor of science in nursing (B.S.N.) completion program for R.N.s are eligible to receive a tuition waiver of 50 percent. The R.N. waiver is for 50 percent tuition only (no fees) after all federal, state and D'Youville grants and scholarships. U.S. citizens and eligible non-citizens must complete the FAFSA each year and must file the FAFSA by Feb. 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 government 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. The federal code number for D'Youville College is 002712. Electronic filing of the FAFSA is done at 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, e-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 D'Youville a federal IRS tax transcript and supporting documentation. This information should be submitted within two weeks 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.
- Undergraduate, independent students born after Jan. 1, 1990 are required to submit documentation of their independence to the financial aid office.
- When any aid is offered, a student may accept, reduce or decline it by the date specified in the award letter. The financial aid office will accept all the aid

after the date specified in the award letter.

- 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 a student'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. As a result of filing the FAFSA, a student will be sent a Student Aid Report (SAR) from the Federal Pell processor.
- All matriculated undergraduate New York students attending 12 credit hours or more each semester must apply for the New York State Tuition Assistance Program (TAP) grant at www.hesc.com
- All matriculated New York resident undergraduate 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. The APTS applications are available in the financial aid office. The deadline is the last day of drop/add period each semester. A signed copy of the previous year's N.Y.S. tax return must be attached to the signed application.
- Federal Direct Stafford Loans are sponsored by the U.S. Department of Education. It lends to student applicants according to federal guidelines. Electronic Direct Stafford Loan promissory notes are found at www.studentloans.gov. The financial aid office includes Subsidized and Unsubsidized Direct Loans in aid packages for those students who qualify for those loans. Students interested in Parent PLUS Loans must complete those promissory notes as well as inform the financial aid counselor of an interest in those loans.
- To obtain all forms of financial assistance, a student must be in good academic standing and be making satisfactory academic progress.

UNDERGRADUATE SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID FROM NEW YORK STATE

Policy Statement

To be eligible to receive the state Tuition Assistance Program (TAP) Award, students must be taking 12 credit hours and must be matriculating New York state residents making satisfactory academic progress in an undergraduate program.

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

Repeated Courses

Courses in which the student has already received a passing grade cannot be included in meeting the 12 credit hour requirements for state-sponsored financial aid (TAP). Repeated courses may be counted toward study requirements if a student repeats a failed course, if a student repeats the course for additional credit or when a student has received a grade that is passing at the institution but is unacceptable 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. 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 student's eligibility for a TAP award.

Meeting the New York State Requirement

A change in legislation has created a uniform chart used to determine a student's satisfactory academic process. The following chart must be used by all institutions for first-time undergraduate students beginning with the 2006-2007 academic year. Note: Graduate students must meet the criteria listed in SAP requirement chart submitted by each college which is approved and on file with the New York State Education Department.

CALENDAR: SEMESTER PROGRAM: BACCALAUREATE PROGRAM

NON-REMEDIAL STUDENTS | EFFECTIVE 2010-2011

<i>Before being certified for this payment →</i>	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH
<i>a student must have completed this number of credit hours in the previous semester →</i>	0	9	9	12	12	12	12	12	12	12
<i>a student must have this many credits earned →</i>	0	6	15	27	39	51	66	81	96	111
<i>with at least this grade point average →</i>	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

REMEDIAL STUDENTS | EFFECTIVE 2011-2012

<i>Before being certified for this payment →</i>	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH
<i>a student must have completed this number of credit hours in the previous semester →</i>		9	9	12	12	12	12	12	12	12
<i>a student must have this many credits earned →</i>	0	3	9	21	33	45	60	75	90	105
<i>with at least this grade point average →</i>	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

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 G.P.A. consistent with full-time study based on the semester of enrollment 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.

Freshman 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.

Maximum Time Frame

Students are only eligible to receive 48 points (or eight full-time semesters) of TAP. HEOP students may receive ten semesters of TAP.

As mentioned previously, 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.

Grace Period and Loss of New York State Aid

There is no grace or probationary period for New York state aid.

One-Time Waiver

New York State Commissioner of Education regulations permit students to receive a one-time probationary seminar of satisfactory academic progress requirements if a student is determined to be ineligible to receive the state award. A student may receive one probationary semester as an undergraduate student. The probationary semester is to be used only in exceptional cases (e.g., illness, death in the family, etc.) in accordance with the TAP Waiver Policy Guidelines and Procedures as stated on the waiver application.

Waiver of the C-Average Requirement

The C-average requirement may be waived for undue hardship based on:

- death of a student's relative or
- student's personal illness or injury

A waiver must be documented and must relate to circumstances that have affected the student's ability to achieve a cumulative C average as of the end of a particular semester or term.

The C-average waiver is separate from the one-time good academic standing waiver and may be granted more than once if circumstances warrant.

Reinstatement of Good Academic Standing

Students who have lost good academic standing may restore this standing in one of the following ways:

1. Make up past academic deficiencies by completing one or more terms of study without receiving any state grants or scholarships,
2. Be readmitted to school after an absence of at least one year or
3. Transfer to another institution

Incomplete Grades

A probationary semester may not be granted because an incomplete (I) grade is received. If an incomplete is included in the number of hours required to be completed during the previous semester (see chart on previous page), the student will not be eligible to receive the state award for the subsequent semester. If the student can convert the incomplete grade into a complete grade before the start of the third week into the next semester, the grade and credit hours will be counted in determining the student's academic progress. If the student does not convert the incomplete grade before the start of the third week into the next semester, the student is not making satisfactory progress (even if the student turns in the incomplete at some point after the start of the third week during that next semester).

SATISFACTORY ACADEMIC PROGRESS REGULATIONS GOVERNING TITLE IV FEDERAL AID RECIPIENTS

Policy Statement

Financial aid is intended to meet the financial needs of the student who otherwise could not or would not consider continuing their education. Students who receive financial aid must not only demonstrate financial need, but must also make satisfactory academic progress.

Federal regulations require D'Youville 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 on both a qualitative requirement (G.P.A.) and a quantitative requirement (number of hours successfully completed) to ensure that they are making progress toward a degree or certificate. 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 Education Opportunity Grant (FSEOG), Federal Stafford Loan and Federal PLUS Loan. Satisfactory academic progress, as described below, is evaluated three times a year, after the summer, fall and spring semesters. Enrollment status will be determined as of the end 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 faculty council. Failure to maintain satisfactory academic progress, as described below, may result in cancellation of financial aid awards and the student may have to repay funds already received. Permission to enroll in classes for a subsequent semester does not equal financial aid satisfactory academic progress.

Meeting the Quantitative Requirement

The quantitative requirements for undergraduate students are based upon the student's enrollment status at the end of the drop/add week at the start of each semester. Students must successfully complete a particular percentage of attempted hours for which financial aid was based.

SEMESTER AT D'YOUVILLE	STUDENT MUST SUCCESSFULLY COMPLETE
1, 2	50%
3, 4	55%
5, 6	60%
7, 8	70%
9, 10	80%
11, 12	85%

Meeting the Qualitative Requirement

- A student who has attempted 0-16 D'Youville credit hours must have a minimum cumulative G.P.A. of 1.0.
- A student who has attempted 17-32 D'Youville credit hours must have a minimum cumulative G.P.A. of 1.50.
- A student who has attempted 33-48 D'Youville credit hours must have a minimum cumulative G.P.A. of 1.65.
- A student who has attempted 49-64 D'Youville credit hours must have a minimum cumulative G.P.A. of 1.80.
- A student who has attempted 65-80 D'Youville credit hours must have a minimum cumulative G.P.A. of 1.90.
- A student who has attempted 81 or more D'Youville credit hours must have a minimum cumulative G.P.A. of 2.0.

Maximum Time Frame

Regulations also specify a maximum time frame requirement. For undergraduate students, the maximum time frame in which a student must complete his or her program of study cannot exceed 150 percent of the published length of the program. (e.g., Students in an undergraduate program that requires 120 credits to graduate are eligible

to receive Title IV aid for no more than 180 credits). After a student has exceeded the maximum time frame requirement, he/she will automatically lose Title IV aid. Students will not be granted a grace period. No financial aid will be disbursed for the student during subsequent semesters unless the student has made an appeal to the satisfactory academic progress appeals committee and the appeal has been granted.

Grace Period and Loss of Title IV Aid

The first time a student does not meet the Title IV satisfactory academic progress requirements, the student will be given a one semester warning grace period. During this warning 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 is through full-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. When the student has completed an enrollment period without Title IV aid and has achieved the required cumulative G.P.A., the student regains future Title IV aid eligibility. If circumstances so warrant, the student may be given a probationary semester at the discretion of the satisfactory academic progress appeals committee. Application to appeal the criteria for probation is to be initiated through the financial aid office.

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

Students will be notified via DYC e-mail and in writing via U.S. mail if they have been placed on probation. Students who lose Title IV eligibility will be sent a certified letter to their permanent home address listed with the financial aid office.

Appeals

Students may appeal their satisfactory academic progress status by completing and submitting a written appeal form to the financial aid office. Forms are available at "finaid online." Appeals must be submitted with appropriate documentation. Appeals may include unusual circumstances that have affected

the student's academic performance. Appeals are reviewed by the satisfactory academic progress appeal committee; its decision and recommendation are final. If the appeal is approved, there may be specific conditions for the student to meet to remain eligible for financial aid. Conditions may include reducing the number of classes enrolled in or requiring working with an academic counselor throughout the semester. If the conditions of the waiver are not met, then the waiver becomes void for the next semester and the student is no longer eligible for federal financial aid. If the initial appeal is denied, the student will remain in an "ineligible" status and must pay for educational costs. If a student is denied aid based on academic progress, that denial takes precedence over any previous award notification that the student may have received.

Students will also be given a date by which the appeal must be submitted in writing to the appeal committee. Supporting documentation is required. This might include a letter from a physician, or counselor, academic advisor or a faculty member.

Students will receive a decision of their appeal via both a phone call and in writing.

SUCCESSFUL COMPLETION OF COURSES

- To be counted as successfully completed or earned hours, the student must receive a grade of A, B, C, D or S.
- Withdrawals (W), incompletes (I) or failures (F) are counted in the attempted hours but are NOT successfully completed or earned hours.

EXAMPLE #1: At the end of the drop/add period, an undergraduate student in his seventh (7th) semester at D'Youville was registered for 15 credit hours. At the end of the semester, that student has failed one three-credit course and withdrew from another three-credit course. The student has successfully completed nine (9) credit hours or 60% of the hours they attempted. This student did NOT meet the minimum quantitative standards for progress (70%).

EXAMPLE #2: At the end of the drop/add period, an undergraduate student

in his second (2nd) semester at D'Youville was registered for 12 credit hours. At the end of the semester, that student has failed one three-credit course and withdrew from another three-credit course. The student has successfully completed six (6) credit hours or 50% of the hours that he attempted. The student successfully met the minimum quantitative standards for progress (50%).

INCOMPLETE GRADES

If the student can convert an incomplete grade into a complete grade before the start of the third week 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 third week into the next semester, the student is not making satisfactory academic progress (even if the student turns in the incomplete at some point after the third week during that next semester). The student is given a one-semester grace period for the duration of the coming semester and allowed to continue receiving Federal Title IV aid. 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.

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 counseling before a withdrawal, leave or degree is granted.
- D'Youville will notify the U.S. Department of Education of a Federal Stafford Loan borrower's less-than-half-time enrollment, withdrawal or graduation.
- Upon departure from D'Youville, all student borrowers must complete an exit counseling either online, via surface mail or with a financial aid counselor.

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 during a semester 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

D'Youville College scholarships and grants will be based on the percentage of time the student was enrolled for the semester, not to exceed the balance due on the student's account.

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 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 application that students use to report family income and assets. The FAFSA is transmitted to an approved processor. The college uses the analysis sent by the processor to determine a student's financial aid eligibility. Electronic application is made at 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 Aid 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 for undergraduate students.

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 for undergraduate students. Generally, students must be enrolled at least six credit hours per semester to be eligible for financial assistance (Exception: New York state TAP requires 12 credit hour enrollment).

Priority Deadline/Due Date: New students must file the FAFSA to be received by the processor by Feb. 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, as available. The Web site address is 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, Pell Grant, SEOG, Perkins Loan, Stafford Subsidized and Unsubsidized Loans and PLUS Loans.

ACADEMIC POLICIES AND PROCEDURES

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 will result in automatic failure of the exam, paper or course, and/or ineligibility to repeat the course, a requirement for additional academic work or other sanctions as stated in the course syllabus. In general, it is expected that most infractions will be handled between the student and the faculty member. Serious or repeated infractions, however, will be reported to the student's academic major program chair as defined below and to the vice president for academic affairs or dean, as appropriate.

The student may appeal decisions or judgments as outlined in the appeals procedures below. Repeated infractions may result in dismissal from the college.

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

An instructor who has knowledge that a student has committed a violation of the policy on academic integrity may respond as outlined above. If the student wishes to appeal the faculty member's decision, then the faculty member will, upon notification of the initiation of this appeal, notify in writing the chair of the student's academic major. If the student has no academic major, the department chair in which the student receives academic advisement will be notified.

Appeals from the instructor's decision will be made first to the instructor's chair or program head, then to the academic integrity board and then to the vice president for academic affairs or dean, as appropriate, whose decision will be final. An adverse decision may subject the student to additional program specific sanctions. In the event that the appeal is not upheld, a record of the violation and the penalty imposed will be a part of the student's academic record (department and registrar's office) while at the college.

If the student's records show prior offenses of the academic integrity policy, the matter will be reported to the chair of the student's major and the vice president for academic affairs or dean, as appropriate. The chair will decide upon appropriate sanctions and the matter will be reviewed by the academic integrity board. The decision made by the academic integrity board can be appealed to the vice president for academic affairs or dean, as appropriate, whose decision will be final.

At every step in the appeals process, the student retains the right to review and rebut the accusations of academic misconduct and the evidence that supports them.

The academic integrity board will be comprised of the members of the academic policies committee of the faculty council. Members of the committee who are involved in the alleged violation will recuse themselves

from the proceedings. Sanctions for second and subsequent violations of the academic integrity policy require approval by members of this 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. Mandatory 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 mandatory leave of absence will not be accepted by D'Youville College for any purpose.
- c. Dismissal from the college with no opportunity to reapply.

ACADEMIC YEAR

The regular academic year is comprised of two semesters of approximately 15 weeks each. The fall semester begins on the first day of classes and ends on the last day of final exams, which occur before the Christmas holiday. The spring semester begins on the first day of classes and ends on the last day of final exams, which occur before Memorial Day. D'Youville also offers several sessions of summer study.

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.

GRADE POINT AVERAGE

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

LETTER GRADE	GRADE DEFINITION	GRADE 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	0.00	Below 60
FX	Failure for non-attendance	0.00	
* I	Incomplete	0.00	
* IA	Absent for semester exam	0.00	
* IS	Incomplete, progressing satisfactorily		
* IP	Course in Progress		
NG	No Grade Submitted		
R	Course Repeated		
S	Satisfactory completion of minimal requirements for course	0.00	
U	Unsatisfactory	0.00	
UX	Unsatisfactory non-attendance		
** W	Withdrawal without academic penalty	0.00	

* The grade of I becomes an F if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 5th (for summer courses). An IA automatically becomes an F if the student does not complete a deferred examination before the date determined by the professor involved. IS and IP grades will be replaced with the earned grade upon course completion. 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. The grade of "F" is given after that time.

CLASSIFICATION OF STUDENTS

Matriculating students are those accepted into a major who are 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 completed for registration, financial aid and reporting purposes; however, in certain majors, program requirements determine the graduation year.

- 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

Non-matriculating students have not been formally accepted into an academic program, whether they are attending undergraduate or graduate classes. Non-matriculating students are subject to the college's academic policies and procedures. Students dismissed from the college or on a leave of absence may not attend as non-matriculating students.

TRANSFER CREDIT

The registrar's office determines whether college credits previously earned at other institutions may be transferred to D'Youville College. Evaluation of credit is made only after the student submits an official transcript. Transfer credit may be awarded for each course in which the student has earned a grade of C or better from a regionally accredited institution in courses applicable to the College core or the intended major or program. Certain majors or programs may require higher grades and specific timelines to transfer in specific areas. Departments and schools reserve the right to refuse to accept transfer credit hours in fulfillment of their major requirements. Grades for transfer credits do not appear on the D'Youville College transcript and are not included in the student's GPA calculation.

Students may transfer up to half of the credits required for their major course or program of study and all of the credits required to meet the College core requirements. Students must complete a minimum of 30 semester credit hours at D'Youville College and meet all of their major/program and core curriculum requirements in order to graduate from the college.

Transfer credits from courses completed at institutions with other than regional accreditation are evaluated for transfer purposes on a case-by-case basis.

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

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 College, matriculated students are limited to 15 credit hours of credit by standardized examination to count toward D'Youville College credit. CLEP, Excelsior (Regents) College and other

standardized college-level examinations taken prior to enrollment at D'Youville College are limited to 15 credit-hours and may be in addition to the limit of 15 credits while enrolled at D'Youville College. For additional information about CLEP, consult the registrar.

Excelsior (Regents) College Examination Program

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 these examinations and meet D'Youville standards. A maximum of one full year's work (30 credits) may be accomplished in this way. For further information, write to Excelsior College, Test Administration, 7 Columbia Circle, Albany, NY 12203-5159 or access the ACT PEP website at https://www.excelsior.edu/Excelsior_College/Excelsior_College_Examinations.

ADMISSION TO A MAJOR

Qualified students are admitted to a major when they are accepted into the college. Students who are suitably qualified but undecided about their selection of a major may matriculate in the Career Discovery Program (CDP). A student who has attained 45 credit hours must be accepted into a major program or may be subject to dismissal from the college.

CAREER DISCOVERY PROGRAM

Qualified students who are admitted to the college but who have not declared or have not been directly accepted into a college major will be assigned to the Career Discovery Program (CDP). The CDP provides students with opportunities to sample introductory courses, fulfill core requirements, and take career exploration courses before choosing an academic major. Students who have been dismissed from their academic program may also be served by the CDP given they have earned less than 45 credit hours. Students meeting academic requirements may apply to their intended major at any point throughout their time in the CDP; however, all students must be enrolled in a degree-granting major prior to earning 45 credit hours or risk being dismissed from the college.

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.

SECOND BACHELOR'S 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.

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 approved, both credit(s) and grade 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 GPA.

Students who have applied and been accepted into a new major will be assigned a new academic advisor by the chair of the new academic major.

ACADEMIC ADVISOR

All students at D'Youville College are assigned an academic advisor within their major. Advisors help assess progress, give direction in the program of study and assist in the choice of courses. Students must meet with their advisor before registering to obtain a personal identification number (PIN).

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

CHANGE OF ADVISOR

Ordinarily a student will retain the advisor assigned by the department chair or academic advisement center. An individual wishing to change advisors should obtain a change of advisor form. After completing the form with the required department signatures, the student must return the form to the registrar's office for processing.

REGISTRATION

Specific online registration dates are assigned for each class year; dates and time of registration are posted on the registrar's Web page and outside the registrar's office in KAB, Room 221. Students must obtain their personal identification number (PIN) from their academic advisor to register online.

Prior to registration, students must consult with their academic advisor and ensure their billing accounts are in order. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available online at www.dyc.edu under the Student and Course Information link (STACI).

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.

To avoid a late registration fee, continuing students must register no later than one week before classes begin.

PREREQUISITES AND COREQUISITES

Prerequisites are courses that must be successfully completed (as determined by the regulations of the department in which the course is taught) before a specific course is begun. These courses

generally are part of a sequence that a department determines must be completed for the integrity of the discipline and the benefit of the student. Individual departments may set higher standards of acceptable completion of prerequisites 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 corequisite at the same time. In most cases, withdrawal from the corequisite may result in the need to withdraw from the primary course. Students may occasionally (after consulting their academic advisor) wish to withdraw from a corequisite course in mid-semester while remaining in the other course. This can only be done with the 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 corequisite course while attending the other, and that the corequisite be completed during the next semester in which the course is offered.

In some divisions, courses are listed as prerequisite and co-requisite 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.

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.

CONTINUOUS REGISTRATION

Once accepted into an academic major, students are required to register for classes each semester and to remain in program pursuit. Any student who is unable to register for any semester(s) must contact the registrar's office and complete the leave of absence/withdrawal form. Students who fail to continuously register and who also fail to file for a leave of absence will be considered as withdrawn from the college and will need to reapply for admission.

Students are required to have an active status the semester they graduate. Specifically, students must be registered for at least one class during their final semester. Any exception to this policy, including off-campus study, must be approved by the registrar and the vice president for academic affairs or dean, as appropriate.

COURSE LOAD

Full-time undergraduate students carry 12 or more credits. Full-time tuition covers from 12 to 18 credit hours.

Students with a G.P.A. of 3.0 or above may elect to carry more than 18 hours a semester. Specific permission for this is obtained from their department chair. 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 drop/add form to the registrar's office only before the scheduled drop/add deadline without academic or financial penalty. Students need their advisor's signature on the drop/add 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 department chair is necessary to authorize a change of section. Students may not "force register" by appearing in a class.

COURSE AUDIT

Permission to audit a course must be obtained beforehand from the department chair after consultation with the instructor. The request to audit must be made at the time of registration.

Credit is not given for audited courses; a notation of AU appears on the transcript in place of a grade. The classification of audit and accompanying AU grade cannot be changed after the Add/Drop period. The fees for auditing are equivalent to those for regular credited courses, except for alumni as indicated in the fee schedule.

DIRECTED STUDY

In unusual circumstances, a student may be advised and 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 and at the discretion of the chair of the department from which the course is taught.

- (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.
- (c) when a course, which is offered only occasionally and is not necessary for the major, is sought by a student as an elective.

The student must obtain the approvals as indicated on the directed study form available in the registrar's office. No directed studies are permitted in any nursing clinical courses or student teaching assignment.

INDEPENDENT STUDY

A student pursuing an independent study is able to pursue some special area of interest that 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 form available in the registrar's office.

PASS/FAIL (SATISFACTORY / UNSATISFACTORY) OPTION

All satisfactory/unsatisfactory grades appear on the transcript as S (Satisfactory) or U (Unsatisfactory) with no grade points assigned. Students may choose to receive an S/U grade in free elective courses in the core and in any course outside the major program requirements. Courses used to satisfy the WIP requirement cannot be taken Pass/Fail (S/U). A maximum of eight credit-bearing courses may be chosen for an S/U grade during the college career. WIP courses are not eligible to be taken as an S/U course.

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. Once selected as S/U, a course may not subsequently be taken for a letter grade.

REPEATING A COURSE

1. Students may repeat any course once. In each case, an "R" is placed before the original grade on the transcript, and replaced by the second grade earned, whether higher or lower, when calculating the G.P.A. Students must complete and submit the appropriate form, from the registrar's office, 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 be included in the minimum course load required for financial aid purposes.
2. For any additional repeat of any course, permission must be recommended by the department chair and forwarded to the vice president for academic affairs or dean, as appropriate for final decision.
3. Students who fail a course or do not meet minimum course requirements for a major at D'Youville College may only replace the failure by 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. Permission must be secured beforehand according to the off-campus study form.

OFF-CAMPUS STUDY

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

In certain unusual circumstances, off-campus study may be allowed. Permission must be obtained, including all required signatures on the off-campus study form, prior to registering for the course. Conditions which might facilitate permission for off-campus study include the following:

1. A course is not offered at D'Youville or is being offered at a time when the student would be more than 50 miles from the D'Youville campus. (However, the latter does not apply if the course is being offered as an Internet course.)
2. The course is necessary for the student at that specific time to maintain appropriate progress toward a degree.
3. Students who fail a course or do not meet minimum course requirements for a major at D'Youville College may only replace the failure by 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:
 - a. Permission must be secured beforehand.
 - b. Permission must be recommended by the department chair and forwarded to the vice president for academic affairs or dean, as appropriate for final decision.

CROSS REGISTRATION

Full-time undergraduate students may register for one course at another member college of the Western New York Consortium of Higher Education during the fall and spring semesters. A student must have an approved off-campus study request and 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 chair and course availability at the member college. To complete cross registration, students must obtain a cross registration form from the registrar's office and obtain the appropriate signatures.

CHALLENGE EXAMINATIONS

Challenge examinations assess prior accomplishment of knowledge in the course to be challenged. Challenge examinations may be taken for those courses that are specifically designated by number in the core or major and have been approved for challenge by the department in which the course is offered. The following limitations will apply:

1. A challenge examination is not a substitute for an independent study.
2. Determination of the student's prior knowledge and, therefore, eligibility for a challenge examination will be made by the instructor of the challenged course.
3. No course may be challenged in which the student has had prior coursework.
4. A challenge examination must be taken within six weeks of application for the exam.
5. A student may challenge a course only once.

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

Credits earned by a challenge examination will be designated "Challenge Exam 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. Challenge exams do not count against the total number of credits a student is allowed to take on an S/U basis. No grade points will be assigned.

Students who need more information on challenge examinations may meet with the chair of the department in which the course is taught.

EXCEPTIONS TO DEGREE REQUIREMENTS

Exceptions to major programs and/or degree requirements must be made in writing. Forms (course substitution/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.

WITHDRAWAL FROM A COURSE

In order to withdraw from a course at any time, a student must complete a course (drop/add) 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.

The student receives the grade of "W" when the student withdraws after the end of the drop/add period but before the end of the tenth week of the semester. Students who withdraw after the tenth week or do not follow this procedure but merely stop attending class will receive a grade of "F" or "FX" for the course.

Students submitting a withdrawal form are encouraged to speak with the director of retention services at 716.829.7625.

EXAMINATIONS

Course examinations are given at the option of the instructor. If midterms 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 to be held at the end of the semester. The final examination period commences after study days as noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all day Tuesday through Saturday following the end of classes.

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 (e.g., weather), examinations will be rescheduled as soon as feasible.

GRADING

Grade Reports

Approximately two weeks after the close of the semester, grade reports are available to students on STACI. If a mailed grade report is requested for employment

or health insurance verification, it will be sent to the permanent address provided by the student.

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 can be made on a form issued by the registrar's office that must include the instructor's signature. Alternatively, instructors can submit I grades directly to the registrar. The grade of I becomes an F or U if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 5th (for summer courses). An incomplete grade deadline extension (to the next scheduled deadline) must be approved by the professor and may only be granted by the vice president for academic affairs or dean, as appropriate. If the work is still not completed and another extension is not granted, then the I grade will become an F or U.

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 (All Grades Except "I")

Grades that have been recorded in the registrar's office can be changed only by the faculty member and with the permission of the department chair and vice president for academic affairs or dean, as appropriate. 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 not enrolled in at least 12 undergraduate credit hours in a semester are not eligible for the dean's list.

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

RETENTION SERVICES

The office of retention services supports and promotes student goals towards degree completion and develops retention interventions that foster student success. The office serves as a student advocate and assists with any issues and problems brought forward by students and takes a proactive approach to reach out to students at risk of falling behind.

Goals of the office of retention services:

1. Guide and assist students with problem solving and provide awareness of college services available.
2. Encourage successful academic progress and persistence.
3. Provide support to students through the withdrawal/leave of absence process.
4. Provide guidance to those students on academic probation.
5. Utilize student feedback to improve student services.

For assistance or for more information, contact the director of retention services at 716.829.7625.

ACADEMIC PROBATION / MANDATORY LEAVE OF ABSENCE FROM THE COLLEGE*

The academic policies committee reviews each student's academic progress. Sophomores, juniors and seniors are expected to maintain a minimum cumulative G.P.A. and a semester G.P.A. of 2.0. Freshmen are expected to earn a semester G.P.A. of at least 1.8. A student's academic standing is determined by the cumulative grade point average (G.P.A.). Students failing to meet these G.P.A. requirements receive a letter of warning from the vice president for academic affairs or dean, as appropriate and are placed on academic probation for one semester. After two consecutive semesters on probation, a student may be required to take a leave of absence or may be dismissed. Probation continues beyond two semesters only under extraordinary circumstances.

Freshmen with a cumulative G.P.A. below 1.8 are placed on academic probation for one semester and limited to 13 credit-hours in the following semester. After two consecutive semesters with a cumulative G.P.A. below 1.8, a freshman is subject to dismissal from the college.

Students on academic probation are limited to a maximum of 13 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 cumulative G.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.

All students on probation are strongly encouraged to speak with the director of retention services at 716.829.7625.

No student who has been placed on a mandatory leave of absence will be permitted to take courses on a non-matriculated basis during the term of the leave.

*Certain academic programs have more restrictive requirements; please refer to specific degree program description.

DISMISSAL FROM MAJOR

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 upon acceptance. 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 detailing conditions under which the student may or may not re-apply to the program. The student's file will be forwarded to the coordinator of the Career Discovery Program and the student will be advised. 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 completed 45 credit hours of academic work. If a student is unable to comply with these policies, the student may be dismissed from the college.

LEAVE OF ABSENCE

Leave of absence forms are located in the registrar's office. Students who have attended classes and are granted a leave of absence from their studies at DYC (or have a leave of absence mandated 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 may only be done with previous permission (refer to off campus study form). Students can request a leave of absence from their department chair or dean for one or two consecutive semesters. Students who need additional semester(s) of leave must receive approval from the vice president for academic affairs or dean, as appropriate.

Ordinarily, a student may not request a leave of absence after the twelfth week of the semester. Special consideration is given for illness or other extenuating circumstances. The vice president for academic affairs or dean, as appropriate must give permission in these cases. In the event that a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply for readmission to the college.

MILITARY LEAVE OF ABSENCE

Students who must interrupt their studies for military service due to a call-up for a state/national emergency or deployment in support of military operations should contact the director of the veterans affairs office on campus and supply the director with copies of his/her orders. D'Youville College is a Military Friendly Institute of Higher Learning (IHL) and as such complies with and goes beyond the requirements of all federal regulations governing the readmission requirements for service members (section 668.18). This is accomplished specifically by:

- Readmitting the service member with the same academic status as when the student was last in attendance/ admitted (this requirement also applies to a student who was admitted to the college but did not begin attendance because of service in the uniformed branch of the military).
- All students called to active duty as outlined above will be offered the opportunity to complete the course(s) enrolled in for the semester that their active duty commenced by directed study (DS) or distance learning (DL) as approved by his/her professor(s)

and the appropriate dean and/or department chair. To participate in this component of the military leave policy, the affected student should request and complete the Student Military DS/DL Special Request Form available in the veterans affairs office. The student must take the completed form to each of his/her professors for their approval before returning the form to the veterans affairs office for processing.

- Students called to active duty and/or deployed after drop/add week, unable to complete their course(s) by DS or DL, shall receive a grade of W for the course(s) enrolled in. Tuition/fees will be waived/refunded for those courses. Students called to active duty and/or deployed before or during drop/add week will have their registration deferred for that semester and will be re-registered upon return from active duty (up to 60 months after original admittance as per statute).
- Should the tuition at the college increase during the student's military leave of absence, the affected student shall be charged, upon his/her return, the tuition rate in effect for the school year, or portion thereof, which he/she was enrolled for when called to active duty. The tuition rate shall then increase to the new rate upon completion of the affected semester(s).

WITHDRAWAL FROM THE COLLEGE

A student intending to withdraw from D'Youville must contact the department chair in person or in writing and submit the proper withdrawal forms 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. No tuition refund will be made after the sixth week of the semester (or after dates stated in the liability schedule).

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

All students withdrawing from the college, are encouraged to participate in an exit interview. Contact the director of retention services at 716.829.7625 for more information.

THE "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 grade point average 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 grade point average required for graduation with honors.

CANDIDACY FOR GRADUATION

To be eligible for a baccalaureate degree, a student must fulfill all core curriculum and major requirements, earn an overall grade point average of 2.0 and complete at least 30 undergraduate credit hours at D'Youville. The minimum number of credit hours required for any degree is 120 at the undergraduate level. Individual majors may require a greater number of credits and/or a higher grade point average.

VERIFICATION FOR GRADUATION

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

Each student must submit an application for graduation form to the registrar's office to verify eligibility for graduation. This should be completed no later than Oct. 30 for students graduating in May or August of the following year. Students who expect to graduate in December should complete the verification process during the preceding spring semester.

The commencement ceremony is held in May. Students are eligible to participate in the commencement ceremony 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 issued.

NOTE: For students in programs requiring licensure, registration or certification for entry into practice, please note that graduation from an academic program does not guarantee licensure, registration and/or certification. For additional information, refer to the degree program section of this catalog and/or contact the department chair of a specific program.

GRADUATION HONORS

On the basis of the cumulative undergraduate grade 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 coursework at D'Youville to qualify for honors at graduation. S/U courses and challenge examinations do not count towards honors.

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, states the following:

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 (FERPA)

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 services 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 or that are older than seven years

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 services 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 student has specifically requested in writing that his or her consent be obtained beforehand.

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 D'Youville administrative officer who does not have a direct interest in the outcome.

According to FERPA, 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. To protect students, the registrar's office recommends that official transcripts bearing the college seal be mailed directly to the agency or institution requiring them. If a student needs an official transcript to complete either a college or employer application, the transcript will be issued in a sealed envelope and "Issued to Student" will be noted on the transcript. If the envelope is opened or tampered with, the transcript is no longer considered official. Unofficial student copies of transcripts are available on STACI for the personal use of current students. Current transcript fees are listed in this catalog in the section titled "Expenses and Financial Aid." 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 are processed in the order they are received. During times of particularly high-volume activity, such as periods of registration, grade reporting or commencement, transcripts may not be processed immediately.

ACADEMIC PROGRAMS

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 Education Department.

Graduate degree programs are offered in nursing (M.S.), clinical nurse specialty in community health nursing (M.S.), education (M.S.), family nurse practitioner (M.S.), health services administration (M.S.), international business (M.S.), occupational therapy (M.S.) and in business administration (M.B.A.).

A professional doctorate is offered in chiropractic (D.C.) and physical therapy (D.P.T.). Doctoral programs are offered in health policy and health education (Ed.D.) and educational leadership (Ed.D.).

Dual-degree programs are offered in dietetics (B.S./M.S.), international business (B.S./M.S.) and occupational therapy (B.S./M.S.). A sequential-degree program is offered in physical therapy (B.S. + D.P.T.). A two-degree program is offered in chiropractic (B.S. + D.C.).

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

To be eligible for a baccalaureate degree, students must fulfill all core curriculum and general program requirements, earn an overall grade point average of at least 2.0 and complete at least 30 credit hours at D'Youville. The required G.P.A. 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 request a degree audit from the registrar's office no later than Oct. 30 for students graduating in May or August of the following year. Students who expect to graduate in December should complete the verification process during the preceding spring semester.

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.

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. The faculty of D'Youville College has adopted the following statement of the goals of the core curriculum:

1. The core seeks to instill intellectual breadth in our students by leading them to a thorough and reflective understanding of the diverse answers to the great social and scientific problems that have confronted humanity throughout history and across cultures. The core also seeks to provide the students with the tools to assess the applicability of emerging as well as already extant answers to these problems. In this way, it prepares them to think critically and render sound decisions in their personal and professional lives.
2. The core seeks to teach students to write well and to speak effectively. But this is only one side of communication. The core also seeks to instill the love of reading and the ability to listen to others. By teaching students to listen as well as to contribute, the core equips them to work effectively as individuals and as members of a group.
3. The core seeks to prepare our students for the future by encouraging them to understand and explore emerging technologies.
4. The core promotes a desire in our students to understand and search for beauty and passion, be it in art, music, literature or other aspects of their lives.
5. The core requires students to re-examine their own lives and their own ethical beliefs by examining how the best thinkers humanity has to offer have grappled with the central

questions of human life. While the core cannot compel virtue, it is to be hoped that students will independently accept the obligation and the responsibility of full participation in society, both locally and globally, with honor, magnanimity and civility.

6. The core seeks to instill in students an understanding of their place in history and the vast tapestry of world cultures.
7. The core seeks to produce students who will dedicate themselves to their own lifelong intellectual and spiritual development, and who will foster an atmosphere of intellectual freedom in which others may realize these goals.

CORE CURRICULUM

The core curriculum consists of at least 19 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:

Literature: Any literature course in English or a foreign language
Fine Arts: Any course listed under fine arts, music, dance, theatre arts, speech or creative writing
Philosophy: Any course
Religious Studies: Any course
Foreign Language: Any course

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 100-level course excluding MAT 101 is required.

Computer Science: One 100-level course is required.

Natural Science: Two courses at the 100 or 200 level are required, excluding CHE 105. 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)

Designated 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 B.S./M.S. 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.

A student may satisfy one-half (one course) of the WIP requirement by transfer credit from another regionally accredited institution for any course designated as writing intensive or satisfying the criteria of a DYC writing intensive course. To receive this credit, the student must present to the registrar and department chair copies of original course descriptions and assignments. Alternatively, a student may satisfy one-half (one course) of the WIP requirement by presenting a portfolio of writing to his or her department chair. A student seeking a waiver for one half (one course) of the WIP requirement through a portfolio evaluation must request that evaluation before the eighth week of the semester preceding the student's projected final semester. Failure to do so will result in the probability of the portfolio not being evaluated for credit. The portfolio should consist of a minimum of 20 pages of formal writing (excluding drafts) and should reflect the standards of writing for the student's discipline and the student's ability to proceed to advanced work in that discipline. To verify authorship, any student presenting a portfolio may need to take an essay examination in the presence of his or her department chair, advisor or WIP director. Courses used to satisfy the WIP requirement cannot be taken Pass/Fail (S/U).

DIETETICS DEPARTMENT

The dietetics program is a five-year combined B.S./M.S. degree program for full-time or part-time students. Upon graduation, students are awarded a dual bachelor of science and master of science degree. This coordinated program (CP) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) and offers the required courses and practical experiences to be eligible to take the national examination to become a registered dietitian. The program's concentration in advanced nutrition practice provides higher-level coursework and experiences in:

- Treating patients with complex conditions, such as trauma, pediatric hospitalizations, renal failure with complications and nutrition support
- Planning, developing and implementing nutrition intervention programs
- Developing and managing a private practice
- Planning and conducting research, including communicating findings of the research

EDUCATION DEPARTMENT

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

The programs in education prepare students to be professional teachers. 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. A D'Youville College education department graduate has the following qualities:

- The student has acquired a knowledge of the social, philosophical and organizational bases of American education.
- The student is, foremost, a teacher professionally capable of rational classroom decision-making.
- The student demonstrates the ability to make intelligent decisions in working cooperatively with students, staff, parents and the community.
- The student 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.
- The student 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.
- The student has the ability to understand the purpose of evaluation and demonstrates the ability to evaluate student progress and growth through techniques specifically related to a given purpose
- The graduate 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.

HEALTH SERVICES ADMINISTRATION DEPARTMENT

The health services administration department offers a bachelor of science degree in health services management, a master of science degree in health services administration, and three advanced certificates in health services administration, long-term care and clinical research associate. The graduate programs and certificates 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.

CHIROPRACTIC DEPARTMENT

The chiropractic department offers a doctorate of chiropractic (D.C.) degree along with numerous continuing education classes for licensed doctors of chiropractic.

D'Youville's seven-year, two-degree bachelor of science and doctor of chiropractic program provides students with an in-depth understanding of the distinctive philosophy, principles, theories and skills of the art and science of chiropractic. All students are firmly grounded in the body of knowledge that support chiropractic practice, become proficient in applied research methods and become committed to evidence-based practice. The doctoral program encompasses classwork, labs and clinical rotations over a period of 11 semesters. Internship and externship experiences include a total of 1,200 hours at a variety of clinical settings including but not limited to: the college's clinics, externships, placement in community-based institutions, hospital rotations and private practices. The program is approved by the New York Board of Regents and is registered with the New York State Education Department. The Doctor of Chiropractic degree program at D'Youville College is awarded programmatic accreditation by the Council on Chiropractic Education, 8049 North 85th Way, Scottsdale, AZ, 85258-4321, Tel: (480) 433-8877, Website: www.cce-usa.org. Individuals with complaints about compliance of the program with the CCE Standards should be directed to the CCE at the above address. Students who successfully complete the doctor of chiropractic program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations.

LIBERAL ARTS DEPARTMENT

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, global studies, history, liberal studies for education, 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 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.

MATHEMATICS AND NATURAL SCIENCES DEPARTMENT

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 a foundation for a wide variety of professional careers. These career opportunities are expanding rapidly in today's increasingly technological society.

The community of scholars that comprises the faculty of math and natural sciences is committed to excellence in teaching, learning and research. The MNS faculty encourage scholarship, skeptical inquiry and the free exchange of ideas within the department and in the classroom and laboratory, and promote the application of this knowledge beyond those settings. The department seeks to foster these principles in every one of its students, regardless of academic background, in ways that can both be measured and defy measurement.

All D'Youville students take some science and mathematics courses within the department. The department offers two bachelor's degrees in biology, two in mathematics and one in chemistry. Requirements for these programs are listed in the courses of instruction section of this catalog. The department offers structured minors in biology, chemistry, mathematics and natural sciences. The department also provides the basic science courses for many programs, including nursing, physician assistant, physical therapy, chiropractic, liberal studies in education and occupational therapy.

Students within the department must maintain a minimum 2.0 grade point average in courses taken at D'Youville in their subject area.

SCHOOL OF NURSING

The undergraduate and graduate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). The basic professional program leads to the bachelor of science in nursing (B.S.N.) degree in four academic years and prepares 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 begin clinical coursework in their Sophomore year and complete a variety of clinical experiences before graduation.

A special curriculum (R.N. to B.S.N.) is available for R.N. students with an associate's degree or diploma in nursing. The curriculum is designed to capitalize on the knowledge and experience gained from practicing as a professional nurse and from previous college coursework.

Graduate nursing programs are offered leading to a master's of science in nursing (choice of clinical focus), family nurse practitioner or community health nursing. The community health nursing program includes concurrent preparation in an advanced clinical or teaching or management track. The master of science program (choice of clinical focus) is 31-36 credit hours, family nurse practitioner is 40 credit hours and the community health nursing program is 42-54 credit hours. A thesis or project option is available in each of the programs.

All programs include a focus on evidence-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.

OCCUPATIONAL THERAPY DEPARTMENT

The occupational therapy program is a five-year combined B.S./M.S. 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 also declare and complete a structured

minor. Students 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 components provide a thorough preparation for graduates to be successful in a variety of health care, educational and community settings.

PHYSICAL THERAPY DEPARTMENT

The physical therapy department offers a choice of pathways for freshman acceptance into the sequential-degree entry-level physical therapy program.

- B.S. in biology + D.P.T. program offered through the math and natural sciences department
- B.S. in exercise and sports studies + D.P.T. program offered through the exercise and sports studies department
- B.S. in health services + D.P.T. program offered through the health services administration department

In this sequential-degree entry-level P.T. program, entering freshmen matriculate in and complete their B.S. degree through the respective departments. Upon completion of the B.S. degree, qualified graduate students then move directly into the three-year doctor of physical therapy (D.P.T.) program.

For a further description of the D.P.T. curriculum and academic requirements, please refer to the *D'Youville College Graduate Catalog*. Students will graduate with an entry-level doctor of physical therapy (D.P.T.) degree. The three-year graduate D.P.T. program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association, [Commission Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.716.3245; e-mail: accreditation@apta.org; website: www.capteonline.org] and is registered with the New York State Education Department (NYSED).

PHYSICIAN ASSISTANT DEPARTMENT

The physician assistant department offers a 4 ½ year combined B.S./M.S. degree. Graduates are eligible for the Physician Assistant National Certification Examination developed and administered by the National Commission on Certification of Physician Assistants.

The physician assistant department has been approved and registered by the New York State Education Department and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARCPA). Students in the PA department are trained to serve a variety of patient populations with sensitivity and compassion, with an emphasis on primary care and integrative medicine.

BUSINESS DEPARTMENT

D'Youville College, under the auspices of the department of business, offers bachelor degrees in accounting and business management. An accelerated program, the advance program in management, is also offered to working adults. In addition, the department offers a combined five-year bachelor's/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 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 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 science management also offers an advanced master's program in international business. Those interested can refer to the graduate catalog for additional information.

CAREER DISCOVERY PROGRAM

Qualified students who are admitted to the college but who have not declared or have not been directly accepted into a college major will be assigned to the Career Discovery Program (CDP). Students enrolled in the CDP are provided with opportunities to discover their interests, sample introductory courses, and fulfill core requirements before choosing a specific area of study. The instructional program of the CDP consists of two exploration courses which, upon passing, count as free elective credits. Students who have been dismissed from their academic program may also be served by the CDP given they have earned less than 45 credit hours. These students will be enrolled in CDP201, a course designed to help them reevaluate their career goals, strengthen study skills, and develop life plans. Students meeting academic requirements may apply to their intended major at any point throughout their time in the CDP; however, all students must be enrolled in a degree-granting major prior to earning 45 credit hours or risk being dismissed from the college.

ACADEMIC COMPUTING

The department of academic computing coordinates computer classroom, computer lab and instructional media services through its labs and media division and provides distance education services through its distance learning division.

Academic computing manages computer labs located in the lower level of the Montante Family Library and the first floor of the D'Youville Academic Center (DAC), computer classrooms in the library and Bauer Family Academic Center (BFAC), and "smart" classrooms in BFAC, DAC, the D'Youville Education Center and the Pauline Alt Building.

Academic computing encourages the appropriate integration of instructional media in the classroom. The department believes that classroom and computer lab technology is an important part of a rich learning environment. Different classrooms on campus take advantage of different technologies. It is the goal of the department to make these technologies easier to access and use.

The department's objective in distance education is to offer academically sound courses in a virtual education format and to use the Internet to bring D'Youville's academic resources to where students live. Academic computing maintains Modular Object Oriented Distance Learning Environment (Moodle) course management software. The software is used to build virtual classrooms for distance education purposes, a blog server (Project) used for academic blogging and DDL, a web server used by faculty and students to create websites.

Academic computing provides technology in-service to faculty, students and staff who use the campus computing facilities and distance education services. It supplies instructional media equipment to all college classrooms, supports digital video recording and production and provides post-production video editing for students, faculty and staff. In addition, the department supports video production of college events, off-campus meetings and conferences.

LEARNING CENTER

The Learning Center includes five components: the office of Disability Services, the Access Program, Student Support Services, the Arthur O. Eve Higher Education Opportunity Program (AOE/HEOP), cosponsored by the New

York State Education Department and D'Youville College, and the English as a Second Language/Bridge Program.

The Learning Center staff administers the Skills Assessment Inventory (SAI) in reading, writing, math and chemistry to all entering students who have not completed a bachelor's degree, including transfers, in order to determine their readiness for required courses. Professional tutorial assistance is provided in reading, writing, math and chemistry. Peer tutors also assist students in all other courses offered on campus, depending on tutor availability/student needs.

An intensive five-week, pre-college skills program, EXCEL, is offered in the summer to enable incoming students to strengthen their basic skills. In addition to the instructional programs, academic counseling is provided through the Access program to students in the areas of personal development, goal setting and gaining academic knowledge of D'Youville College's policies and procedures. Academic success workshops, that are open to all students, are offered in both the fall and spring semesters. The workshop dates and topics are listed on the Learning Center website at www.dyc.edu under the "Academics" heading and the "Learning Center" link.

Students with disabilities or physical handicaps are encouraged to contact the coordinator of disability services BEFORE the beginning of the semester to self-identify, 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.

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 (P.M.S.) at (716) 888.3229.

SERVICE MEMBERS OPPORTUNITY COLLEGES (SOC)

D'Youville College is an active participant in the Servicemembers Opportunity Colleges consortium (SOC) co-sponsored by the American Association of State Colleges and Universities (AASCU) and the American Association of Community Colleges (AACC). SOC functions in cooperation with 13 other higher education associations including the American Council on Education (ACE), the Department of Defense, the active and reserve components of the military services to expand and improve voluntary postsecondary opportunities for servicemembers worldwide. The SOC consortium is comprised of more than 1,900 colleges and universities and enrolls hundreds of thousands of servicemembers, their family members and veterans annually in associate, bachelor and graduate-level degree programs.

All SOC consortium members operate under four general criteria. These criteria stipulate that cooperating institutional policies and practices be fair, equitable and effective in recognizing special and often limiting conditions faced by military students. The four criteria are:

1. Reasonable Transfer of Credit: Avoid excessive loss of previously earned credit and avoid coursework duplication.
2. Reduced Academic Residency: Limited to no more than 25% of degree requirements with no final year or semester in residence (may require 30% for undergraduate degrees offered 100% online).
3. Credit for Military Training and Experience: Recognize and use *ACE Guide to Evaluation of Educational Experiences in the Armed Services* in evaluating and awarding academic credit for military training and experience.
4. Credit for Nationally-Recognized Testing: Award credit for at least one nationally-recognized testing program such as College-Level Examination Program (CLEP), DSST Examinations and Excelsior College Examinations (ECE).

In summation, it is important for the service member, veteran or dependent to have his/her military transcript sent to D'Youville for evaluation during the admission process.

DEGREE PROGRAMS

PROGRAM CODE	PROGRAM NAME	DEGREE	HEGIS CODE
SCHOOL OF ARTS, SCIENCES AND EDUCATION			
83625	Accounting	B.S.	0502
34436	Accounting Information Systems	B.A.	0799
29322	Accounting/International Business	B.S./M.S.	0502/0513
22784	Adolescence Education	M.S.	0803
05873	Biology	B.A.	0401
83459	Biology	B.S.	0401
31302	Business Administration	M.B.A.	0506
30643	Chemistry	B.S.	1905
22781	Childhood Education	M.S.	0802
28672	Educational Leadership	Ed.D.	0827
05889	English	B.A.	1501
24521	Global Studies	B.A.	2210
05897	History	B.A.	2205
0843	International Business	B.S./M.S.	0513
21443	International Business	M.S.	0513
22779	Liberal Studies for Education	B.A.	4901
21519	Management	B.S.	0506
29645	Mathematics	B.A.	1701
35383	Mathematics	B.S.	1701
05891	Philosophy	B.A.	1509
22775	Psychology	B.A.	2001
05898	Sociology	B.A.	2208
87508	Special Education	M.S.	0808
26610	Teaching English to Speakers of Other Languages	M.S.Ed.	1508
22789	Teaching Students with Disabilities in Adolescence Education	M.S.	0808
22786	Teaching Students with Disabilities in Childhood Education	M.S.	0802
SCHOOL OF HEALTH PROFESSIONS			
28033	Chiropractic	D.C.	1221
88129	Dietetics	B.S./M.S.	1306
28089	Exercise and Sport Studies	B.S.	1299
27334	Health Administration	Ed.D.	1299
89282	Health Services Administration	M.S.	1202
24361	Health Services Management	B.S.	1202
26612	Occupational Therapy	M.S.	1208
28171	Physical Therapy	D.P.T.	1212
92142	Physician Assistant	B.S./M.S.	1299.1
SCHOOL OF NURSING			
82478	Community Health Nursing	M.S.	1203.1
20958	Family Nurse Practitioner	M.S.	1203.1
35251	Family Nurse Practitioner	D.N.P.	1203.10
05888	Nursing	B.S.N.	1203
21059	Nursing	M.S.	1203.1
SCHOOL OF PHARMACY			
33582	Pharmacy	Pharm.D.	1211

DEGREE PROGRAMS: COURSES OF INSTRUCTION

SCHOOL OF ARTS, SCIENCES AND EDUCATION

ACCOUNTING

DEGREE: B.S.

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. The program is accredited by the International Assembly of Collegiate Business Education (IACBE).

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

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 and 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.

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
 Business Administration

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.

COURSE REQUIREMENTS

ACCOUNTING

DEGREE: B.S.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>Core Requirements for all business administration majors:</i>		<i>Credits</i>
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
ACC 421	Corporate Finance.....	3
ECO 328	Money and Banking.....	3

Two electives from:	6
ACC 420	CPA Problems
ACC 407	Fund Accounting
ACC 403	Accounting Theory and Development
ACC 410	Taxation of Corporation and Partnerships

Major	63
Core Requirements and electives	57
Total	120

SCHOOL OF ARTS, SCIENCES AND EDUCATION

ACCOUNTING INFORMATION SYSTEMS
 DEGREE: B.S.

The bachelor of science degree in accounting information systems (AIS) prepares graduates for work in both the private and public sectors. With the growth in use and complexity of corporate information systems, the need for graduates with an accounting and information technology skill set is strong and growing. AIS graduates should be able to understand the health and structure of an organization from the inside-out, understand the different information and accounting systems employed by the company, and translate that information into actionable data in order to make key strategic business decisions.

The emphasis on technology in this program requires that applicants must have completed a minimum of three years of high school mathematics. Once admitted to the program, a student must earn at least a grade of "C" in each course required for the major. At least half 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.

COURSE REQUIREMENTS

**ACCOUNTING INFORMATION SYSTEMS
 DEGREE: B.S.**

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 444	Internship.....	3
MGT 304	Communicating in Organizations.....	3
MGT 305	Principles of Management.....	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 information systems major:

IT 111	JAVA Programming.....	3
IT 315	Interactive Interface Design.....	3
IT 323	Database Design and Development.....	3
IT 331	Internet Working and Communication.....	3
IT 415	Systems Development Concepts and Methodologies.....	3
MAT 122	Algebra and Trigonometry.....	3
CSC 161	Introduction to Multimedia.....	3
ECO 328	Money and Banking.....	3
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
ACC 412	Information Systems Auditing.....	3
ACC 421	Corporate Finance.....	3
ACC 425	Accounting Information Systems.....	3

<i>Major Requirements</i>	<i>45</i>
<i>Business Core</i>	<i>27</i>
<i>College Core</i>	<i>52</i>
<i>Total.....</i>	<i>124</i>

SCHOOL OF ARTS, SCIENCES AND EDUCATION

ACCOUNTING/INTERNATIONAL BUSINESS

DEGREE: 5-YEAR B.S. IN ACCOUNTING/M.S. IN INTERNATIONAL BUSINESS

The revised section 52.13 (b)(2) of the Accounting Regulations requires that "on or after August 1, 2004, public accountancy programs registered for licensure purposes must be baccalaureate or higher degree programs that, by requisites or prerequisites, consist of at least 150 semester hours or their equivalent." These 150 hours must include a minimum of 33 semester (or equivalent) hours in the professional accounting content area, a minimum of 36 semester (or equivalent) hours in the general business content area and a minimum of 60 semester (or equivalent) hours in the liberal arts and sciences content area. The accounting program at D'Youville College fulfills these requirements by combining its existing B.S. in accounting program with its M.S. in international business program. The program is accredited by the International Assembly of Collegiate Business Education (IACBE).

ADMISSIONS REQUIREMENTS

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1000 (math and verbal) or ACT equivalent
2. High school average of at least 85 percent
3. High school ranking 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 accounting and international business B.S./M.S. program are strongly advised to include these documents with their application.

The admission requirement for transfer students is a minimum G.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 G.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 (12 credits), economics (ECO 201 and ECO 202) and accounting (ACC courses) requirements must be met prior to advancement to the fifth year of study. In addition, it is highly recommended that transfer students gain competence in word processing and other basic computing skills prior to 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

To be in good standing during the first three years of the program, students must do the following:

1. Maintain semester/summer and cumulative averages 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. 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 an 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.
3. 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.
4. 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:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. 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 a degree in international business.
3. 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/summers of the graduate portion until the course has been successfully repeated with a minimum grade of C. If space is available, the course must be repeated the next time it is offered.
4. 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.
5. 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.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

BIOLOGY

COURSE REQUIREMENTS

**ACCOUNTING/INTERNATIONAL BUSINESS
 DEGREE: 5-YEAR B.S. IN ACCOUNTING/
 M.S. IN INTERNATIONAL BUSINESS**

**COURSE REQUIREMENTS FOR THE MAJOR:
 100- to 400-level requirement as specified by the program:**

ACC 211	Principles of Accounting I.....	3
ACC 212	Principles of Accounting II.....	3
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
ACC 444	Internship.....	3
ACC Electives	(Two Electives from ACC 420, 407, 403 or 412).....	6
ECO 207	Business Statistics.....	3
ECO 328	Money and Banking.....	3
LAW 303	Business Law I.....	3
LAW 304	Business Law II.....	3
MGT 304	Communication in Organizations.....	3
MGT 407	Management Decision Making.....	3
MGT 411	International Business.....	3
ACC 417	PCs for Accountants.....	3
MGT 421	Corporate Finance.....	3

500- to 600-level requirement as specified by the program:

IB 501	Theoretical Concepts in Global Economics.....	3
IB 503	International Economics, Finance and Accounting.....	3
IB 505	International Negotiations and Communications.....	3
IB 602	Multinational Corporate Finance.....	3
IB 604	International Marketing and Research.....	3
IB 608	Multinational Strategic Management.....	3
IB 610	Multinational Financial Reporting.....	3
IB 612	IB Elective: Special Topics.....	3
IB 620	International Business Fieldwork.....	3
GRA 600	Theory Development.....	3
GRA 621	International Business Project Seminar - I.....	3
GRA 622	International Business Project Seminar - II.....	3

College Core Requirements.....	58
100-400 Level Requirements	
Specified by the Program.....	60
500-600 Level Requirements	
Specified by the Program.....	36
Total.....	154

B.S. PROGRAM: This program has been designed to satisfy the admission requirements of medical, dental, veterinary, physical therapy, pharmacy and chiropractic schools and provides a sound preparation for many graduate programs in the sciences. Students interested in a degree in physical therapy will matriculate in a sequential-degree, entry-level P.T. program (B.S. in biology + D.P.T. program). Entering freshmen matriculate in and complete a B.S. in biology degree under the program administration of the math and natural sciences department. Upon completion of the B.S. in biology, qualified graduate students then move directly into the three-year doctor of physical therapy program (D.P.T.).

A total of 38 hours in biology, including BIO 101-102, 302, 303 and 312 are required. BIO 302 should be taken in the second year, 303 in the junior year and 312 in the senior year. The additional 18 credit hours must be selected from BIO 107, 108, 208, 218, 229, 242, 304, 309, 310, 317, 320, 335, 336, 339, 342, 389-390, 403, 407-410, 479-480 and 659/660. CHE 101-102, 219-220, MAT 125-126 and PHY 101-102 are also required. It is expected that courses that have accompanying laboratory sections will be completed as well.

In addition to the above science courses, many medical schools stress the need for applicants with a broad and humanities-based education. After consulting their advisor, students should select courses in philosophy, ethics, history and literature to contribute to their liberal arts education. A pre-medical advisory committee gives students current information about medical schools. A faculty advisor will advise students interested in graduate school possibilities. The department also offers assistance for the student to prepare for graduate school entrance exams (e.g., GRE, MCAT, DAT and VAT).

B.A. PROGRAM: This program has fewer required courses in mathematics, chemistry and physics and a lesser 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. It is for those who wish to teach high school biology or to combine biology with another concentration, e.g., nursing, business, preparation for physician assistant or with a structured minor. A total of 34 credit hours in biology including BIO 101-102 or its equivalent, 302, 303 and 312, is required. The additional 14 credit hours must be selected from BIO 107, 108, 208, 218, 229, 242, 304, 309, 310, 317, 320, 335, 336, 339, 342, 389-390, 403, 407-410, 479-480 and 659/610. CHE 101-102, 219 and one semester of mathematics chosen from MAT 117, 120, 123 or 125 are also required.

ADMISSION REQUIREMENTS

The B.S. in biology is designed for students preparing for graduate school as well as for professional programs in medicine, veterinary medicine, dentistry, physician assistant, physical therapy, podiatry, optometry, chiropractic and pharmacology. It includes the following admission categories: BIOB.S., BIOPT, PREMED, PREDENT, PREVET, CHP, PREPHARMACY and **PRECHIROPRACTIC**. The B.A./health professions preparation program is designed for students preparing for graduate programs in secondary education, physician assistant and other allied health fields. Admission to the D'Youville graduate physician assistant program will require application directly to the program during the beginning of the final year of undergraduate study. Admission into the B.A. in biology and the B.A. in biology for secondary education requires a minimum SAT score of 900 (Math and Verbal), a high school average of 80 percent and a transfer G.P.A. of 2.0. Admission into the B.S. requires a minimum SAT score of 1000 (Math and Verbal) (or ACT of 21), a high school average of 85 percent or a 2.85 on a four point scale and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

Students nearly meeting these requirements will be considered for these programs by the department. Students denied immediate acceptance into the biology B.S. will be accepted into the biology B.A. program if they meet its requirements. These students may be promoted into the biology B.S. program after they have sufficiently demonstrated competence (usually after the completion of two semesters).

PROGRAM REQUIREMENTS

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, a student may have his/her record re-evaluated as a major in the B.A. program, and may be declared in good standing if his/her 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.

PHYSICAL THERAPY (PT) Students choosing the sequential degree entry will complete their B.S. in biology and move directly into the graduate P.T. program provided they complete all P.T. program prerequisites at a grade of C or better with a minimum cumulative G.P.A. of 3.0 and continue to meet all graduate admissions standards. Refer to the physical therapy department section, page 103, for further details about graduate P.T. programs.

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

COURSE REQUIREMENTS

BIOLOGY

DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
BIO 101	Introductory Biology	4
BIO 102	Introductory Biology	4
BIO 302	Genetics	4
BIO/CHE 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 208/208L	Microbiology/Lab	4
BIO 216	Marine Biology	3
BIO 218	Invertebrate Zoology	4
BIO 229	Ecology	4
BIO 242	Evolution	3
BIO 304	Microscopic Anatomy	4
BIO 309	Virology	3
BIO 310	Immunology	3
BIO 317	Comparative Anatomy	4
BIO 320	Developmental Biology	4
BIO 335	Pharmacology I	3
BIO 336	Pharmacology II	3
BIO 339	Human Gross Anatomy	6
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:

MAT 117	Topics in Mathematics	3-4
MAT 120	Elementary Practical Statistics	
MAT 122	Algebra and Trigonometry	
MAT 123	Introduction to Applied Statistics	
MAT 125	Calculus I	
MAT 389-390	Special Topics in Mathematics	

Major requirements 49-50

Other core requirements 39

Free electives (including core electives) 31-32

Total 120

BIOLOGY

DEGREE: B.S. FOR HEALTH PROFESSIONS PREPARATION (D.P.T.)

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
BIO 101	Introductory Biology I.....	4
BIO 102	Introductory Biology II.....	4
BIO 302	Genetics.....	4
*BIO/CHE 303/303L	Biochemistry.....	4
BIO 312	Molecular Cell Biology.....	4

Biology electives including:

*BIO 107/107L	Human Anatomy and Physiology/Lab I	4
*BIO 108/108L	Human Anatomy and Physiology/Lab II	4
	Biology electives for majors.....	10

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 I.....	4
CHE 220/220L	Organic Chemistry II.....	4
*MAT 125	Calculus I.....	4
MAT 126	Calculus II.....	4
*PHY 101/101L	General Physics I.....	4
*PHY 102/102L	General Physics II.....	4

Health Professions preparation option (D.P.T. preparation):

*SOC 101	Principles of Sociology..... (core required)	3
*PSY 101	General Psychology..... (core required)	3
*PSY 203	Developmental Psychology.....	3
*MAT 123	Intro to Applied Statistics.....	4
*RSC 203	Medical Terminology.....	1

Major Biology B.S. and D.P.T. preparation 70

Core requirements

(in addition to courses subsumed above).....36

Health Professions option (D.P.T.).....14

Total.....120

* A minimum grade of C is required to enter the D.P.T. graduate program.

For students wishing to enter the master's program in education/ certification in education: The education program will allow up to three graduate courses to be taken while the student is an undergraduate. If a student wishes to take the entire three courses, two must fall in the senior's final semester as an undergraduate. Further, it is expected that all juniors and seniors wishing to take graduate courses show substantial evidence of academic progress toward their undergraduate degree. Students may not take graduate courses in lieu of required courses by the program. Students must maintain a 2.75 G.P.A. to take graduate courses.

BIOLOGY

DEGREE: B.A. FOR HEALTH PROFESSIONS PREPARATION

(Preparation for Physician Assistant B.S./M.S. Please note: matriculation into the P.A. program requires application, interview and acceptance.)

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
BIO 101	Introductory Biology I.....	4
BIO 102	Introductory Biology II.....	4
BIO 302	Genetics.....	4
*BIO/CHE 303/303L	Biochemistry.....	4
BIO 312	Molecular Cell Biology.....	4

Biology electives including:

BIO 107/107L	Human Anatomy and Physiology/Lab I.....	4
BIO 108/108L	Human Anatomy and Physiology/Lab II.....	4
BIO 208/208L	Microbiology/Lab.....	4
*BIO 240/ BIO 339	Survey of Human Gross Anatomy.....	6

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 I.....	4
+MAT 123	Introduction to Applied Statistics.....	4

Health Professions preparation option (B.S./M.S. in physician assistant preparation):

RSC 203	Medical Terminology.....	1
+PHI/RS 214	Challenges of Death.....	3
+PHI/RS 312	Bioethics Seminar.....	3
*BIO 307	Pathophysiology.....	3
+PSY 203	Developmental Psychology.....	3

Major masters in P.A. preparation

(BIO BA degree)54

Other core requirements..... 30

Pre-P.A. option..... 13

Free electives 23

Total 120

+ Fulfills core curriculum requirements.

* These courses must be taken at D'Youville.

BIOLOGY

DEGREE: B.S. FOR PRE-MED, PRE-VETERINARIAN, PRE-DENTAL, PRE-PHARMACY AND PRE-CHIROPRACTIC (see page 53)

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/CHE 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 208/208L Microbiology/Lab.....	4
BIO 216 Marine Biology.....	3
BIO 218 Invertebrate Zoology.....	4
BIO 229 Ecology.....	4
BIO 242 Evolution.....	3
BIO 304 Microscopic Anatomy.....	4
BIO 309 Virology.....	3
BIO 310 Immunology.....	3
BIO 317 Comparative Anatomy.....	4
BIO 320 Developmental Biology.....	4
BIO 335 Pharmacology I.....	3
BIO 336 Pharmacology.....	3
BIO 339 Human Gross Anatomy.....	6
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 101/111L General Physics.....	4
PHY 102/112L General Physics.....	4

Major requirements..... 70***Other core requirements***.....39***Free electives (including core electives)***.....11***Total***.....120

SCHOOL OF ARTS, SCIENCES AND EDUCATION

CAREER DISCOVERY PROGRAM

The career discovery program (CDP) is a program designed to allow students who are admitted to the college to explore and/or rethink their academic and professional goals before choosing a major. The CDP is housed in the School of Arts, Sciences and Education and is appropriate for students who are undecided and for those who do have not declared a major at the college. The mission of the program is to educate, mentor and support students in making realistic choices of major early in their academic studies. The mission reflects the guiding principle of D'Youville College in that the CDP provides each individual with the opportunity and support to reach his or her highest potential.

Students enrolled in the career discovery program are provided with opportunities to discover their interests, sample introductory courses and fulfill core requirements before choosing a specific area of study. The instructional program of the CDP consists of two exploration courses, which, upon passing, count as free elective credits. CDP 101 Perspectives in Professions I is designed to provide first-semester students with an opportunity to self-reflect, network and conduct research about different academic majors offered at the college. CDP 102 Perspectives in Professions II is an extension of the exploratory work begun in CDP 101.

Students who have been dismissed from their major and require guidance towards acceptance into a new area of study may also be served by the CDP given they have earned less than 45 credit hours. These students are aided in the choice of a new major or program through enrollment in CDP 201 Career Life Planning.

Students meeting academic requirements may apply to their intended major at any point throughout their time in the CDP. However, all students must be enrolled in a degree-granting major prior to the completion of 45 credit hours. By the conclusion of their time in the career discovery program, students are expected to have gained a better understanding of themselves and the academic options available to them at D'Youville College.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

CHEMISTRY

DEGREE: B.S.

The chemistry major at D'Youville prepares students in the traditional foundational areas of chemistry: inorganic, organic, physical, analytical and biochemistry. A degree in chemistry offers a wide variety of career opportunities. You may use your degree to teach high school, enter directly into industry or go to graduate school and become a university professor or a senior researcher in an industrial R&D laboratory.

A chemistry degree can also prepare you for post-graduate work in medicine, dentistry, business or law. Fields such as patent law, international law, environmental law, pharmaceutical sales and management are all accessible to students who begin their education with a chemistry degree.

B.S. PROGRAM:

Students are required to take the following courses with their corresponding laboratories: CHE 101, CHE 102, CHE 219, CHE 220, CHE 303, CHE 311, CHE 312, CHE 313L, CHE 331, CHE 332 and CHE 401. In addition, the student must choose to take either CHE 412 or CHE 421. Other required courses include the following: PHY 101, PHY 101L, PHY 102, PHY 102L, MAT 125, MAT 126, MAT 202 and a CSC course.

A chemistry degree combined with a biology minor is an excellent gateway into the medical profession. Many medical school applicants possess chemistry degrees coupled with key biology courses to enhance their submission. These courses are also available to you at D'Youville (e.g., human gross anatomy). Since the chemistry major is housed within the department of math and natural sciences, chemistry students are provided all of the graduate school and medical school entrance examination support as well as the utilization of the pre-medical advisory committee in the department.

ADMISSION REQUIREMENTS

Admission into the B.S. in chemistry program requires a minimum SAT score of 1000 (or ACT of 21), a high school average of 85 percent and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

PROGRAM REQUIREMENTS

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

COURSE REQUIREMENTS

CHEMISTRY

DEGREE: B.S.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>	<i>Credits</i>
CHE 101 General Chemistry I	3
CHE 101L General Chemistry I Lab.....	1
CHE 102 General Chemistry II.....	3
CHE 10L General Chemistry II Lab	1
CHE 219 Organic Chemistry I.....	3
CHE 219L Organic Chemistry I Lab.....	1
CHE 220 Organic Chemistry II.....	3
CHE 220L Organic Chemistry II Lab.....	1
CHE 303 Biochemistry	3
CHE 303L Biochemistry Lab.....	1
CHE 311 Physical Chemistry I.....	3
CHE 312 Physical Chemistry II.....	3
CHE 313L Physical Chemistry Lab	2
CHE 331 Analytical Chemistry.....	4
CHE 332 Instrumental Analysis.....	4
CHE 401 Inorganic Chemistry.....	3

Select one of the following two courses:..... 3

CHE 421 Organometallic Chemistry	3
CHE 412 Spectroscopy	3

In other academic areas required for the major:

PHY 101 General Physics I.....	3
PHY 101L General Physics I Lab.....	1
PHY 102 General Physics II.....	3
PHY 102L General Physics II Lab.....	1
MAT 125 Calculus I.....	4
MAT 126 Calculus II.....	4
MAT 202 Calculus III.....	4

Select one from the following courses:..... 3

CSC 110 Computers and Computing	3
CSC 161 Introduction to Multimedia	3
CSC 151 Introduction to computer programming	3
CSC 389-390 Special Topics	3

<i>Core humanities and social science.....</i>	<i>36</i>
<i>Chemistry courses.....</i>	<i>42</i>
<i>Additional mathematics and</i>	
<i>natural science courses.....</i>	<i>23</i>
<i>Total free electives (include nine from core).....</i>	<i>21</i>
<i>Total.....</i>	<i>122</i>

SCHOOL OF HEALTH PROFESSIONS

CHIROPRACTIC

The doctor of chiropractic program is comprised of two degrees: a B.S. in biology and a D.C. (doctor of chiropractic) degree. The program provides a strong knowledge base of chiropractic theory, research and clinical practice supported by the liberal arts.

The program is integrated with the college's other health care programs and is built on a rigorous foundation of the sciences, balanced with holistic principles and practices. In the first three years, in addition to the science courses, the curriculum meets the health care professions' need for broadly educated practitioners by grounding them in the social sciences and humanities through core courses in literature, fine arts, ethics, philosophy, religious studies and foreign language.

ADMISSION REQUIREMENTS

In order to be considered for admission into the pre-professional B.S. in biology program, students must meet or exceed the following criteria:

1. High school average of 85 percent or 2.75 on a scale of 4.0 points
2. Combined SAT scores of 1,000 (Math and Verbal)
3. Composite ACT scores of 21
4. Rank in upper half of graduating class

ACADEMIC REGULATIONS

The following chiropractic academic policies are in addition to college policies:

1. Students must maintain an average of C or better for all 500+-level courses.
2. Students who meet the admission requirements for the D.C. professional degree program need not reapply and will be admitted automatically into that program.
3. Students in years one through four who are working to achieve an undergraduate degree are classified as undergraduate students and therefore can apply for undergraduate financial aid.

COURSE REQUIREMENTS

CHIROPRACTIC DEGREE

DEGREE: B.S. IN BIOLOGY

Chiropractic degree pre-requisites for students receiving a B.S. in Biology

COURSES REQUIRED IN BIOLOGY:

BIO 101/L	Introduction to Biology I.....	4
BIO 102/L	Introduction to Biology II	4
BIO 208/L	Microbiology	4
BIO 302/L	Genetics.....	3
BIO 312/L	Molecular Cell Biology	4
BIO 107L	Anatomy and Physiology Lab I.....	1
BIO 108L	Anatomy and Psysiology Lab II.....	1
BIO 303/L	Biochemistry.....	4
BIO 307/L	Pathophysiology	3
BIO 310	Immunology	3
BIO 339/L	Human Gross Anatomy.....	6
BIO 359	Intermediate Physiology I.....	3
BIO 360	Intermediate Physiology II.....	3

OTHER MATH AND SCIENCE REQUIREMENTS:

CHE 101/L	General Chemistry I	4
CHE 102/L	General Chemistry II	4
CHE 219/L	Organic Chemistry I	4
CHE 220/L	Organic Chemistry II	4
MAT 125	Calculus I.....	4
MAT 126	Calculus II	4
PHY 101/L	General Physics I	4
PHY 102/L	General Physics II	4

<i>Biology requirements.....</i>	43
<i>Other math and science requirements</i>	32
<i>Core and elective requirements.....</i>	48
<i>Total</i>	123

SCHOOL OF HEALTH PROFESSIONS

DIETETICS

DEGREE: B.S./M.S.

The dietetics program is a five-year, entry-level master's degree coordinated program with admission at the freshman year. Transfer students will be accepted on a space-available basis.

Students who complete all requirements specified by the five-year course of studies will be awarded both a B.S. and an M.S. degree in dietetics at the time of graduation and are eligible to take the national examination to become a Registered Dietitian (RD). In New York State, graduates who obtain the RD credential are eligible to apply to receive the Certified Dietitian/Nutritionist (CDN) credential.

The program has been approved and registered by the New York State Education Department and is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Students admitted into the coordinated program (senior and graduate years) are considered graduates of an accredited program after their successful completion of the program and are eligible to take the registration examination for dietitians after graduation. Each graduate will also be provided a verification statement, which documents completion of all academic, supervised practice and degree requirements for the coordinated program and D'Youville College.

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

Students gain practical experience in local facilities that support the development of professional skills in clinical dietetics, community nutrition and food service management. In addition, the program's concentration in advanced nutrition practice provides higher level coursework and experiences in:

- treating patients with complex conditions, such as trauma, pediatric hospitalizations, renal failure with complications and nutrition support
- planning, developing and implementing nutrition intervention programs
- developing and managing a private practice
- planning and conducting research, including communicating findings of this research

Requirements for program completion include achieving a satisfactory grade in all required courses, completing a thesis and passing a comprehensive examination.

MISSION STATEMENT

Recognizing the importance of good nutrition in maintaining health and preventing disease, the dietetics program 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 program 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.

PROGRAM GOALS AND OUTCOME MEASURES

Goal 1: Prepare graduates who are competent for entry-level practice as registered dietitians and obtain employment in a variety of dietetics-related positions

Outcome Measures:

- Graduate satisfaction with curriculum
- Employer satisfaction with graduates
- Student completion of program
- Pass rate on RD exam
- Employment of graduates

Goal 2: Prepare graduates who demonstrate a commitment to professional leadership and community service.

Outcome Measure:

- Graduate participation in professional organizations
- Graduate participation in community service

Goal 3: Prepare graduates who are committed to lifelong learning

Outcome Measures:

- Graduate participation in continuing education activities

Outcome data is available on request.

ADMISSION REQUIREMENTS

Admission requirements reflect the structure of the program as a five-year bachelor of science and master 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 4.0 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 B.S. or B.A. 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 the fall semester.

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

The Coordinated Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The address and phone number of ACEND are: 210 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, 312.899.0040, ext 5400.

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, fourth, and fifth years (junior, senior, and graduate 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 (3.0) are applicable to the degree. A grade of C- (1.7) or lower is not applicable to any graduate degree.
4. A minimum of a B grade (3.0) is required in the following courses: DTC 410SP, DTC 420SP, DTC 511SP, DTC 512SP, DTC 521SP, DTC 522SP, DTC 631, and DTC 632. Students will be allowed to repeat only one of these courses. A minimum of a C grade (2.0) is required in all remaining dietetics courses. Students will be allowed to repeat a given course once upon recommendation of the dietetics faculty.
5. A minimum of a C grade (2.0) is required in all prerequisite courses for the dietetics major.
6. Students who receive an unacceptable grade in a course required for the major must repeat the course and receive an acceptable grade within two full-time semesters of initially taking this course. Failure to do so will result in dismissal from the program.
7. Students who do not meet these academic standards will be placed on probation for the two full-time semesters that immediately follow the date of probation. The student must meet with his/her academic advisor within 30 days of the receipt of his/her letter to establish a written plan of correction. All students on probation must meet the academic standards for the program. Failure to meet academic standards will result in dismissal from the program.
8. Students must successfully pass a comprehensive examination within the deadline established by the program in order to be cleared for graduation from the dietetics program. The examination may be repeated one time. A second unsuccessful attempt on the comprehensive examination will result in dismissal from the program.
9. In addition to all college academic integrity policies, students are expected to maintain high standards of personal behavior and professional conduct in the academic and clinical environments. College policy regarding academic dishonesty will be followed. Professional misconduct or unprofessional behavior in the clinical setting will result in failure of the course regardless of course mastery and may result in immediate dismissal from the program.
10. A student who has not registered for consecutive semesters in the dietetic program (i.e., withdrawal, dismissal, leave of absence, failure to re-register) and desires to return, in addition to meeting college requirements, must schedule a personal interview with the dietetic department chair. This interview must be conducted before a decision can be made regarding continuing with the program.

COSTS OF THE PROGRAM

Students should be aware of the costs necessary for their supervised practice education in addition to tuition or class fees*. Program costs are estimates and are subject to change without prior written notice.

Additional Program Cost (2013-2014)

Transportation to SP site**	\$100/semester (junior/summer)
	\$175/semester (senior year)
	\$350/semester (fifth year)
Lab coat/ID	\$50
Liability Insurance	\$50/lab/semester
Academy Student Membership	\$50/year
Registration Exam	\$200
Thesis Presentation Poster	\$30

*See the Expenses and Financial Aid Section of the current college catalog.

**Estimated \$.50 per mile, with an average trip of 12 miles plus parking

COURSE REQUIREMENTS

DIETETICS

DEGREE: B.S./M.S.

COURSE REQUIREMENTS FOR THE MAJOR

In the specific area of concentration:

	Credits
DTC 101	0
DTC 205	3
DTC 210	2
DTC 306	3
DTC 319	3
DTC 327	3
DTC 328	2
DTC 409	2
DTC 409L	2
DTC 410	3
DTC 410SP	1
DTC 418	1
DTC 420	3
DTC 420SP	1
DTC 426	3
DTC 511	2
DTC 511SP	3
DTC 512	2
DTC 512SP	3
DTC 521	3
DTC 521SP	2
DTC 522SP	1
DTC 524	3
DTC 600	3
DTC 601	3
DTC 620	2
DTC 622	1
DTC 631	8
DTC 632	8

In other academic areas required for this major:

BIO 107/107L	Human Anatomy & Physiology	4
BIO 108/108L	Human Anatomy & Physiology	4
BIO 208	Microbiology	4
BIO 303/303L	Biochemistry/Lab	4
CHE 101/101L	General Chemistry/Lab	4
CHE 102/102L	General Chemistry/Lab	4
CHE 219/219L	Organic Chemistry/Lab	4
MAT 123	Applied Statistics	4
MGT 305	Principles of Management	3
HSA 613	Management in Health Care Organizations	3
GRA 610	Thesis Seminar	3
GRA 629	Thesis Advisement	3

***Undergraduate major requirements*.....67**

***Core requirements*48**

***Graduate major requirements*53**

***Total* 168**

NOTE: These courses meet the knowledge and competencies established by the accreditation standards for entry-level education programs set by the Accreditation Council for Education in Nutrition and Dietetics and are subject to change.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

EDUCATION

DEGREE: B.A.

B.A. LIBERAL STUDIES FOR EDUCATION + M. S. EDUCATION

**CHILDHOOD EDUCATION (ELEMENTARY 1-6)
 SPECIAL EDUCATION (CHILDHOOD)**

Students may choose to enroll in liberal studies for education which prepares students interested in childhood-level education. This program leads students towards certification and a master of science in education. Special education and TESOL options are also available. This program leads to New York state teacher certification within five years.

**B.A. (IN TEACHABLE SUBJECT) + M. S. EDUCATION
 ADOLESCENCE EDUCATION (SECONDARY 7-12)
 SPECIAL EDUCATION (ADOLESCENCE)**

Students may choose to enroll in a bachelor's program in a teachable subject which prepares students interested in adolescent-level education. This program leads students towards certification and a master of science in education. Special education options and TESOL are also available. This program leads to New York state teacher certification within five years. Students enroll in a bachelor's program in a teachable subject they wish to teach, such as:

Biology	page 53
Chemistry	page 57
English.....	page 63
History.....	page 70
Mathematics.....	page 79

SCHOOL OF ARTS, SCIENCES AND EDUCATION

ENGLISH

DEGREE: B.A.

The English program at D'Youville offers the opportunity to study and enjoy British, American and World literature, to master expository writing and to learn to write and publish creative fiction, poetry and drama. Our courses focus on close reading of both classic and non-canonical works and the study of critical and cultural theories about literature.

D'Youville's English majors develop the highly marketable skills of analytical, critical and creative thinking, problem-solving and effective written and oral communication. Career opportunities for students who earn a B.A. in English exist in the fields of education, media, creative and technical writing, library science, public relations, marketing, non-profit, government and law. The course option of an individually designed internship allows a student to prepare application material to graduate school and/or to explore a career path.

English majors are required to fulfill six credits of a foreign language, which is also required for education certification. Proof of four semesters of a high school foreign language allows a student to replace these courses with English electives.

A minor concentration in English literature of 15-credit hours is also available to all students. Please see the catalog section on minors for requirements.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent score of 18).
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 G.P.A. of 2.33. 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.

ENGLISH AND STUDY ABROAD AT D'YOUVILLE COLLEGE

The English program encourages its students to complete some portion of their undergraduate study through the college's Study Abroad program in England, Italy, and many other locations. English majors can deepen their understanding of British, American, and post-colonial English literature by study in a foreign university. English majors who study abroad come to understand that cultural context is crucial for interpreting literary texts. Seeing Shakespeare performed in the reconstructed London Globe, visiting the Lake District where Wordsworth and Coleridge wrote some of their finest poetry, reading Joyce's *Ulysses* in Dublin, discussing American literary texts with British or Australian students are all experiences that foreground the ways in which knowledge is constructed differently in other political and social environments. Alternatively, through immersion in a foreign language program, English students may gain fluency in another language and acquire a sense of its literature while at the same time studying their own literature. All courses taken through the college's Study Abroad program are accepted as D'Youville courses. With careful planning, students may spend a semester in a foreign university with no loss of time in completing their degrees. Junior and senior students are also eligible to complete internships abroad. For details on the Study Abroad program, see "Study Abroad Opportunities" on the D'Youville website (www.dyc.edu).

COURSE REQUIREMENTS

ENGLISH

DEGREE: B.A.

Course Requirements for the Major:

	Credits
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 237 Introduction to Literary Criticism.....	3
ENG 302 Shakespeare OR ENG 329 Major Author.....	3
One of ENG 215, 216, OR 218	3
One of ENG 203, 213, 217, 221, 232, 235, OR 236.....	3
Three Literature courses (300-400 Level).....	9
Two Foreign Language courses OR English electives (if student has four semesters of high school foreign language)	6
ENG 444 Internship OR one Literature course.....	3-12
Major	45
Core requirements and electives.....	75
Total.....	120

NOTE: ENG 111-112 are required of all students and do not count toward the major.

FOR STUDENTS WISHING TO ENTER THE MASTER'S PROGRAM IN EDUCATION/CERTIFICATION IN EDUCATION:

For students wishing to enter the master's program in education/certification in education: The education program will allow up to three graduate courses to be taken while the student is an undergraduate. If a student wishes to take the entire three courses, two must fall in the senior's final semester as an undergraduate. Further, it is expected that all juniors and seniors wishing to take graduate courses show substantial evidence of academic progress toward their undergraduate degree. Students may not take graduate courses in lieu of required courses by the program. Students must maintain a 2.75 G.P.A. to take graduate courses.

SCHOOL OF HEALTH PROFESSIONS

EXERCISE & SPORTS STUDIES

DEGREE: B.S.

The exercise and sports studies (ESS) program leads to a bachelor's of science (B.S.) degree of 122-124 credits, and is designed to provide undergraduate students with the knowledge and conceptual tools to understand the various dimensions of the health professions, fitness industry and/or competitive athletics. Students are provided with a major foundation of 18 credits of content-specific coursework and are given the option to select from one of three areas of specialization. An ESS minor also exists to complement other academic areas of study.

THE EXERCISE STUDIES TRACK (TRACK #1) provides students with a focus on the exercise and sports science and prepares students for careers in the fitness industry, strength and conditioning, and personal training. This track is designed to prepare students for credentialing examinations through the National Strength and Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM).

THE SPORTS STUDIES TRACK (TRACK #2) focuses on the social, psychological, business, and management aspects of the sports and fitness industries. The emphasis within this concentration is to prepare students for careers in sports and fitness management, athletic administration, and coaching.

THE HEALTH PROFESSIONS TRACK (TRACK #3) is designed for students pursuing an advanced degree in physical therapy. Students interested in physical therapy matriculate into the sequential-degree program (B.S. in exercise and sports studies + doctor of physical therapy [D.P.T.] program). Entering freshmen matriculate into and complete a B.S. in ESS under the administration of the exercise and sports studies department. Students choosing the health professions track intimately study the basic sciences (chemistry, physics, anatomy and physiology) in addition to the exercise sciences in preparation for the D.P.T. graduate program. The track is also designed to prepare students for credentialing examinations through the National Strength and Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM).

The ESS course of study is intimately related to the strong group of health-related programs currently offered at D'Youville College at both the undergraduate and graduate levels, such as physical therapy and dietetics. Students interested in careers in sports and fitness management can complement undergraduate degrees with various graduate business degrees available at D'Youville College, such as international business and MBA programs. In addition, the undergraduate ESS major can be combined with elements of the undergraduate business management program for students interested in pursuing sports and fitness management. As such, this path of study is consistent with the educational mission and capabilities of the ESS program and provides students a new and attractive pathway for undergraduate studies in an area related to exercise and sport studies.

ADMISSIONS REQUIREMENTS

Applicant will meet these criteria for entrance into ESS program (TRACK #1 AND TRACK #2):

1. Combined SAT score of 900 (or ACT of 19)
2. High school average of at least 80 percent
3. High school rank in the upper one half of the class
4. Transfers: must have a minimum of 2.0 GPA

Applicants must meet these criteria for entrance into the ESS + D.P.T. program (TRACK #3):

1. Combined SAT score of 1000 (or ACT of 21)
2. High school average of at least 85 percent
3. High school rank in the upper one half of the class
4. Minimum of two years of high school math/three years of high school science.
5. Transfers: must have a minimum of 2.5 GPA and a minimum PT prerequisite GPA of 3.0.

Students who apply for admission into track #3, but do not meet all admissions requirements, may be given the option of being accepted into either track #1 or track #2. After two semesters of coursework which must include successful completion of two semesters of science required for the major, students can matriculate into the seven-year ESS + D.P.T. program.

PROGRAM CONTENTS AND REQUIREMENTS:

The program in exercise and sports studies leads to a B.S. requiring between 122-124 credits, dependent on area of specialization chosen (track). The program consists of three tracks, each of which contains 17 courses that meet the D'Youville College core requirements and five foundation courses. Each track then includes additional coursework from a variety of disciplines that round out the student's educational experience.

All ESS students must earn a grade of C or better in each required course or it must be repeated. A course may be repeated only once. Failure to achieve a grade of at least a C on the second attempt will result in dismissal from the program. ESS students from all three tracks can receive a grade of a C or lower in required courses no more than three times while matriculated in the ESS program. Grades of C or lower in 3 or more courses will result in dismissal from the ESS program. Furthermore, ESS students who are not in good academic standing for any consecutive or nonconsecutive two semesters will be dismissed from the ESS program. Students who are not in good academic standing will be placed on department academic probation and will be limited to 12 credit hours per semester while on probation.

For exercise studies and sports studies (TRACKS #1 AND #2)

To be in good academic standing in the ESS major, students must:

- a. Maintain a cumulative GPA of 2.0.
- b. Earn minimum grade of C for all required courses.
- c. Required courses may only be repeated once.
- d. Students on academic probation for any two academic semesters (consecutive or nonconsecutive) will be dismissed from the ESS program.

For health professions (TRACK #3)

Students choosing (track #3) the sequential degree entry will complete their B.S. in exercise and sports studies degree and be eligible to move directly into the graduate P.T. program by meeting academic policy requirements as follows:

To be in good academic standing in the ESDPT major, students must:

- a. Maintain a cumulative GPA of 3.0 to meet graduate admission requirements.
- b. Maintain a minimum grade of C for all required courses and DPT prerequisite courses. DPT prerequisite courses must also have a combined GPA of 3.0. For transfers, when calculating both overall GPA and DPT prerequisite GPA, grades from other colleges or universities will be included. Grades for any DPT prerequisite course lower than a B will not be accepted from any other college or university, and the course will need to be repeated at D'Youville College.
- c. Required courses and DPT prerequisite courses below a C may only be repeated once. Failure to achieve a grade of at least a C on the second attempt will result in dismissal from the ESDPT major. Refer to your advisor for other options within the ESS program.
- d. Students on academic probation for any two academic semesters (consecutive or nonconsecutive) will be dismissed from the ESS program.

TRACK 1 (EXERCISE STUDIES) - 124 CREDITS

TRACK 2 (SPORTS STUDIES) - 122 CREDITS

TRACK 3 (HEALTH PROFESSIONS) - 122 CREDITS

COURSE REQUIREMENTS

EXERCISE AND SPORTS STUDIES

DEGREE: B.S.

Core course requirements for the major:

ENG 111	English Communication I.....	3
ENG 112	English Communication II.....	3
PHI 201	Ethics in Theory and Action.....	3
	OR	
RS 201	Religion and Social Responsibility	
	Five (5) Humanities Electives.....	15
HIS	History Core Elective.....	3
SOC 101	Principles of Sociology.....	3
PSY 101	General Psychology.....	3
PSC 201	American Government and Economics.....	3
	OR	
ECO 201	Principles of Economics - Macro	
	OR	
ECO 202	Principles of Economics - Micro	
MAT 1xx	Mathematics Core Course (Track #3: MAT 122 or 125)	3
CSC 110	Computers and Computing.....	3
	OR	
CSC 151	Introduction to Computer Programming	
	OR	
CSC 161	Introduction to Multimedia	
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
	Three (3) Free Electives.....	9
	SUBTOTAL.....	59

In other academic areas required for the major:

ESS 101	Introduction to Exercise and Sports Studies.....	3
ESS 201	Principles of First Aid, Safety and Athletic Injury.....	3
ESS 270	Exercise and Sports Studies: Practicum.....	3
ESS 410	Special Topics.....	3
ESS 470	Exercise and Sports Studies: Internship.....	3
ESS 490	Exercise and Sports Studies Seminar.....	0
SOC 312	Sociology of Sports and Physical Activity.....	3
	SUBTOTAL.....	18

Additional course requirements for Track 1—Exercise Studies:

CHE 111	Chemistry for the Health Sciences I.....	3
CHE 112	Chemistry for the Health Sciences II.....	2
CHE 113L	Chemistry for the Health Sciences II Lab.....	1
BIO 339	Human Gross Anatomy.....	6
DTC 306	Principles of Nutrition.....	3
DTC 328	Nutrition for Fitness and Athletic Performance.....	2
ESS 301	Exercise Prescription and Fitness Evaluation.....	3
ESS 306	Exercise Physiology.....	3
	Eight (8) Electives.....	24
	SUBTOTAL	47
	Core requirements.....	59
	In other academic areas required for the major.....	18
	In the specific area of concentration.....	47
	Total	124

Additional course requirements for Track 2—Sports Studies:

ESS 206	Coaching Theory and Methodology.....	3
ESS 307	Sports and Fitness Management.....	3
PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology.....	3
SOC 322	Health, Illness and Society.....	3
SOC 400	Social Epidemiology.....	3
	9 Electives.....	27
	SUBTOTAL	45
	Core requirements.....	59
	In other academic areas required for the major.....	18
	In the specific area of concentration.....	45
	TOTAL	122

Additional course requirements for Track 3—Health Professions:

CHE 111	Chemistry for the Health Sciences I.....	3
CHE 112	Chemistry for the Health Sciences II.....	2
CHE 113L	Chemistry for the Health Sciences II Lab.....	1
DTC 306	Principles of Nutrition.....	3
DTC 328	Nutrition for Fitness and Athletic Performance.....	2
ESS 301	Exercise Prescription and Fitness Evaluation.....	3
ESS 306	Exercise Physiology.....	3
MAT 123	Introduction to Applied Statistics.....	4
PHY 111\L	Introduction to Physics I.....	4
PHY 112\L	Introduction to Physics II.....	4
PSY 203	Developmental Psychology.....	3
RSC 203	Medical Terminology.....	1
	4 Electives.....	12
	SUBTOTAL	45
	Core requirements	59
	In other academic areas required for the major	18
	In the specific area of concentration	45
	Total	122

SCHOOL OF ARTS, SCIENCES AND EDUCATION

GLOBAL STUDIES

DEGREE: B.A.

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. The global studies faculty 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, and culture and politics in the world, 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 nine 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 280, 305, 404, RS 209 or SOC 211. The Americas: ENG 218, 323, 342, 343, 344, 409, HIS 231, 341, 313 or SOC 211. The Non-Western World: ENG 344, 340, 341, HIS 103, 309, 350, HIS/SOC 420, PHI 308 or 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 G.P.A. in courses taken at D'Youville in their major subject area.

For further information, contact the chair of the liberal arts department at 716.829.7608.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent score of 18)
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 G.P.A. of 2.33. 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.

COURSE REQUIREMENTS

GLOBAL STUDIES

DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits:</i>
GLS 101	Global Culture I.....	3
GLS 102	Global Culture II.....	3
GLS 444	Internship (minimum).....	3
	SUBTOTAL	9

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	17th Century Literature
ENG 310	18th 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 280	Western Ancient Philosophy
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	
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

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
	SUBTOTAL	34

Major **55**

Core requirements and electives..... **65**

Total **120**

SCHOOL OF HEALTH PROFESSIONS

HEALTH SERVICES MANAGEMENT

DEGREE: B.S.

The health services management 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.

Applicants must meet these criteria for entrance into HSM+DPT program:

1. A combined SAT score of 1000 (or ACT 21)
2. High school average of at least 85%
3. High school rank in the upper one half of the class
4. Minimum of two years of high school math and three years of science
5. Transfers must have a minimum cumulative GPA of 2.5 and a minimum PT prerequisite GPA of 3.0

The degree conferred is the bachelor of science in health services management. Students interested in a degree in physical therapy will matriculate in the sequential-degree, entry-level P.T. program (B.S. in health services management + D.P.T. program). Entering freshmen matriculate in and complete a B.S. in health services management degree under the program administration of the health services administration department. Upon completion of the B.S. in health services management, qualified graduate students then move directly into the three-year doctor of physical therapy (D.P.T.) program. 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 management program, although a strong math and science background is important. 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.

All health services management 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.). Admission to the D.P.T. program requires a G.P.A. of 3.0.

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.

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.

Students in the health services management program participate in two internships, one in their junior and senior years. Internships are excellent hands-on opportunities for students to network with professionals in a variety of healthcare settings. Students have completed their internships at placements such as The Community Health Center of Buffalo, The March of Dimes, the American Red Cross, Erie County Medical Center, and Millard Fillmore Suburban Hospital, to name a few.

HEALTH SCIENCES TRACK:

Students choosing the science track will study chemistry, physics, anatomy and physiology in preparation for entering licensing programs such as physical therapy, occupational therapy and chiropractic science.

Students choosing the sequential degree entry to physical therapy will complete their B.S. in health services management degree and be eligible to move directly into the graduate physical therapy program by meeting academic policy requirements as follows:

To be in good standing in the HSDPT major, students must:

- a. maintain a cumulative G.P.A. of 3.0 to meet graduate admission requirements.
- b. maintain a minimum grade of C for all P.T. program prerequisite courses with a minimum prerequisite G.P.A. of 3.0.
- c. P.T. prerequisite courses below a C may only be repeated once. Failure to achieve a grade of at least a C on the second attempt will result in dismissal from the HSDPT major. Refer to your advisor for other options within the HSM program.

COURSE REQUIREMENTS

HEALTH SERVICES MANAGEMENT

DEGREE: B.S.

COURSE REQUIREMENTS FOR THE MAJOR:

Core requirements:

	Credits
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
MAT 122 Algebra and Trigonometry.....	3
OR	
MAT 125 Calculus I.....	4
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
Six Free Electives.....	18
Subtotal.....	57
In other academic areas required for the major:	
ENG 218 Minority Voices in American Literature	
OR	
ENG 231 Advanced Writing I.....	3
PHI 204 Logic and Practical Reasoning.....	3
PHI 336 Problems in Professional Ethics.....	3
PSY 203 Developmental Psychology.....	3
SOC 309 Sociology of Disability and Rehabilitation	
OR	
SOC 322 Health, Illness and Society.....	3
RS 214 The Challenges of Death.....	3
SPE 201 Public Speaking.....	3
Subtotal.....	21

In the specific area of concentration:

HSM 101 Introduction to Health Care Systems.....	2
HSM 203 Medical Terminology.....	1
HSM 210 Delivering Health Services.....	3
MGT 305 Principles of Management.....	3
MGT 435 Health Care Management.....	3
HRM 309 Human Resource Management.....	3
HSM 220 Community Health.....	3
HSM 406 Information Technology in Health Care.....	3
HSM 408 Reimbursement Payment Systems.....	3
HSM 410 Health Care Law.....	3
MGT 318 Management Information Systems.....	3
Subtotal.....	30

Practice Focus :

Students select Health Education, and Operations or Health Sciences

HSM 310 Quantitative Methods.....	3
HSM 312 Health Education Program Planning and Evaluation.....	3
HSM 314 Maximizing Health Organization Assets	
Coordination and Communication.....	2
HSM 320 Health Services Internship.....	2
HSM 414 Project Planning and Management.....	3
HSM 420 Advanced Health Services Internship.....	2
Subtotal.....	15

Health Sciences

Students in the health sciences track preparing for a career in P.T. also have the flexibility to take elective courses in exercise and sports studies, if interested.

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
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
Subtotal.....	14

Core requirements 57

In other academic areas required for the major..... 21

In the specific area of concentration..... 30

Practice focus 14-15

Total..... 122-123

SCHOOL OF ARTS, SCIENCES AND EDUCATION

HISTORY

DEGREE: B.A.

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, 450 and a three-credit hour senior research project; three courses selected from 309, 313, 325, 329, 343, 344, 350 or another non-North American history course; two courses from 320, 330, 336, 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) and 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, unless the individual has a B average in high school social science.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900
(or ACT equivalent score of 18)
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 G.P.A. of 2.33. 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.

COURSE REQUIREMENTS

HISTORY

DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:

Credits

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 450	Senior Research Project.....	3
Group I:	History electives chosen from	9
GLS 101	Global Culture	
HIS 309	History of the Far East	
HIS 311	History of Latin America	
HIS 325	Modern World Revolutions	
HIS 329	Twentieth-Century Europe	
HIS 343	Russia, The West and Change	
HIS 344	History of Ireland	
HIS 350	Islam and Africa	
*HIS 420	Any variable topics course on a non-North American theme	
Group II:	History electives chosen from	6
HIS 320	History of New York State	
HIS 330	History of Constitutional Law	
HIS 336	American Environmental History	
HIS 341	Canada in Transition	
*HIS 420	Any variable topics course on a North American theme.	
HIS 444	Internship.....	3-12

In other academic areas required for the major:

Related field in one of the following:12
 (Overlap with core depends on field selected.)

SOCIAL SCIENCES:

Political Science
 Sociology
 Psychology
 Economics
 Pre-Law
 Spanish or other foreign language
 Religious Studies

STRUCTURED MINOR (ONE):

- 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.

For students wishing to enter the master's program in education/ certification in education: The education program will allow up to three graduate courses to be taken while the student is an undergraduate. If a student wishes to take the entire three courses, two must fall in the senior's final semester as an undergraduate. Further, it is expected that all juniors and seniors wishing to take graduate courses show substantial evidence of academic progress toward their undergraduate degree. Students may not take graduate courses in lieu of required courses by the program. Students must maintain a 2.75 G.P.A. to take graduate courses.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

INTERNATIONAL BUSINESS

DEGREE: B.S./M.S.

The bachelor's/master's degree in international business combines specialized training in international business with a strong foundation in a foreign language, quantitative research, finance and accounting, 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 and managing strategic and functional areas of business,
- Managing cultural differences in the global environment 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 as well as small exporting firms
- International financial institutions
- Government agencies such as U.S. Commerce Department and Ex-Im Bank
- Management consulting firms and export management companies
- Logistics and transportation companies
- Colleges and universities

Students combine theoretical concepts learned in the classroom with practical training gained through fieldwork experiences. Fieldwork 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 B.S./M.S. program in international business and guarantees a place in the class as long as all of the academic requirements are met.

The international business program at D'Youville College 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 B.S. and M.S. degrees in international business at the time of graduation. The program is accredited by the International Assembly of Collegiate Business Education.

The program's first two years are devoted primarily to studying arts, humanities and science to 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 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 developing exporting or importing strategies, performing advertising or marketing research, developing international financing proposals 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 or two- and three-years international business diplomas 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 B.S./M.S. combined international business program. Specific details for each agreement are available in the department of business or the undergraduate admissions office.

STUDENT RESPONSIBILITIES

The international business program is a demanding program in coursework 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.

ADMISSION REQUIREMENTS

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1,000 (math and verbal) 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 B.S./M.S. program are strongly advised to include these documents with their application.

The admission requirement for transfer students is a minimum G.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 G.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, it is highly recommended that transfer students gain competence in word processing and other basic computing skills prior to entering the program.

Please note that students are admitted directly into the program and do not have to re-apply for admission to the graduate portion 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 are responsible for the following:

1. They must maintain semester/summer and cumulative averages of 2.5.
2. They must 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 an 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.
3. 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.
4. 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, the following are required:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. 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.
3. 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 has been successfully repeated with a minimum grade of C. If space is available, the course must be repeated the next time it is offered.

4. 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.
5. 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 the two full-time terms (i.e., semesters and/or summers) 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 terms (i.e., semesters and/or terms) that immediately follow the date of probation.

Students placed on academic probation are not permitted to advance to subsequent terms of study until the academic deficiency which resulted in the probation status has been remedied. The student will remain on probation for two terms 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 terms 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.

COURSE REQUIREMENTS

INTERNATIONAL BUSINESS

DEGREE: B.S./M.S.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>	<i>Credits</i>
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
MGT Electives: Two 300- and 400-Level Management Courses	6
IB 501 Theoretical Concepts in Global Economics.....	3
IB 503 International Economics, Finance and Accounting.....	3
IB 505 International Negotiations and Communications.....	3
IB 506 International Human Resources 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 Global Supply-Chain and Logistics Management.....	3
IB 608 Multinational Strategic Management.....	3
IB 610 Multinational Financial Reporting	3
IB 620 International Business Fieldwork I.....	9
IB 630 International Business Fieldwork II	3
 <i>In other areas required for this major:</i>	
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
or	
GRA 621 Applied Research Methods	
GRA 629 Thesis Advisement	3
OR	
GRA 622 Applied Research Project Seminar	3
 Core requirements.....	57
100- and 400-level requirements	
specified by the program	40
500- and 600-level requirements	
specified by the program	54
TOTAL	151

SCHOOL OF ARTS, SCIENCES AND EDUCATION

LIBERAL STUDIES FOR EDUCATION

DEGREE: B.S.

Liberal studies for education is a bachelor of arts degree which prepares students interested in childhood-, and special-levels education. The program is designed to lead students toward a master of science in education. Special education and TESOL options are also available. It is also a terminal B.A. degree.

Students who maintain a cumulative average of 2.75 or better in their first two years of the program may 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 program follow a carefully sequenced curriculum in the liberal arts and sciences to ensure 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. During their undergraduate years, students are guided by advisors in the education department.

ADMISSION REQUIREMENTS

The program accepts applicants for full-time study from the freshman year. Students are admitted directly into the program. Qualified transfer students who have comparable preparation in the liberal arts and sciences are accepted on a space-available basis. A minimum G.P.A. of 2.5 is required for admission.

ACADEMIC REGULATIONS

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

Phase I—Acceptance and entry into the program;

Phase II—Entry into upper-level graduate coursework 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 B.A.+M.S.

1. Students are admitted into the program based on the criteria outlined in the *D'Youville College Undergraduate Catalog*.
2. Students who later plan to teach at the childhood (grades one to six) or adolescence (grades seven to twelve) level must enter a major such as biology (page 50), mathematics (page 80), chemistry (page 53), English (page 60) or history (page 68).
3. To be in good standing, students must maintain a minimum G.P.A. of 2.5. Students with less than a 2.5 G.P.A. may be dismissed from the program. (Note: A G.P.A. of 2.75 is required to begin taking graduate courses in the junior year.)

Phase II:

Entry into upper-level graduate coursework in education

1. Students who have maintained a G.P.A. of 2.75 or better begin taking graduate courses in education in the junior year.
2. Before registering for graduate coursework, students must meet with an education advisor.
3. No more than six credits of grades below a B (B-, C+, etc.) are applicable to the graduate degree.
4. Any grade below C in the education department is considered failing. The course may be repeated.
5. A course may be repeated only once.
6. A student with two or more graduate grades below a C or with a cumulative graduate GPA less than 2.75 at any time will no longer be permitted to take graduate-level courses and will not be automatically admitted into the graduate programs in education.

Phase III:

Candidacy for the master of science degree

1. Students who have completed the bachelor of arts degree in liberal studies for education or in a major field, and have an overall G.P.A. of 2.75 or higher apply for admission into the master's degree programs in the education department.
2. All rules and regulations pertaining to graduate students at D'Youville College are applicable to graduate students in the education department. Students are also subject to specific rules and regulations in the education department.
3. Students at the Phase III level should refer to the D'Youville College graduate catalog for additional regulations which might be applicable.

COURSE REQUIREMENTS

LIBERAL STUDIES FOR EDUCATION/EDUCATION DEGREE: B.A. LIBERAL STUDIES FOR EDUCATION + M.S. EDUCATION

Course requirements for the major:

Education

EDU 101	Seminar in Education	
EDU 201	Historical Foundations of Education in the United States	
EDU 335	Classroom Management and Student Motivation	
EDU 375	Technology in Education	
EDU 450	Assessment and Evaluation in Education	
SUBTOTAL.....		15

Literature

ENG 215	World Literature I	
OR		
ENG 216	World Literature II	
ENG 218	Minority Voices	
One (1) 300-level Literature Course		
SUBTOTAL.....		9

Philosophy and Religious Studies

PHI 204	Logic	
PHI 401	The Person	
RS 102	Belief and Unbelief in the Brave New World	
SUBTOTAL.....		9

Fine Arts and Foreign Languages

ENG 231	Advanced Writing I	
OR		
ENG 232	Creative Writing II	
SPE 201	Speech	
Two (2) Fine Arts Electives		
Two (2) Foreign Language Courses		
SUBTOTAL.....		18

Social Sciences

HIS 203	American Economic and Social History I	
OR		
HIS 204	American Economic and Social History II	
HIS 103	Comparing World Civilizations	
OR		
Other non-North American History (300-400 level course)		
PSY 101	General Psychology	
PSY 203	Developmental Psychology	
SOC 211	The Changing Social World	
SOC 311	Sociology of Families	
SUBTOTAL.....		18

Mathematics

Three (3) MAT courses except for MAT 101		
SUBTOTAL.....		9

Natural Sciences

Five (5) of CHE, BIO or PHY: at least one of each, three (3) must be with a lab component (except CHE 105)

SUBTOTAL.....minimum 18

Other Core Requirements

ENG 111		
ENG 112		
PHI 201 or RS 201		
PSC 201 or ECO 201 or ECO 202		
SOC 101 or SOC 102		
CSC Core		
SUBTOTAL.....		18

Graduate Courses Taken at the Undergraduate Level

EDU 621	Elementary School General Strategies	
OR		
SED 643	Theoretical Perspectives in the Education of Individuals with Mild Disabilities	
EDU 652	Curriculum Planning in Education	
EDU 656	Philosophical and Social Foundations of Education	
SUBTOTAL.....		9

TOTAL..... 123

The education program will allow up to three graduate courses to be taken while the student is an undergraduate. If a student wishes to take the entire three courses, two must fall in the senior's final semester as an undergraduate. Further, it is expected that all juniors and seniors wishing to take graduate courses show substantial evidence of academic progress toward their undergraduate degree. Students in the liberal studies in education program must be juniors with a minimum of 56 credit hours accepted in the LSE program before taking any graduate education courses. Students may not take graduate courses in lieu of program-required courses.

Students who are making good progress towards their undergraduate degree may take the following courses:

SED 643	Theoretical Perspectives in the Education of Individuals with Mild Disabilities	
or		
EDU 621	Elementary School	
EDU 656	Philosophical and Social Foundations of Education	
EDU 652	Curriculum Planning in Education	

Students should consult with an education advisor before registering for graduate coursework.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

MANAGEMENT

DEGREE: B.S.

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 21 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.

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 to 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.

Student must earn a grade of C or better 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 working adults who want to get ahead in their careers, broaden their credentials to have more career choices or 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, students complete or transfer six additional business courses, as well as meet the requirements for the college core curriculum. Many of these college core courses are offered in modular format.

COURSE REQUIREMENTS

ADVANCE MODULES

DEGREE: B.S. IN MANAGEMENT

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
Module 1	MGT 389V Special Topics: Adult Development and Management.....	3
Module 2	MGT 305V Principles of Management.....	3
Module 3	MGT 304V Communicating In Organizations.....	3
Module 4	HRM 309V Human Resources Management.....	3
Module 5	MGT 401V Organizational Behavior.....	3
Module 6	ECO 207V Business Statistics.....	3
Module 7	ACC 211V Accounting I.....	3
Module 8	ACC 212V Accounting II.....	3
Module 9	MGT 315V Financial Management.....	3
Module 10	MKT 304V Principles of Marketing.....	3
Module 11	MGT 318V Information & Communication Technology Management.....	3
Module 12	MGT 411V International Business.....	3
Module 13	MGT 407V Quantitative Management Decision Making.....	3
Module 14	MGT 412V Management Strategy and Policy.....	3
Module 15	MGT 444V Internship/Action Research Project.....	3

Six additional business courses:

ECO 201	Principles of Economics-Macro.....	3
ECO 202	Principles of Economics-Micro.....	3
LAW 303	Business Law I.....	3
MGT 316	Personal Computers & E-Commerce for Managers.....	3
MGT	Two MGT courses at the 300-400 level.....	6

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 College, New York
 Business Management
 Marketing and Sales

Trocaire College
 Transfer Concentration
 Hotel Management
 Sales and Marketing
 Health Information Technology
 Health Care Office Management

Villa Maria College
 Business Management

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

COURSE REQUIREMENTS

MANAGEMENT

DEGREE: B.S. IN BUSINESS MANAGEMENT

COURSE REQUIREMENTS FOR THE MAJOR: *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
MGT 316	Personal Computers and E-Commerce for Managers.....	3
MGT 444	Internship.....	3
MGT 411	International Business.....	3
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	Quantitative Management Decision-Making.....	3
MGT 315	Financial Management.....	3
MGT 318	Information and Communication Technology Management.....	3
MGT 412	Management Strategy and Policy.....	3
MGT	Three management electives.....	9

(Any 300- or 400-level MGT courses)

Major..... 63

Core requirements and electives..... 57

Total..... 120

Students must earn a grade of C or better 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 three-credit course stipulated by the department chair in consultation with the student's advisor.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

MATHEMATICS**DEGREE: B.S. OR B.A.**

B.S. PROGRAM: This program is designed to offer a broad exposure to the rich field of mathematics. There are three tracks in the B.S. program: general track, statistics track and applied concentration track. All three tracks are suited for students interested in pursuing graduate work or careers in the mathematical sciences. The general track requires 15 mathematics courses (48 credit hours), consisting of 9 required courses (30 hours) and 6 electives (18 hours). The statistics track, which could lead to further study or careers in statistics or actuarial science, also requires 15 mathematics courses (48 credit hours) with at least 5 of these courses (15 hours) statistically oriented. The applied concentration track requires 11 mathematics courses (36 hours) and 4 courses (12-16 hours) in an area of concentration (e.g. physics, chemistry, biology, or computer science). The concentration courses must be pre-approved by the Mathematics Curriculum Committee and the Department Chair. Additionally, all three tracks require two semesters of physics with lab (8 credit hours) – either PHY 101, 101L, 102, 102L or PHY 103, 103L, 104, 104L – these courses are in addition to the seven credits of core science.

B.A. PROGRAM: This program has fewer required courses in mathematics so students have more free credits to explore other disciplines or further expand their mathematical experience. This program is particularly suited for students who wish to combine mathematics with another major. The college has a strong history in education, and this degree would complement the education department, allowing students who wish to become secondary school teachers of mathematics to complete their master's degree in education at D'Youville College. A total of 11 mathematics courses (36 hours) are required, consisting of 8 required courses (27 hours) and 3 electives (9 hours). In addition, two semesters of physics with lab (8 credit hours) are required – either PHY 101, 101L, 102, 102L or PHY 103, 103L, 104, 104L – these courses are in addition to the seven credits of core science.

ADMISSION REQUIREMENTS

The B.S. in mathematics requires a minimum SAT score of 1100 (Math and Verbal) (or ACT of 24), a high school average of 85 percent and a rank in the top 25 percent of one's class. Transfer students are required to have a minimum G.P.A. of 3.0.

The B.A. in mathematics requires a minimum SAT score of 1000 (Math and Verbal) (or ACT of 21), a high school average of 85 percent and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

Students nearly meeting these requirements will be considered for these programs by the department. Students denied immediate acceptance into the mathematics B.S. will be accepted into the mathematics B.A. program if they meet its requirements. These students may be promoted into the mathematics B.S. program after they have sufficiently demonstrated competence (usually after the completion of two semesters).

PROGRAM REQUIREMENTS

Students within the department must maintain a minimum 2.0 G.P.A. in coursework required for their major and taken at D'Youville College. Students must have a minimum grade of B- in MAT 125 and MAT 126. 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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing to the department chairperson, reasons why exceptional consideration may be justified.

For students wishing to enter the master's program in education/ certification in education: The education program will allow up to three graduate courses to be taken while the student is an undergraduate. If a student wishes to take the entire three courses, two must fall in the senior's final semester as an undergraduate. Further, it is expected that all juniors and seniors wishing to take graduate courses show substantial evidence of academic progress toward their undergraduate degree. Students may not take graduate courses in lieu of required courses by the program. Students must maintain a 2.75 G.P.A. to take graduate courses.

MATHEMATICS**DEGREE: B.A.****COURSE REQUIREMENTS FOR THE MAJOR: Credits**

*MAT 125	Calculus I.....	4
*MAT 126	Calculus II.....	4
MAT 202	Calculus III.....	4
MAT 300	Math Reasoning.....	3
MAT 301	Real Analysis I.....	3
MAT 315	Linear Algebra.....	3
MAT 401	Abstract Algebra I.....	3

Select one of following two courses:

MAT 302	Real Analysis II.....	3
MAT 402	Abstract Algebra II.....	3
SUBTOTAL.....		27

Mathematics Electives (select three of following):

MAT 302	Real Analysis II (if not used as a major requirement).....	3
MAT 303	Foundations of Geometry I.....	3
MAT 304	Foundations of Geometry II.....	3
MAT 310	Foundations of Mathematics.....	3
MAT 318	Discrete Mathematics.....	3
MAT 321	Differential Equations.....	3
MAT 389-390	Special Topics in Mathematics.....	3
MAT 402	Abstract Algebra II (if not used as a major requirement).....	3
MAT 403	Probability.....	3
MAT 404	Mathematical Statistics.....	3
MAT 407/408	Senior Seminar.....	3
MAT 410	Number Theory.....	3
MAT 412	General Topology.....	3
MAT 414	Complex Analysis.....	3
MAT 417	Graph Theory.....	3
MAT 420	Introduction to Linear Models.....	3
MAT 421	Design of Experiments.....	3
MAT 424	Numerical Analysis.....	3
MAT 443	Methods for Teaching Mathematics.....	3
MAT 479	Data Analysis Methods.....	3
MAT 480	Statistical Applications.....	3
SUBTOTAL.....		9

In other academic areas required for major:**Select one of following two sequences:**

PHY 101/101L	Physics I/Lab (preferred).....	4
PHY 102/102L	Physics II/Lab (preferred).....	4
OR		
PHY 103/103L	Physics for Engineers I/Lab.....	4
PHY 104/104L	Physics for Engineers II/Lab.....	4
SUBTOTAL.....		8

Major requirements:	44
Core requirements:	46
Free electives (including core electives) :	30
TOTAL.....	120

* Minimum grade of B- required

MATHEMATICS**DEGREE: B.S. (GENERAL TRACK)****COURSE REQUIREMENTS FOR THE MAJOR: Credits**

*MAT 125	Calculus I.....	4
*MAT 126	Calculus II.....	4
MAT 202	Calculus III.....	4
MAT 300	Math Reasoning.....	3
MAT 301	Real Analysis I.....	3
MAT 302	Real Analysis II.....	3
MAT 315	Linear Algebra.....	3
MAT 401	Abstract Algebra I.....	3
MAT 402	Abstract Algebra II.....	3
SUBTOTAL.....		30

Mathematics Electives (select SIX of following):

MAT 303	Foundations of Geometry I.....	3
MAT 304	Foundations of Geometry II.....	3
MAT 310	Foundations of Mathematics.....	3
MAT 318	Discrete Mathematics.....	3
MAT 321	Differential Equations.....	3
MAT 389-390	Special Topics in Mathematics.....	3
MAT 403	Probability.....	3
MAT 404	Mathematical Statistics.....	3
MAT 407/408	Senior Seminar.....	3
MAT 410	Number Theory.....	3
MAT 412	General Topology.....	3
MAT 414	Complex Analysis.....	3
MAT 417	Graph Theory.....	3
MAT 420	Introduction to Linear Models.....	3
MAT 421	Design of Experiments.....	3
MAT 424	Numerical Analysis.....	3
MAT 443	Methods for Teaching Mathematics.....	3
MAT 479	Data Analysis Methods.....	3
MAT 480	Statistical Applications.....	3
SUBTOTAL.....		18

In other academic areas required for major:**Select one of following two sequences:**

PHY 101/101L	Physics I/Lab (preferred).....	4
PHY 102/102L	Physics II/Lab (preferred).....	4
OR		
PHY 103/103L	Physics for Engineers I/Lab.....	4
PHY 104/104L	Physics for Engineers II/Lab.....	4
SUBTOTAL.....		8

Major requirements:	56
Core requirements:	46
Free electives (including core electives) :	18
TOTAL.....	120

* Minimum grade of B- required

MATHEMATICS

DEGREE: B.S. (STATISTICS TRACK)

<i>COURSE REQUIREMENTS FOR THE MAJOR:</i>	<i>Credits</i>
*MAT 125 Calculus I.....	4
*MAT 126 Calculus II.....	4
MAT 202 Calculus III.....	4
MAT 300 Math Reasoning.....	3
MAT 301 Real Analysis I.....	3
MAT 315 Linear Algebra.....	3
MAT 401 Abstract Algebra I.....	3
MAT 403 Probability.....	3
MAT 404 Mathematical Statistics.....	3
SUBTOTAL.....	30

Statistics Electives (select three of the following):

MAT 420 Introduction to Linear Models.....	3
MAT 421 Design of Experiments.....	3
MAT 479 Data Analysis Methods.....	3
MAT 480 Statistical Applications.....	3
SUBTOTAL.....	9

Mathematics Electives (select three of following):

MAT 302 Real Analysis II.....	3
MAT 303 Foundations of Geometry I.....	3
MAT 304 Foundations of Geometry II.....	3
MAT 310 Foundations of Mathematics.....	3
MAT 318 Discrete Mathematics.....	3
MAT 321 Differential Equations.....	3
MAT 389-390 Special Topics in Mathematics.....	3
MAT 402 Abstract Algebra II.....	3
MAT 407/408 Senior Seminar.....	3
MAT 410 Number Theory.....	3
MAT 412 General Topology.....	3
MAT 414 Complex Analysis.....	3
MAT 417 Graph Theory.....	3
MAT 420 Introduction to Linear Models (if not used as a statistics elective).....	3
MAT 421 Design of Experiments (if not used as a statistics elective).....	3
MAT 424 Numerical Analysis.....	3
MAT 443 Methods for Teaching Mathematics.....	3
MAT 479 Data Analysis Methods (if not used as a statistics elective).....	3
MAT 480 Statistical Applications (if not used as a statistics elective).....	3
SUBTOTAL.....	9

In other academic areas required for major:

Select one of following two sequences:

PHY 101/101L Physics I/Lab (preferred).....	4
PHY 102/102L Physics II/Lab (preferred).....	4
OR	
PHY 103/103L Physics for Engineers I/Lab.....	4
PHY 104/104L Physics for Engineers II/Lab.....	4
SUBTOTAL.....	8

Major requirements.....	56
Core requirements.....	46
Free electives (including core electives).....	18
TOTAL.....	120

* Minimum grade of B- required

MATHEMATICS

DEGREE: B.S. (APPLIED CONCENTRATION TRACK)

<i>COURSE REQUIREMENTS FOR THE MAJOR:</i>	<i>Credits</i>
*MAT 125 Calculus I.....	4
*MAT 126 Calculus II.....	4
MAT 202 Calculus III.....	4
MAT 300 Math Reasoning.....	3
MAT 301 Real Analysis I.....	3
MAT 315 Linear Algebra.....	3
MAT 401 Abstract Algebra I.....	3
SUBTOTAL.....	24

Mathematics Electives (select four of following):

MAT 302 Real Analysis II.....	3
MAT 303 Foundations of Geometry I.....	3
MAT 304 Foundations of Geometry II.....	3
MAT 310 Foundations of Mathematics.....	3
MAT 318 Discrete Mathematics.....	3
MAT 321 Differential Equations.....	3
MAT 389-390 Special Topics in Mathematics.....	3
MAT 402 Abstract Algebra II.....	3
MAT 403 Probability.....	3
MAT 404 Mathematical Statistics.....	3
MAT 407/408 Senior Seminar.....	3
MAT 410 Number Theory.....	3
MAT 412 General Topology.....	3
MAT 414 Complex Analysis.....	3
MAT 417 Graph Theory.....	3
MAT 420 Introduction to Linear Models.....	3
MAT 421 Design of Experiments.....	3
MAT 424 Numerical Analysis.....	3
MAT 443 Methods for Teaching Mathematics.....	3
MAT 479 Data Analysis Methods.....	3
MAT 480 Statistical Applications.....	3
SUBTOTAL.....	12

In other academic areas required for major:

Select one of following two sequences:

PHY 101/101L Physics I/Lab (preferred).....	4
PHY 102/102L Physics II/Lab (preferred).....	4
OR	
PHY 103/103L Physics for Engineers I/Lab.....	4
PHY 104/104L Physics for Engineers II/Lab.....	4
SUBTOTAL.....	8

Four courses in area of concentration (200+ level)..... 12-16

Concentration courses must be pre-approved by the Mathematics Curriculum Committee and the chair of the mathematics and natural sciences department (Suggested concentrations: physics, chemistry, biology, or computer science).

Major requirements:.....	56-60
Core requirements:.....	46
Free Electives (including core electives) :.....	18-14
TOTAL.....	120

* Minimum grade of B- required

MILITARY SCIENCE

Students from D'Youville College wishing to pursue a career in the U.S. military are able to follow a course of study in military science as cross-registered students at Canisius College. The military science program at Canisius College is designed to augment the college learning experience. Its primary goals are to identify, instruct and commission men and women for service as officers in the active United States Army, the Army Reserve or the Army National Guard. D'Youville students interested in learning more about the possibility of military service in this form should contact the Canisius College professor of military science at 716.888.3229.

Courses taken at Canisius on a cross-registration (no fee) basis include the following:

Freshman and Sophomore Years:

MLS 101	Introduction to ROTC	1
MLS 102	Introduction to Leadership.....	1
MLS 111L	Basic Leadership Lab	1
MLS 112L	Basic Leadership Lab	1
MLS 201	Self/Team Development	1
MLS 202	Individual/Team Military Tactics	1
MLS 211	Leadership Laboratory	2
MLS 212	Leadership Laboratory	2

Junior and Senior Years:

MLS 301	Unit Organization and Operations I	3
MLS 302	Unit Organization and Operations II	3
MLS 401	Advanced Leadership Studies	3
MLS 402	Military Law, Ethics and the Military Profession	3

These courses, when completed, may be applied to D'Youville degree requirements as general electives in the core curriculum.

Detailed information is available in the Canisius College catalog.

MINORS (STRUCTURED)

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. Students should complete a statement of intent. Forms are available in the registrar's office.
2. Students must maintain a G.P.A. of 2.0 in the required courses.
3. Students should complete a minimum of 12 credits as indicated in the chosen area of study.
4. Students should take at least nine of the needed credits at D'Youville.
5. 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.

ANALYTICS MINOR (23 CREDIT HOURS)

The analytics minor is a useful complement to majors in health or natural sciences. Like other structured minors, it offers greater employment potential.

Required courses:

MAT 123	Introduction to Applied Statistics	4
MAT 124	Intermediate Applied Statistics.....	4
MAT 220	Applied Regression Analysis.....	3
MAT 222	Statistical Computing.....	3
MAT 224	Applied Biostatistics.....	3
MAT 228	Applied Statistical Inquiry	3
CSC XXX	Any Computer Science Course.....	3
	(CSC 151 recommended)	

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.....	3
ACC 212	Principles of Accounting II.....	3
ACC 311	Intermediate Accounting I.....	3
One of the following:		
ACC 312	Intermediate Accounting II.....	3
ACC 321	Tax Accounting	3

BIOLOGY MINOR (MINIMUM OF 18 CREDIT HOURS)

Any D'Youville student not seeking a degree in biology could complete this minor. It could be used by those who wish to feature a biology foundation in their resumes.

Two introductory courses:

BIO 101	Introductory Biology I with Lab	4
	AND	
BIO 102	Introductory Biology II with Lab	4
	OR	
BIO 107	Human Anatomy and Physiology I with Lab	4
	AND	
BIO 108	Human Anatomy and Physiology II with Lab.....	4

Three courses (encompassing a minimum of 10 credits) from:

BIO 208/208L	Microbiology with Lab.....	4
BIO 216	Marine Biology.....	3
BIO 218	Invertebrate Zoology with Lab.....	4
BIO 229	Ecology with Lab.....	4
BIO 242	Evolution.....	3
BIO 302	Genetics with Lab.....	4
BIO 303/303L	Biochemistry with Lab.....	4
BIO 304	Microscopic Anatomy with Lab.....	4
BIO 307	Pathophysiology	3
BIO 309	Virology	3
BIO 310	Immunology	3
BIO 312	Molecular Cell Biology with Lab.....	4
BIO 317	Comparative Anatomy with Lab.....	4
BIO 320	Developmental Biology with Lab.....	4
BIO 335	Pharmacology I.....	3
BIO 336	Pharmacology II.....	3
BIO 339	Human Gross Anatomy with Lab.....	6
BIO 342	Endocrinology	3
BIO 389/390	Special Topics in Biology.....	3
BIO 4XX	Research or Independent Study	3

BUSINESS 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.....	3
ACC 212	Principles of Accounting II.....	3
ECO 201	Principles of Economics Macro.....	3
ECO 202	Principles of Economics Micro.....	3
ECO 207	Business Statistics.....	3
MGT 305	Principles of Management.....	3
	OR	
MKT 304	Principles of Marketing.....	3

CHEMISTRY MINOR (23 CREDIT HOURS)

A structured minor in chemistry may be taken by students who are interested in enhancement of their credentials (especially students enrolled in majors already carrying chemistry requirements, e.g., biology).

Required courses:

CHE 101/101L	General Chemistry I.....	4
CHE 102/102L	General Chemistry II.....	4
CHE 219/219L	Organic Chemistry I.....	4
CHE 220/220L	Organic Chemistry II.....	4
CHE/BIO303/303L	Biochemistry.....	4

One chemistry elective chosen from the following:

CHE 311	Physical Chemistry I.....	3
CHE 412	Spectroscopy.....	3
CHE 421	Organometallic Chemistry.....	3

Other courses may be taken with departmental approval.

ENGLISH MINOR IN LITERATURE (15 CREDIT HOURS)

A minor in English literature offers students in other majors the opportunity to broaden their knowledge of literature and its diverse genres, perspectives, and historical and political contexts. The distribution of course work enables students to enrich their experience of literature by engaging with diverse works of cultural and aesthetic value, contending with important philosophical questions, reimagining histories of past times and places, and fostering their own critical and creative voices. Minors are encouraged to participate in the larger culture of the English program—e.g., scholarly lectures, readings, roundtables—and to work for the college's literary magazine, Sketch.

Course requirements for the minor in English literature:

ENG 237	Introduction to Literary Criticism.....	3
---------	---	---

One 200-level course

Three 300 or 400 level literature courses

ENGLISH MINOR IN WRITING AND NEW MEDIA (15 CREDIT HOURS)

A minor in writing and new media helps students establish the communication skills and visual, information, and media literacies required in professional and academic environments. The writing and new media minor consists of 12 course credits (4 courses) and a required internship (3-12 credits) with a writing or media-based focus. The internship will require a portfolio of work completed for the minor and/or a public performance / presentation.

Course requirements for the minor in writing and new media:

ENG 232	Introduction to Creative Writing.....	3
or ENG 231	The Art of the Essay.....	3
ENG 235	Writing for New Media.....	3
or ENG 236	Writing for Social Justice.....	3

One of:

Advanced Creative Writing Workshop:

ENG 303	Fiction Workshop.....	3
ENG 304	Poetry Workshop.....	3
ENG 305	Screen/Playwriting Workshop.....	3
ENG 331	Advanced Media Studies.....	3

An internship with a writing- or media-based focus (3-12 credits)

ENTREPRENEURSHIP MINOR (12 CREDIT HOURS)

The purpose of the minor in entrepreneurship is to enable students to expand their skills and knowledge in small business/practice management. The structured minor is designed to teach students managerial, financial and marketing concepts related to small business ownership. The minor is geared toward students who may want to gain expertise in entrepreneurship/small business management or want to own or manage a practice in the future. NOTE: The entrepreneurship structured minor is available only to non-management majors.

Required courses:

ACC 211	Principles of Accounting I.....	3
MGT 305	Principles of Management.....	3
MGT 321	Entrepreneurship I: Small Business Planning.....	3
MGT 322	Entrepreneurship II: Small Business Operations.....	3
	Total.....	12

EXERCISE AND SPORTS STUDIES MINOR (17 CREDIT HOURS)

The exercise and sports studies minor is designed to assist students in developing necessary knowledge, skills and abilities in the ever-growing field of health and fitness, as well as the burgeoning field of sport and competitive athletics. For students hoping to extend a career in the allied health professions to sports and athletics, this program provides the fundamental dynamics of how sport impacts individuals and society, through both a biomedical approach and a critical examination of the psychological and sociological dimensions of sport and physical activity.

Required courses:

ESS 101	Introduction to Exercise & Sports Studies.....	3
ESS 201	Principles of First Aid, Safety & Athletic Injury	3
ESS 301	Fitness Evaluation & Exercise Prescription.....	3
ESS 270	Exercise & Sports Studies Practicum.....	3
DTC 328	Nutrition for Fitness & Athletics.....	2
SOC 312	Sociology of Sport & Physical Activity	3
	OR	
ESS 410	Special Topics in Ex/Sports Studies.....	3
	TOTAL	17

FINE ARTS MINOR (18 CREDIT HOURS)

The fine arts minor is designed to provide an interdisciplinary approach to creative human expression for students interested in artistic performance, process and inquiry. Students have flexibility in designing their course of study within the minor, and may choose to acquire either an in-depth understanding of a particular art—visual arts, dance, theater, music—or a broader, critical awareness of the visual and performing arts.

Students wishing to earn an fine arts minor will submit a portfolio documenting their creative and/or critical activities at D'Youville College at the end of their program to a committee of three faculty members for evaluation. This personal archive will generally consist of written programs, lists of repertoire studied and performed, samples of creative and/or critical work, and other evidence of creative achievements, including participation in public performances and/or exhibitions, as part of study toward the minor. The portfolio will be integrated into PHI 423 Philosophy of Art.

Five courses (encompassing a minimum of 15 credits), two of which must be at the 300-400 level:

DAN 101	Introduction to Dance	3
DAN 210	Introduction to Ballet	3
DAN 300	Elements of Dance Composition.....	3
DAN 305	Dance Technique and Performance	3
FA 105	Introduction to Photography	3
FA 205	Drawing	3
FA 210	Design	3
FA 218	History of Western Art	3
FA 305	Painting	3
FA 314	Art of the Film	3
FA 320	History of Visual Arts in America	3
FA 327	Modern Art	3
FA 328	Art and the Everyday	3
FA 330	Frank Lloyd Wright and American Architecture	3
FA 380	Art: Special Topics.....	3

MUS 100	Appreciation of Music	3
MUS 103	Chorus	1
MUS 200	Appreciation of Music 2	3
MUS 209	Introduction to the American Musical Theater.....	3
THE 104	Theatre Production	3
THE 202	Introduction to Acting	3
THE 444	Theatre as Outreach	3
ENG 213	Drama.....	3
ENG 302	Shakespeare	3

All FA minors are required to take the following course:

PHI 432	Philosophy of Art	3
---------	-------------------------	---

HEALTH SERVICES ADMINISTRATION MINOR (15 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.....	3
MGT 435	Health Care Management.....	3
HRM 309	Human Resource Management.....	3

Two of the following:

HSM 220	Community Health.....	3
HSM 406	Information Technology in Health Care	3
HSM 410	Health Care Law.....	3

HISTORY MINOR (15 CREDIT HOURS)

This minor requires any two courses at the 100 or 200 level including the required course for the core (6 credit hours). An additional three courses at the 300-400 level (9 credit hours) is also required.

INFORMATION TECHNOLOGY MINOR (16 CREDIT HOURS)

A minor in information technology would serve students majoring in other fields, like education or business, who want to combine their degree with more advanced skills in computer technology.

Required courses:

IT 101	Introduction to Information Technology	1
IT 111	Java Programming I.....	3

Four of the following:

IT 112	Java Programming II.....	3
IT 231	Computer Organization & Architecture.....	4
IT 304	Object Oriented Programming.....	3
IT 323	Database Design & Development.....	3
IT 331	Internet Working & Communication.....	3
IT 338	Modern Operating System.....	3
	OR Any I.T. professional elective	

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.....	3
MKT 304	Principles of Marketing.....	3
	Three courses from the areas of: Management/Marketing/Human Resource Management	

MATHEMATICS MINOR (18 CREDIT HOURS)

This minor is available to students who wish to feature a mathematical foundation on their resumes. The requirements for the minor are 18 credits of mathematics courses: Calculus I, Calculus II, Calculus III, (MAT 125, MAT 126 and MAT 202) and two other mathematics courses which are acceptable for credit in the mathematics major.

NATURAL SCIENCES MINOR (21 CREDIT HOURS)

Although any D'Youville student not seeking a degree in biology or chemistry can achieve this minor, it could easily be used by liberal studies in education (pre-elementary education) students to highlight their interest in the sciences since they already currently take 18 of these credits. The minor requires 21 hours, including at least one physics, one chemistry, one biology and three laboratory courses, chosen from this list. Additional courses may be applied with departmental approval.

Courses

BIO 101	Introductory Biology I.....	4
BIO 102	Introductory Biology II.....	4
BIO 105	Human Biology	4
	OR	
BIO 107	Human Anatomy and Physiology I.....	4
BIO 108	Human Anatomy and Physiology II.....	4
BIO 145	The Process of Scientific Discovery.....	3
BIO 210	Modern Topics in Biology	3
BIO 215/215L	Environmental Science with or without lab.....	3-4
BIO 223	Evolution and Human Heredity	3
CHE 101/101L	General Chemistry I with Lab.....	4
CHE 102/102L	General Chemistry II with Lab.....	4
CHE 131L	Measurement Laboratory.....	1
CHE 142	Molecules with Lab.....	4
CHE 145	The Process of Scientific Discovery.....	3
PHY 101/101L	General Physics I with Lab.....	4
	OR	
PHY111/111L	Introduction to Physics I with Lab.....	4
PHY 102/102L	General Physics II with Lab.....	4
	OR	
PHY 112/112L	Introduction to Physics II with Lab.....	4
PHY 142/142L	Astronomy with or without lab.....	3-4
PHY 145	The Process of Scientific Discovery.....	3
PHY 151	Physics for Poets	3
BIO, CHE, PHY 389-390	Special Topics.....	3

NUTRITION MINOR (12 CREDIT HOURS)

This minor provides an opportunity for the student to develop proficiency in the highly popular field of nutrition. Intended for students of all majors, this minor can be used for personal or professional development. Health professions majors will find this minor particularly beneficial as the health care field continues its focus on an integrated approach to treating the whole person.

Required courses:

DTC 306	Principles of Nutrition	
	OR	
NTR 325	Nutrition and Health	3
DTC 210	Food and Culture	2
DTC 327	Nutrition Throughout the Lifecycle	3
DTC 328	Nutrition for Fitness and Athletic Performance	2
DTC 425	Diet Therapy	2

PHILOSOPHY MINOR (15 CREDIT HOURS)

The minor in philosophy requires a 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.....	3
PHI 204	Logic and Practical Reasoning.....	3
	Two 300-level courses	
	One 400-level course	

PRE-LAW MINOR (15 CREDIT HOURS)

This minor provides the pre-law student with a range of courses that introduce legal thinking, acquaints the student with areas where a law background is often used and prepares the student for successful entry into and completion of law school.

Required courses:

ECO 201	Principles of Economics-Macro	3
PSC 201	American Government & Economics.....	3
PHI 204	Logic-LSAT Preparation Course (NC).....	3

One of each of the following groups:

MGT 305	Principles of Management.....	3
	OR	
ACC 211	Principles of Accounting.....	3
LAW 303	Business Law I.....	3
	OR	
LAW 304	Business Law II.....	3
	OR	
HIS 330	History of Constitutional Law.....	3

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 an 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. Students wishing to minor in psychology must complete 15 credits.

Required courses:

PSY 101	General Psychology.....	3
---------	-------------------------	---

Two of the following:

PSY 202	Research Methods in the Behavioral Sciences	3
PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology.....	3
PSY 205	Social Psychology (also see SOC 205).....	3
PSY 206	Abnormal Psychology.....	3

Two additional courses at any level (see course listings in psychology)

RELIGIOUS STUDIES MINOR (15 CREDIT HOURS)

The religious studies minor requires a total of 5 courses for 15 credit hours. It is designed to provide foundational knowledge of religious beliefs from various religious perspectives and across academic disciplines.

Students are required to take RS 102 Belief and Unbelief and one course from the following list:

RS 101	Introduction to the Bible
RS 202	Life of Christ
RS 309	Letters of Paul
RS/PHI 410	Philosophy of Religion

Students may select the remaining three courses from the following:

RS 209	Major Western Faiths
RS 211	Catholicism Today
PHI/RS 411	Mysticism
RS/HIS 351	Religion in American History
RS 315	Spirituality in Human Experience
RS 201	Religion and Social Responsibility
RS 214	Challenges of Death
RS 316	Catholic Social Teaching
PHI/RS 312	Bioethics
RS/PSY 369	Psychology of Religion

SOCIOLOGY MINOR (15 CREDIT HOURS)

The minor in sociology is designed for students who are interested in gaining a greater understanding of social and cultural organization and patterns of human interaction. It is open to students in any field other than sociology.

Required courses:

SOC 101	Principles of Sociology	3
	OR	
SOC 102	Social Problems.....	3

Additional courses:

Four additional sociology courses at any level, only two of which can be cross-listed with the student's major.

SPANISH (12 CREDIT HOURS)

The minor in Spanish is designed to give students the opportunity to acquire an intermediate or higher level of proficiency. Students who begin Spanish at D'Youville will be required to take the first two years of Spanish. Students exempt from elementary courses (Spanish 101, 102) will be required to take more advanced courses at the 200-level.

Required courses:

- SPA 101-102 Spanish Level I and II
- SPA 201-202 Spanish Level III and IV

A. Students exempt from SPA 101 will take the following courses:

- SPA 102 Spanish Level II
- SPA 201-202 Spanish Level III and IV
- SPA 211 Conversation & Composition

B. Students exempt from SPA 101-102 will take the following courses:

- SPA 201-202 Spanish Level III and IV
- SPA 211 Conversation & Composition AND
- any 200 or higher-level course taught in Spanish

SPANISH FOR HEALTH 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 Health 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 Spanish Level I and II
- SPA 225-226 Spanish for Health Professions

B. Students exempt from SPA 101 will take the following courses:

- SPA 102 Spanish Level II
- SPA 225-226 Spanish for Health Professions
- SPA 211 Conversation & Composition

C. Students exempt from SPA 101-102 will take the following courses:

- SPA 225-226 Spanish for Health Professions
- SPA 211 Conversation & Composition
- AND
- any 200 or higher-level course taught in Spanish.

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.....	3
ENG 232	Creative Writing I.....	3
ENG 236	Writing to Change the World.....	3
ENG 235	Public Relations Writing in the 21st Century.....	3

One of the following:

MGT 304	Communication in Organizations.....	3
ENG 331	Advanced Composition II.....	3
ENG 332	Creative Writing II.....	3
ENG 336	Writing to Change the World.....	3
ENG 432	Creative Writing III.....	3
FA 105	Introduction to Photography.....	3
FA 205	Drawing.....	3
SPE 201	Speech.....	3
ENG	English Literature Course.....	3

SCHOOL OF NURSING

NURSING**DEGREES: B.S.N, R.N. TO B.S.N.**

Programs offered in the School of Nursing for undergraduate students include:

- A four-year bachelor of science in nursing program
- A bachelor of science in nursing program for registered nurses with an associate degree or diploma and a current, unrestricted license.

All programs are registered by the New York State Education Department and accredited by the Commission on Collegiate Nursing Education (CCNE). Clinical affiliations are conducted with a majority of the health care institutions in Western New York. Additional information on graduate level programs is available in the D'Youville College Graduate and Professional Degree Programs Academic Catalog.

BACHELOR OF SCIENCE IN NURSING—B.S.N.

This four-year bachelor of science in nursing program prepares graduates for the NCLEX Professional Nursing Licensing Examination. A minimum of 122 credits in nursing is required for the B.S.N. degree. The community-based curriculum focuses on the knowledge and skills needed for the 21st century. The clinical experience emphasizes evidence based practice and interprofessional collaboration. Clinical nursing courses begin in the second year while students are completing the prerequisite science courses and core liberal arts courses. The strong clinical preparation is acquired through a variety of clinical experiences.

PROGRAM FOR LICENSED R.N.s TO B.S.N

This special curriculum for R.N.s is planned to meet the needs of students with an associate degree in nursing. R.N.s are advised on an individual basis and transcripts are evaluated for maximum transfer credits. A.A.S. graduates either transfer in or are exempted from prior coursework. Transcripts are evaluated individually for total number of exempted credits or coursework. Some humanities courses may be met by CLEP exams (see credit by examination). R.N.s applying with an A.A.S. 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. R.N.s have the option to complete the program on campus at D'Youville, online, or an off-campus cohort group. A minimum of 130 credits is required for BSN completion. A 50 percent net 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.

ADMISSION REQUIREMENTS**BASIC STUDENTS IN B.S.N. PROGRAM*****Freshmen:*****B.S.N. Program:***

- Combined SAT of at least 900 (Math and Verbal) or 19 ACT score
- 80 percent high school average
- Upper half of class

Transfer:

- 2.5 G.P.A.

* Entry course requirements for admission are as follows: Successful completion of three years of high school science, including one year of high school biology and one year of high school chemistry or equivalent, and two years of high school math, other than business math.

Pre-licensure students who have not taken a high school chemistry course will be accepted on the condition that they complete 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 been dismissed from other nursing programs are not eligible for admission.

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 coursework, students must be formally accepted into the program.

ASSOCIATE'S DEGREE R.N. STUDENTS OR DIPLOMA PREPARED PROFESSIONAL R.N.s - B.S.N. PROGRAM:

- 2.5 G.P.A.; under 2.5, may be admitted on a discretionary basis to the B.S.N. program only.
- Current unrestricted R.N. license in New York State or in Ontario if Canadian.

ACADEMIC REGULATIONS*

**Students admitted to the nursing program prior to Fall 2013 should refer to the current School of Nursing Undergraduate Student Handbook Academic Policies section for policies in effect at the time of admission to the nursing program*

A. Grade and G.P.A. Requirements:

1. Good Standing
 - a. To be in good standing in the B.S.N. program, students must maintain a GPA and semester average of 2.5
 - b. Maintain a minimum grade of C in all courses required for the major as outlined in progression requirements.
2. An incomplete grade in a pre-requisite course must be satisfied one week prior to the start of the course for which that course is a pre-requisite.
3. For any NUR course with a lab/clinical component, both the theory component and the lab/clinical component must be repeated if a passing grade is not achieved for either theory (minimum grade of C) and/or lab/clinical (minimum grade of S).

B. Progression Requirements:

1. A minimum grade of C is required for any course in the major. This includes BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, PSY 206, MAT 123, MGT 305, MGT 435 or HRM 309 and all NUR courses.
2. Students who fail to obtain a grade of C in a course required for the major will not be permitted to enroll in any course for which that course is a pre-requisite, until the C grade requirement for the pre-requisite course has been met.
3. Students are permitted to repeat a course only once.
4. Students accepted into the RN/BS program must be licensed at the time of admission to the program. Loss of licensure will result in dismissal from program.

C. Probationary Standing:

Students who are not in good standing in the department (fail to meet the required GPA), are placed on probation until they achieve the required GPA and have a semester average of 2.5.

D. Dismissal:

1. A student may remain on probation for no more than two successive semesters. Failure to meet standards after two successive semesters on probation will result in dismissal from the program.
2. Students who fail to earn a minimum grade of C in two courses required for the major will be dismissed from the program regardless of GPA. Two lab grades of less than a C will be considered one course failure.

3. Students who fail to earn a minimum grade of C on a second attempt when repeating a course required for the major will be dismissed from the program.
4. Two grades of less than C in required courses are cause for dismissal whether or not a course is repeated for a higher grade.
5. Students demonstrating inability to deliver safe patient care or unprofessional conduct at any time are subject to course failure and dismissal from the program.

E. Readmission:

The School of Nursing undergraduate student handbook outlines the policies and procedures related to readmission. The criteria necessary for readmission will be defined in the letter of dismissal.

F. Clinical Course Requirements

(Health/Immunization, CPR, Health Insurance, and Professional Liability):

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. It is strongly recommended that all students carry health insurance coverage for the duration of the program experience. Students are responsible for any health care costs, even those that arise from clinical or laboratory assignments. The college assumes no responsibility for a student's medical care. Information regarding a basic injury and illness insurance plan is available through the college Health Center. By federal law, all International Students must carry health insurance coverage. International students will be billed directly by the college. Limited services are available through the Student Health Service.
3. Each student is required by New York State to have 2 measles, 1 mumps, 1 rubella immunization along with a signed meningitis waiver form before registering for classes. The college also requires each student to have a physical, PPD, and current tetanus immunization.

In addition, sophomore, junior and senior courses require nursing students to participate in a variety of clinical experiences, necessitating taking preventive health measures for the health of the students, as well as of the patients with whom they interact. These health requirements also fulfill contractual agreements made by the College with various agencies to meet specified state and federal regulations.

Each student must assume responsibility for filing/updating health requirements with the College Health Center. Validating these requirements early will facilitate the student's entry into the clinical nursing courses. For this purpose, information should be filed/updated beginning in the freshmen year. The following information is required:

- MMR, Rubella vaccine (one shot required) or titer demonstrating immunity
- Tetanus/Diphtheria vaccination
- Proof of Chicken Pox (Varicella) disease, immunization, or titer
- Meningitis vaccination (Not required but the Meningitis Response Form must be returned to the Health Center)
- Hepatitis B series or titer demonstrating immunity

- 2 Step Tuberculin Screen initially, to be updated annually
- Annual Physician's or Nurse Practitioner physical on file

Students must meet all health requirements as identified above for all clinical nursing courses prior to enrollment in 200 level and above courses. Failure to meet health requirements will result in loss of clinical hours. Clinical hours will need to be made up at the student's expense.

A complete pre-entrance physical examination, which includes the New York state immunization requirement, is required of all students. Information about these requirements can be found here: <http://www.health.ny.gov/publications/2370.pdf>

All the necessary forms (student health form, meningitis vaccination form, clinical rotation physical form, health records release form, etc.) and information can be found online at: http://www.dyc.edu/campus_life/services/health_center.aspx Questions regarding the health record requirements may be addressed by calling the Health Center at 829.8777 or by visiting the Health Center's website at: http://www.dyc.edu/campus_life/services/health_center.aspx

4. Current certification in adult and child Cardiopulmonary Resuscitation (CPR) for the professional healthcare provider is a requirement of all clinical courses starting with NUR 200 level courses. Completion of exclusively on-line CPR courses in not acceptable. Acceptable courses must include a hands-on practice and testing component.
5. Students must meet HIPAA requirements as specified in specific course syllabi.
6. Students may be required to provide personally identifiable information to meet the requirement of clinical agencies. Failure to supply such information will result in student's ineligibility to complete the nursing program.
7. Students are responsible for transportation to and from clinical sites.
8. Students may not register for on-campus courses on their scheduled clinical day. Clinical days and times will vary based on clinical site availability. Students may be required to attend clinical experiences at days/times for which they are not registered based on clinical site availability.
9. 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. The student may be responsible for costs associated with the clinical make-up experience.
10. Clinical attire must be consistent with uniform guidelines as outlined in School of Nursing Undergraduate Student Handbook and in specific course syllabi.

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, unprofessional conduct 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 the School of Nursing faculty. Policies specific to the School of Nursing regarding grading, promotion, retention, dismissal and unprofessional conduct are available to students in the nursing student handbook.

NCLEX EXAM PREPARATION

Pre-licensure students must complete all steps 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 testing fee will be charged to each student per semester.

COURSE REQUIREMENTS

NURSING

NURSING DEGREE: B.S.N.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
NUR 110	Population-based Nursing	3
NUR 210	Health Assessment Across Lifespan.....	4
NUR 210L	Health Assessment Lab.....	0
NUR 240	Fundamentals of Nursing.....	4
NUR 240L	Fundamentals of Nursing Lab.....	0
NUR 260	Nursing Care of Older Adults with Chronic Health Conditions.....	5
NUR 260L	Nursing Care of Older Adult Lab.....	0
NUR 280	Pathophysiology for Nursing.....	3
NUR 285	Pharmacology for Nursing Practice.....	3
NUR 360	Nursing Care of Adult Patients with Acute/ Chronic Health Conditions.....	7
NUR 360L	Nursing Care of Adult Patient Lab.....	0
NUR 380	Evidence-based Practice.....	3
NUR 470	Nursing Care of Patients in Community/ Mental Health Settings.....	6
NUR 470L	Community/Mental Health Lab.....	0
NUR 471	Nursing Care of Childbearing and Child Rearing Families.....	6
NUR 471L	Childbearing and Child Rearing Lab.....	0
NUR 480	Nursing Care of Patients with Complex Health Needs.....	6
NUR 480L	Clinical Immersion Lab.....	0
NUR 485	Systems Leadership for Quality Care and Patient Safety.....	3
NUR 495	Licensure Preparation/NCLEX Review.....	1

NURSING

NURSING DEGREE: B.S.N. *continued*

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
CHE 114/114L	Applied Chemistry for the Health Sciences/Lab.....	4
CSC 110	Computers and Computing.....	3
	OR	
CSC 120	Computers and Electronic Health Records	
ECO 201	Principles of Economics (Macro).....	3
	OR	
ECO 202	Principles of Economics (Micro)	
	OR	
PSC 201	American Government and Economy	
ENG 111	English Communications I.....	3
ENG 112	English Communications II.....	3
FOC 101	Focus Seminar.....	0
HIS 103	Comp World Civilizations.....	3
	OR	
HIS 111	Growth of Western Culture	
	OR	
HIS 203	American Economy/Social History to 1865	
	OR	
HIS 204	American Economy/Social History since 1865	
MAT 123	Introduction to Applied Statistics.....	4
PHI 201	Ethics.....	3
	OR	
RS 201	Religion and Social Responsibility	
PSY 203	Developmental Psychology.....	3
SOC 101	Principles of Sociology.....	3
	OR	
SOC 102	Social Problems	
	Major.....	54
	Major requirements in other academic areas.....	44
	Remaining core requirements.....	24
	Total.....	122

NURSING

NUR DEGREE: R.N. TO B.S.N.

(ON-LINE, ON-CAMPUS AND OFF-SITE OPTION)

COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:

	Credits	
NUR 100+	Introduction to Professional Nursing.....	3
NUR 230/230L+	Professional Nursing II/Clinical Lab.....	4
NUR 314	Nursing Research.....	3
NUR 330/330L+	Professional Nursing III/Clinical Lab.....	9
NUR 333+	Pharmacology.....	3
NUR 420/420L+	Professional Nursing IV/Clinical Lab.....	8
NUR 440RN	Professional Nursing V.....	6
NUR 440RNL	Clinical V.....	1
NUR 460RN	Professional Nursing VI.....	6
NUR 460RNL	Clinical VI.....	1
NUR 609RN	Professional Role Development.....	3
	TOTAL CREDITS MAJOR.....	47

In other academic area 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 114+	Applied Chemistry for the Health Sciences I.....	*
CHE 114L+	Applied Chemistry for the Health Sciences II/Lab.....	*
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.....	3
	OR	
MGT 435	Health Care Management	
PSY 206+	Abnormal Psychology.....	3
	TOTAL CREDITS OTHER THAN MAJOR.....	24
	Major.....	47
	Other major requirements.....	24
	Core requirements.....	59
	Total.....	130

* Credits are already counted as college core requirements.

** Course was counted as three-credit math requirement, but is a four-credit course.

+ Courses marked with a "+" will likely be transferred in. R.N. students may transfer in up to 67 credits with grades of C or better. DC indicates courses double counted for both undergraduate and graduate credit.

SCHOOL OF HEALTH PROFESSIONS

OCCUPATIONAL THERAPY**DEGREE: B.S. IN HUMAN OCCUPATION/M.S. IN 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. In addition, each student is required to fulfill the requirements for a structured minor offered in the college.

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.

Courses numbered at the 500-level and higher 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 the intervention courses, although many prior clinical visits will be made in several other courses.

The Level II fieldwork experience includes two three-month placements in clinics. Students are assigned to clinics located throughout the United States, Canada, and other countries, and are responsible for all travel and living arrangements while on clinical placements. Clinical assignments are based on availability, student preference and interests.

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, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

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). A felony conviction may affect a student's ability to sit for the NBCOT certification exam. 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 the following criteria:

1. Combined SAT scores of at least 1,000 (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 O.T. 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 O.T. 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 36 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 G.P.A. of 2.5 (on a 4.0 scale) is required to apply. Point of entry depends on the number of transfer credits accepted by the registrar, including major course requirements.

In order to register for any O.T. courses, students must have been formally accepted into the program with the exception of OT 101 and OT 214.

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 O.T. student manual. O.T. students should refer to this manual for more definitive regulations. Full-time and part-time students must meet all the academic regulations listed below.

A. Grade and G.P.A. requirements:*

1. To be in good standing while enrolled in undergraduate courses, (100- to 400- level) a student must:
 - a. Maintain semester and cumulative averages of at least 2.5.
 - b. Obtain a minimum grade of "C" in all 100- to 300- level courses required in the major and for all other undergraduate course requirements for the major.
 - c. Obtain a minimum grade of "B" in all credit-bearing 400-level OT courses. Students receiving a "B-", "C+" or a "C" in these courses will be placed on academic probation.
 - d. A grade of "C-" or lower in any course required for the major is not applicable to the occupational therapy degree.
2. To be in good standing while enrolled in graduate courses (500-& 600- level), a student must:
 - a. Maintain semester and cumulative averages of at least 3.0.
 - b. Obtain a minimum grade of "B" in all graduate-level work.
 - c. Have no more than a total of 6 credits of grades lower than B (B-, C+, C) in courses applicable to the occupational therapy degree. This policy applies to all 500- and 600- level courses. A grade of C- or lower is not applicable to the O.T. degree.
3. To be in good standing in OT courses that are graded as Satisfactory/Unsatisfactory (OT 610, OT 629, OT 630, OT 640, OT 641), students must achieve a grade of Satisfactory. An Unsatisfactory grade in any of these courses constitutes a failure to meet academic regulations and will require the student to repeat the course.

*At various points in the curriculum, students may be enrolled in undergraduate and graduate courses concurrently. The grade report distinguishes between undergraduate and graduate semester and cumulative averages.

B. Probationary standing

Students, whether full-time or part-time, who are not in good standing in the department are placed on probation, where they will remain until they meet the conditions of academic good standing for two full-time semesters (see grade and GPA requirements).

C. Dismissal

1. While on probation, failure to meet the following conditions will result in dismissal from the program. A student placed on probation must:
 - a. For all 100- to 300-level courses over the next two full-time semesters:
 - i.) Receive no less than a "C" in all courses;
 - ii.) Achieve semester averages of at least 2.5;
 - iii.) Achieve a cumulative averages of at least 2.5;
 - b. For all 400- to 600-level courses over the next two full-time semesters:
 - i.) Receive no less than a "B" on all courses;
 - ii.) Achieve semester averages of at least 3.0;
 - iii.) Achieve a cumulative average of at least 3.0.
 - c. For the S/U graded OT courses listed in A.3. of the grade and GPA requirement section, over the next two full-time semesters, receive grades of S.
2. A student who is dismissed from the program has the option to appeal this dismissal. The student must write a letter to the chair of the occupational therapy department requesting an appeal based on student circumstances that affected academic standing. If the appeal is accepted, the student must satisfy all conditions stated in the decision.

D. Requirements for Level II Fieldwork

1. Students must have the permission of the instructor before registering for Level II fieldwork courses (OT 640, OT 641). 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.
2. Receipt of a U grade in either OT 321 (Fieldwork Seminar I) or OT 432 (Fieldwork Seminar II) may alter the student's choices or pre-arranged plans for Level II Fieldwork.
3. Students who receive a U 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 sequence. It should be noted that a student's curriculum sequence may vary based on point of entry, transfer credits, and individual circumstances. Each student will meet with a faculty advisor who will work with the student to develop his/her curriculum plan. The following sequence is based on typical entry into the first year of the program. Refer to the graduate section of this catalog for descriptions of GRA prefix courses.

Occupational therapy students are expected to participate in distance learning coursework throughout the occupational therapy curriculum.

Policy for completion of occupational therapy program in a timely manner

Full- and part-time students in the occupational therapy (O.T.) programs must complete all academic requirements within three semesters or one 12-month calendar year following successful completion of both OT 640 and OT 641, Clinical Fieldwork I and II. This includes the semester following Level II clinical fieldwork, when students return to campus to complete Professional Issues, Community Practice and either thesis or research project courses and two additional semesters. In addition to other academic requirements, clinical Level II fieldwork must be successfully completed within 12 months of completing all other coursework or repetition of academic courses may be required.

A student who does not complete clinical fieldwork level II within the required 12-month period may need to repeat one or more of the following courses:

- OT 429 Child and Adolescent Intervention
- OT 434 Adult and Geriatric Intervention
- OT 427 OT Methods of Evaluation and Documentation I
- OT 433 OT Methods of Evaluation and Documentation II

Students who do not complete their program within the time frame specified in this policy must petition for an extension of the time limit by submitting a completed request for extension of time to complete the master of science program form, available in the graduate studies office. The form will be completed by the student and forwarded to the chair of occupational therapy, who will sign and forward this to the graduate studies office on the student's behalf. Further steps to this procedure are in the graduate catalog under extension to complete graduate degree.

CURRICULUM SEQUENCE

First Year FALL.....15

OT 101	Occupational Therapy Process and Theoretical Foundations I.....	2
ENG 111	English Communication.....	3
BIO 107	Human Anatomy & Physiology I.....	4
SOC 101	Principles of Sociology	3
	OR	
SOC 102	Social Problems	3
PSY 101	General Psychology.....	3

First Year SPRING15

ENG 112	English Communication II	3
CSC 110	Computers and Computing.....	3
BIO 108	Anatomy & Physiology II.....	4
OT 215	OT Delivery Systems.....	2
HUM	Humanities	3

Second Year FALL.....15

OT 106	Occupational Development I	4
OT 109	Medical & Social Conditions I	2
OT 214	Interpersonal Skills.....	2
PSY 206	Abnormal Psychology.....	3
	MINOR.....	3
	OR	
	* RSC 203 (recommended, but not required)	1

Second Year SPRING.....17

OT 212	Occupational Development II	4
OT 210	Medical & Social Conditions II.....	2
OT 217	Group Process.....	2
PHI 201	Ethics.....	3
	OR	
RS 201	Religious and Social Responsibility.....	3
	MINOR.....	3
HUM	Humanities	3

Third Year FALL15

OT 319	Functional Anatomy	5
OT 321	Fieldwork Seminar I.....	0
MAT 123	Applied Statistics	4
	MINOR	3
HIS	History	3

Third Year SPRING14

OT 320	Neuroscience for Rehabilitation.....	5
HUM	Humanities	3
PSC/ECO	Political Science or Economics Elective.....	3
FE	Free Elective.....	3

Fourth Year FALL17

OT 425	Occupational Therapy Process and Theoretical Foundations II.....	2
OT 427	Methods of Evaluation and Documentation I.....	2
OT 429	Child & Adolescent Intervention.....	4
OT 524	Research Seminar.....	3
OT 602	Research Methods in Occupational Therapy.....	3
FE	Free Elective	3

Fourth Year SPRING17

OT 432	Fieldwork Seminar II.....	0
OT 433	Methods of Evaluation and Documentation II	2
OT 434	Adult & Geriatric Intervention.....	4
OT 610	Research Development.....	3
OT 635	OT Process and Theoretical Foundations III	2
HUM	Humanities	3
FE	Free Elective.....	3

Fourth Year SUMMER.....4

OT 640	Clinical Fieldwork I.....	4
--------	---------------------------	---

Fifth Year FALL7

OT 641	Clinical Fieldwork II.....	4
OT 643 INT	Management of OT Services.....	3

Fifth Year SPRING13-14

OT 689	Professional Issues.....	2
OT 690	Community Practice.....	2-3
OT 629	Research Advisement	3
	MINOR	3
HUM	Humanities.....	3

COURSE REQUIREMENTS**OCCUPATIONAL THERAPY****DEGREE: B.S./M.S.****COURSE REQUIREMENTS FOR THE MAJOR***

<i>In the specific area of concentration:</i>		<i>Credits</i>
OT 101	OT Process & Theoretical Foundations I	2
OT 106	Occupational Development I	4
OT 109	Medical & Social Conditions I	2
OT 210	Medical & Social Conditions II	2
OT 212	Occupational Development II	4
OT 214	Interpersonal Skills	2
OT 215	OT Delivery Systems.....	2
OT 217	Group Process	2
OT 319	Functional Anatomy	5
OT 320	Neuroscience for Rehabilitation	5
OT 321	Fieldwork Seminar I	0
OT 425	OT Process & Theoretical Foundations II.....	2
OT 427	Methods of Evaluation & Documentation I.....	2
OT 429	Child & Adolescent Intervention	4
OT 432	Fieldwork Seminar II	0
OT 433	Methods of Evaluation & Documentation II	2
OT 434	Adult & Geriatric Intervention	4
OT 524	Research Seminar	3
OT 635	OT Process & Theoretical Foundations III.....	2
OT 640	Clinical Fieldwork I	4
OT 641	Clinical Fieldwork II	4
OT 643	Management of OT Services	3
OT 689	Professional Issues	2
OT 690	Community Practice	2-3

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	Introduction to Applied Statistics	4
PSY 206	Abnormal Psychology	3
— —	Structured Minor**	12 [minimum]
OT 602	Research Methods in Occupational Therapy	3
OT 610	Research Development	3
OT 629	Research Advisement.....	3

Undergraduate major requirements.....74**Core requirements.....45****Graduate major requirements.....30-31****Total149-150**

* Subject to changes in New York State Education Department and/or American Occupational Therapy Association requirements.

** Courses and credits determined by host department.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

PHILOSOPHY
 DEGREE: B.A.

The philosophy program leads to the bachelor of arts degree in philosophy. Of the 33 credit hours in philosophy required for the major, six serve as the basic core: PHI 201, 204, 280, 305, 310, 450 and 600. Twelve 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 12 hours beyond the basic philosophy core. The 12 hours must include two courses at the 300 level and two courses at the 400 level. A minimum three credit hour internship is also required.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent score of 18)
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 G.P.A. of 2.33. 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.

PHILOSOPHY MINOR

Students may take a philosophy focus majoring while 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.

COURSE REQUIREMENTS

PHILOSOPHY
 DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>	<i>Credits</i>
PHI 201 Ethics in Theory and Action.....	3
PHI 204 Logic and Practical Reasoning.....	3
PHI 280 Western Ancient Philosophy	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.....	12
(at least two 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.....	12
---	----

<i>Major</i>	<i>45</i>
<i>Core requirements and electives</i>	<i>75</i>
<i>Total</i>	<i>120</i>

* Undergraduate credit only will be awarded.

SCHOOL OF HEALTH PROFESSIONS

PHYSICAL THERAPY

SEQUENTIAL DEGREE: SIX-YEAR B.S. + D.P.T.

The physical therapy department offers a choice of pathways for freshmen acceptance into the sequential-degree entry-level physical therapy program.

- B.S. in biology + D.P.T. program offered through the math and natural sciences department
- B.S. in exercise and sports studies + D.P.T. program offered through the exercise and sports studies department
- B.S. in health services + D.P.T. program offered through the health services administration department

In this sequential-degree entry-level P.T. program, entering freshmen matriculate in and complete their B.S. degree through the respective departments. Upon completion of the B.S. degree, qualified graduate students then move directly into the three-year doctor of physical therapy (D.P.T.) program.

The student will graduate with an entry-level doctor of physical therapy (D.P.T.) degree. The three-year graduate program is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association. [Commission Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.716.3245; e-mail: accreditation@apta.org; Web site: www.capteonline.org] and is registered with the New York State Education Department (NYSED).

STUDENT RESPONSIBILITIES

The physical therapy program is a demanding program in coursework, time commitment and financial obligations. Students enrolled in the professional program must complete three full-time summer sessions in addition to the six full semesters of coursework in the three-year doctoral program. Clinical fieldwork, which is scheduled throughout the curriculum, may require an additional expense for travel and room and board. Physical therapy students also incur an additional expense for laboratory fees. Successful performance on a comprehensive exam is 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 program is not recommended.

ADMISSION REQUIREMENTS

Undergraduate Acceptance:

Applied freshmen or undergraduate transfer students are accepted into any of the sequential-degree programs followed by completion of the graduate D.P.T. program by meeting the following admission criteria:

1. Combined SAT scores of at least 1,000 (Math and Verbal) or composite ACT score of 21
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
4. Successful completion of two years of high school math, one year of biology, and one year of chemistry; physics is strongly recommended
5. Transfers: must have a minimum cumulative GPA of 2.5 and a minimum PT prerequisite GPA of 3.0.

Additional admission requirements applicable in order to matriculate into the graduate, entry-level D.P.T. program:

1. Conferral of B.S. degree
2. Evidence of capability to succeed in a graduate program, as shown by a cumulative undergraduate G.P.A. of at least 3.0 (on a 4.0 system)
3. Evidence of completion of all prerequisite courses completed with a grade of C or better with a minimum prerequisite G.P.A. of 3.0:
 - Anatomy & Physiology I and II
 - Chemistry I and II
 - Physics I and II
 - Introduction to Psychology
 - Developmental Psychology
 - Introduction to Sociology or Anthropology
 - Introduction to Applied Statistics
 - Medical Terminology
4. Students must show evidence of the completion of 60 or more hours of work with a vulnerable population (e.g., children, individuals who are socio/economically disadvantaged, clinical populations, individuals with disabilities.)
5. Two letters of recommendation addressing leadership potential and ability to work with others must accompany the application.
6. Students must have a willingness to conform to published college and program policies.

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:

- A student must be able to move over a community-level, three-city-block area with or without accommodation of ambulation or mobility aid.
- From a seated position, the student must have the ability to lift a ten-pound block a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation.
- Students must possess 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.
- Students must be able 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.
- Students should be able to fluently and sequentially describe and efficiently demonstrate the motor planning required to perform a familiar task such as tying one's shoe or wrapping a package.

The physical therapy department 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

Undergraduate students receiving an early admission guarantee into the physical therapy major are classified by their undergraduate major of choice while completing the bachelor's degree.

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.

The program student progress committee will review any student with documented areas of conduct deficiency. 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.

COURSE REQUIREMENTS

PHYSICAL THERAPY

Undergraduate P.T. prerequisite courses:

	Credits
BIO 107/107L Human Anatomy and Physiology I /Lab	4
BIO 108/108L Human Anatomy and Physiology II/Lab	4
CHE 111 Chemistry for the Health Sciences I.....	3
CHE 112 Chemistry for the Health Sciences II.....	2
CHE 113L Chemistry for the Health Sciences Laboratory	1
MAT 123 Introduction to Applied Statistics.....	4
PHY 111/111L Introduction to Physics/Lab.....	4
PHY 112/112L Introduction to Physics/Lab.....	4
PSY 101 General Psychology.....	3
PSY 203 Developmental Psychology.....	3
HSM 203 Medical Terminology.....	1
SOC 101 Principles of Sociology.....	3

Sequential Degree: Six-Year B.S. + D.P.T.

Course Requirements for the Professional Phase

In the specific area of concentration:

	Credits
BIO 639 Gross Anatomy.....	6
PT 500 Basic Skills I.....	3
PT 500L Basic Skills I Lab.....	1
PT 502 Pathophysiology for Physical Therapists.....	3
PT 503 Clinical Orientation Seminar I.....	0
PT 504 Clinical Orientation Seminar II.....	0
PT 505 Introduction to PT and Health Care Systems	2
PT 506 Exercise Physiology.....	2
PT 506L Exercise Physiology Lab.....	1
PT 509 Life Span Development.....	2
PT 509L Life Span Development Lab.....	1
PT 510 Basic Skills II.....	2
PT 510L Basic Skills II Lab.....	1
PT 512 Functional Anatomy.....	1
PT 512L Functional Anatomy Lab.....	1
PT 513 Patient/Client Management in Orthopedic Physical Therapy I.....	2
PT 513L Patient/Client Management in Orthopedic Physical Therapy I Lab.....	2
PT 514 Integumentary Examination and Intervention for Physical Therapists.....	2
PT 515 Professional Development I.....	1
PT 518 Biomechanics and Functional Kinesiology for the Physical Therapist.....	2
PT 518L Biomechanics and Functional Kinesiology for the Physical Therapist Lab.....	1
PT 547 Pharmacology for Rehabilitation Specialists.....	1
PT 550/550L Clinical Neuroscience.....	5
PT 552/552L/552S Patient/Client Management in Cardiopulmonary Physical Therapy Lecture.....	2
Lab/Seminar.....	1

PT 574 Clinical Fieldwork I.....	3
PT 602 Neurodevelopmental Physical Therapy in Pediatrics.....	2
PT 602L Neurodevelopmental Physical Therapy in Pediatrics Lab.....	1
PT 604 Clinical Orientation Seminar III.....	0
PT 606 Neuromuscular Assessment and Intervention in the Adult Population.....	2
PT 606L Neuromuscular Assessment and Intervention in the Adult Population Lab.....	1
PT 614 Health and Wellness Promotion in Physical Therapy.....	3
PT 613 Patient/Client Management in Orthopedic Physical Therapy II.....	2
PT 613L Patient/Client Management in Orthopedic Physical Therapy II Lab.....	2
PT 615 Professional Development II.....	1
PT 618 Patient/Client Management in Rehabilitation Physical Therapy II.....	3
PT 618L Patient/Client Management in Rehabilitation Physical Therapy II Lab.....	2
PT 627/627S Application of Research Methods in PT.....	4/0
PT 628 Research Seminar.....	3
PT 674 Clinical Fieldwork II.....	4
PT 675 Clinical Fieldwork III.....	4
PT 701 Advanced Therapeutic Exercise.....	2
PT 701L Advanced Therapeutic Exercise Lab.....	1
PT 703 Client Education, Advocacy and Consultation.....	3
PT 706 Business Management Strategies in PT.....	3
PT 725 Clinical Fieldwork IV.....	5
PT 748 Differential Diagnosis.....	3
PT 799 NPTE Exam Preparation.....	0

In other academic areas for this major:

GRA 601 Research Methodology and Design.....	3
--	---

NOTE: Course descriptions of graduate course requirements are published in the graduate catalog.

SCHOOL OF HEALTH PROFESSIONS

PHYSICIAN ASSISTANT

DEGREE: B.S./M.S.

COMBINED B.S./M.S. P.A. CURRICULUM

The physician assistant department offers a 4 ½ year combined B.S./M.S. degree. All students admitted to the department are expected to complete at least the last three years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all curriculum requirements will be awarded a B.S./M.S. in physician assistant, and will be eligible to sit for the Physician Assistant National Certification Examination, developed and administered by the National Commission on Certification of Physician Assistants.

The physician assistant department has been approved and registered by the New York State Education Department, and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

Within the B.S./M.S. curriculum, the first two years (Phase I) 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 departmental curriculum. The third year, begins the professional phase of study (Phase II), and prepares students with a broad, comprehensive base in clinical medicine, pharmacology, physical diagnosis, clinical laboratory medicine, behavioral and preventive medicine. The professional phase also allows students to develop interpersonal, communication and critical thinking skills, which are essential to facilitate effective and empathetic relationships with patients and effective collaboration with other health care professionals. The fourth 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 clinical preceptors. Over the course of 38 weeks, students rotate through nine mandatory medical and surgical disciplines. During the fifth year (Phase III), students enroll in graduate-level applied research courses, advanced clinical science courses and advanced clinical rotations. The students also complete a research project during this phase.

STUDENT RESPONSIBILITIES

The physician assistant department is a demanding program in coursework, time commitment and financial obligations. Students enrolled in the B.S./M.S. department must complete four summer sessions in addition to the nine regular full-time semesters, for a total of 175-credit hours. Clinical rotations will require additional expenses for travel and room and board. All students are responsible for their own transportation to and from clinical rotations, and extended daily travel distances may be required. It is required that each student have a valid driver's license and his or her own vehicle. Due to the time commitment to the program, particularly in Phase II and III, off-campus work is not recommended.

Students are required to be a member of the D'Youville College Student Physician Assistant Association.

ADMISSIONS CRITERIA B.S./M.S.

For the 4 ½-year B.S./M.S. track, traditional freshmen will be admitted directly into the freshman year, and transfer students may be admitted directly into the program at any point in Phase I of the curriculum. Class placement for transfer students will be dependent on successful completion of prerequisites and competitive availability of class seats. Once accepted into the department, students are expected to complete all pre-professional requirements at D'Youville. The following pre-professional courses must be taken at D'Youville College: BIO 303 Biochemistry, BIO 339 Human Gross Anatomy, and BIO 307 Pathophysiology. If a transfer student has satisfactorily completed these specific courses with an earned grade of B- or better at another institution within 18 months prior to program entry, the course content will be reviewed by the math and natural sciences faculty to determine transferability. 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 80 hours of direct patient care to be considered for admission.

MINIMUM ADMISSION ACADEMIC REQUIREMENTS

Traditional freshman students applying for admission to the 4 ½-year B.S./M.S. department, must meet or exceed each of the following criteria:

- A combined SAT score of at least 1,100
- 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 applying to the B.S./M.S. program must meet or exceed each of the following:

- An overall G.P.A. of at least a 3.0 on a 4.0 scale; 3.0 science G.P.A. required;
- A grade of at least B- in all college science courses and other college courses required by the department;
- Students will be required to repeat science courses taken six or more years prior to acceptance into the department.

PATIENT CARE EXPERIENCE

To be considered for an interview, all applicants must accrue and provide official documentation of at least 80 hours of direct patient care 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. Maximum enrollment in years three, four and five of the program is 40 students.

Following review of the written application materials, a pool of applicants are selected for a formal interview. Not all applicants satisfying minimum admission requirements will be selected for an interview. Interviews are scheduled between October and January. All materials must be received by the office of admissions by November 1. Placements are made on a competitive, space-available basis. Incomplete applications will not be reviewed. Candidates must also submit an essay and three references, as specified in the PA department application.

ACADEMIC REGULATIONS

The 4 ½-year B.S./M.S. curriculum is composed of three phases, which extend across five years. Phase I, the pre-professional phase, includes the first two years of study, which comprises 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 clinical rotations. Phase III is the graduate level curriculum. 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 department are applicable to both full- and part-time students. They include the following:

ACADEMIC REQUIREMENTS 4 ½-YEAR B.S./M.S. Student Responsibilities:

1. The physician assistant curriculum is demanding in coursework, time, commitment and financial obligations. Students enrolled in the 4 ½-year B.S./M.S. department must complete four summer sessions in addition to the nine regular full-time semesters. Clinical rotations will require additional expenses for travel and room and board. Due to the time commitment to the program, particularly in Phase II and Phase III of the curriculum, off-campus work is not recommended.
2. As noted above, the physician assistant curriculum is composed of three distinct academic phases. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.
3. Student Conduct: Students enrolled in the D'Youville College physician assistant department are expected to demonstrate high standards of personal behavior and professional conduct in all academic and clinical environments. Dishonesty or misconduct, whether academic or professional, in any form will not be tolerated. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant department. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the department. 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 department.

Other specific requirements include the following:

Phase I:

1. 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 G.P.A. is required for advancement from Phase I to Phase II of the program curriculum.
2. A minimum grade of C for any course specified as Phase I prerequisite in the curriculum plan is required. A grade of C must be achieved in all Phase I prerequisites prior to advancement to Phase II of the program. If a student fails to achieve a C in any department-required course, they will be placed on probation.
3. Students who do not meet academic requirements for two science course requirements in the same semester will be automatically decelerated into the next graduating class, and at the very least, placed on probation.

Phase II

1. A minimum grade of B- (80 percent) is required for all courses included during the didactic year of curriculum (Phase II) with the exceptions of PA 335/336 Pharmacology, PA 311 Clinical Skills, and PA 305 Behavioral Medicine in which the minimum passing grade is 73 percent. Students who fail to obtain the required grades in any Phase II course during the didactic year will not be permitted to progress in the professional curriculum without review by the progress committee, which may entail probation, deceleration and possible remediation. Students may be permitted to decelerate and repeat 300-level courses on a case-by-case basis, depending on their past academic history. Any department-required course may be repeated only once. Second failure of the same course will result in automatic dismissal from the physician assistant department. Students who must repeat a 300-level course will be required to repeat 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 department.
2. Students are required to obtain permission of the department faculty prior to registration in clinical rotations included in Phase II of the program. Despite meeting minimum academic standards, permission to progress into the clinical year may be denied on the basis of demonstrated weakness or inability to meet the program academic and/or professional standards.
3. All 400-level clinical rotations must be completed with a minimum grade of C (73 percent). All 500-level clinical rotations must be completed with a minimum grade of B (83 percent). Students who do not meet these minimum criteria in any 400- or 500-level clinical rotation course, or who voluntarily withdraw from the clinical rotation, must receive formal approval by the 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 coursework, or repetition of academic courses may be required. A student will not be allowed to repeat more than one 400- or 500-level clinical course required in the major. Failure of a second 400- or 500-level course will result in dismissal from the department.
4. A student must possess current certification in Cardiopulmonary Resuscitation (CPR), child abuse recognition certification, HIPAA and New York state in-servicing on blood-borne pathogens, prior to matriculation into the clinical phase of the program. All students in the clinical and graduate phase will be provided professional liability insurance specified by the program. Students must also have evidence of vaccinations/immunizations and annual history and physical examinations in compliance with CDC recommendations for health care professionals.

Phase III

1. During the graduate year of study in the 4 ½-year B.S./M.S. degree program, as a requirement of the primary care rotation, all senior level students must satisfactorily complete a community service project with a corresponding poster presentation as outlined in the clinical phase student manual.
2. A minimum passing grade for all graduate-level courses will be a B (83 percent). Achieving and maintaining a minimum G.P.A. of 3.0 is a requirement for completion of the graduate year.
3. Failure of a student to obtain the minimum passing grade for any graduate course will be addressed by the graduate faculty on an individual basis. Permission to repeat a department-required course will be at the discretion of the graduate faculty, and will be based on previous academic standing. Failure of a student to meet minimum academic standards will place the student on academic probation, at the very least.
4. All master's degree candidates must satisfactorily complete an individual research project with a corresponding presentation. This project must have prior approval of the department and be overseen by a faculty advisor.

ACADEMIC PROBATION

1. A student will be placed on academic probation when there is a failure to satisfy specific departmental academic standards or regulations. A student placed on academic probation will remain on probation for the two full-time semesters that immediately follow the date of the probation. All students on departmental academic probation must meet the academic standards for their degree. Failure to meet the academic standards during a probationary period will result in dismissal from the department.
2. Academic deficiencies that result in departmental academic probation must be corrected within the two semesters that immediately follow the date of probation.
3. 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.
4. Failure to meet the conditions of probation will result in dismissal from the department.
5. Students may appeal the decision of dismissal from the physician assistant department to the chair. The appeal is initiated with a letter from the student to the department chair describing the circumstances that limited academic performance. The department chair presents the appeal to the physician assistant progress committee for consideration. If the appeal is accepted, the student will remain on probation for two full-time semesters and must satisfy the criteria of probation. For information on the appeal process, students should consult the college resource guide/planner or the Connections office.

STUDENT CONDUCT

Students enrolled in the D'Youville College physician assistant department 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. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant department. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the department. 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 department.

CURRICULUM SEQUENCE

4 ½-YEAR B.S./M.S. DEGREE CURRICULAR PLAN

Core Requirements—First & Second Years

	<i>Credits</i>
BIO 107	Human Anatomy & Physiology I3
BIO 107L	Lab1
CHE 101	General Chemistry I3
CHE 101L	Lab1
ENG 111	English Communication.....3
CSC 110	Computers & Computing.....3
PSY 203	Developmental Psychology.....3
BIO 108	Human Anatomy & Physiology II3
BIO 108L	Lab1
CHE 102	General Chemistry II.....3
CHE 102L	Lab1
ENG 112	English Communication.....3
MAT 123	Introduction to Applied Statistics4
	One course in Sociology.....3
	Three courses in Humanities.....9
CHE 219	Organic Chemistry3
CHE 219L	Lab1
BIO 208	Microbiology3
BIO 208L	Lab1
PHI 201	Ethics in Theory & Action3
	OR
RS 201	Religion & Social Responsibility3
HSM 203	Medical Terminology1
	One course—PSC/ECO3
	One course—HIS.....3
BIO 303	Biochemistry3
BIO 339	Human Gross Anatomy for Physicians Assistants6
PHI/RS 214	Challenges of Death.....3
PHI/RS 312	Bioethics.....3
BIO 307	Pathophysiology3
	Three electives.....9
	Core Requirements Subtotal89

Didactic Year Requirements —Third Year

PA 303	Clinical Medicine I5
PA 305	Behavioral Medicine I.....2
PA 309	Clinical Lab Medicine I.....2
PA 311	Clinical Skills.....3
PA 312	Physical Diagnosis I.....2
PA 335	Pharmacology.....3
PA 304	Clinical Medicine II.....5
PA 310	Clinical Lab Medicine II2
PA 313	Physical Diagnosis II.....2
PA 336	Pharmacology II.....3
	Didactic Year Subtotal29

Clinical Year Requirements —Fourth Year

PA 401B	Internal Medicine.....3
PA 401C	Family Medicine.....3
PA 402	Surgery.....3
PA 403	General Pediatrics.....5
PA 404	Obstetrics/Gynecology3
PA 405	Psychiatry.....3
PA 406	Emergency Medicine.....3
PA 407	Geriatrics.....1
PA 408	Orthopedics.....3
	Clinical Year Subtotal.....30

Graduate Year—Final Six Months

PA 500	Professional Issues.....1
PA 501	Elective I.....3
PA 502	Elective II.....3
PA 503	Primary Care.....6
PA 504	Graduate Seminar I.....1
PA 505	Graduate Seminar II.....1
PA 603	Applied Research Methods.....3
PA 604	Applied Project Seminar I.....3
PA 605	Applied Project Seminar II.....3
	Choice of 2 of the following: (6 credits)
PA 509	Neuroanatomy3
PA 511	Advanced Medicine Microbiology3
PA 512	Alternative Medicine3
PA 606	Medical Epidemiology.....3
	Graduate Subtotal.....30

TOTAL FOR B.S./M.S. DEGREE:.....175

COURSE REQUIREMENTS

PHYSICIAN ASSISTANT DEGREE: B.S./M.S.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>	<i>Credits</i>
PA 335 Pharmacology I.....	3
PA 336 Pharmacology II.....	3
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.....	2
PA 311 Clinical Skills.....	3
PA 312 Physical Diagnosis I.....	2
PA 313 Physical Diagnosis II.....	2
PA 401B Internal Medicine.....	3
PA 401C Family Medicine.....	3
PA 402 General Surgery.....	3
PA 403 General Pediatrics.....	5
PA 404 Obstetrics and Gynecology.....	3
PA 405 Psychiatry.....	3
PA 406 Emergency Medicine.....	3
PA 407 Geriatrics (2 wks).....	1
PA 408 Orthopedics.....	3
PA 500 Professional Issues.....	1
PA 501 Elective I.....	3
PA 502 Elective II.....	3
PA 503 Primary Care.....	6
PA 504 Graduate Seminar I.....	1
PA 505 Graduate Seminar II.....	1
PA 603 Applied Research Methods.....	3
PA 604 Applied Project Seminar I.....	3
PA 605 Applied Project Seminar II.....	3
Choice of two of the following:.....	6
PA 509 Neuroanatomy.....	3
PA 511 Advanced Medical Microbiology.....	3
PA 512 Alternative Medicine.....	3
PA 606 Medical Epidemiology.....	3

<i>In other academic areas required for this major:</i>	
BIO 107/107L Human Anatomy & Physiology/Lab.....	4
BIO 108/108L Human Anatomy & Physiology/Lab.....	4
BIO 208/208L Microbiology.....	4
*BIO 339 Human Gross Anatomy.....	6
*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 123 Introduction to Applied Statistics.....	4
PHI/RS 214 Challenges of Death.....	3
PHI/RS 312 Bioethics Seminar.....	3
PSY 203 Developmental Psychology.....	3
HSM 203 Medical Terminology.....	1

Major.....86

Major requirements in other academic areas..... 50

Remaining core requirements.....39

TOTAL (B.S./M.S.).....175

* 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.

SCHOOL OF ARTS, SCIENCES AND EDUCATION

PSYCHOLOGY

DEGREE: B.A.

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 seven upper-level psychology electives within content areas including developmental, physiological, social, abnormal, cognitive or personality psychology. Students are required to complete a minimum of two electives at the 400-level but may choose electives in any content areas that are in keeping with their academic or professional interests. Students are also required to complete two semesters of internship and its corequisite senior seminar during their senior year. Students may choose internships by volunteering in human or social service, forensic/legal, research, medical, school or other placements that are consistent with their goals and interests and approved by the college. All students will spend a minimum of approximately 15 hours per week in internship-related activities. In the senior seminar, students discuss issues pertaining to their internship experiences and professional development (e.g., ethics, supervision, cultural diversity, applying to graduate school) that culminates in the development of a senior paper. The senior experience is designed to enhance the student's studies in psychology, career development and preparation for graduate study or vocational placement.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent score of 18)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. 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

Academic regulations for psychology are in addition to general college policies for all part-time and full-time students. Part-time and full-time students must meet all the academic regulations listed below.

A. Grade and G.P.A. requirements

1. Freshman academic requirements:

- a. Students must maintain a semester and cumulative average of a minimum of 2.0.
- b. Students must maintain a minimum grade of C in all 100- and 200-level courses required in the major and for all other courses required for the major.
- c. Students who fail to meet these requirements are placed on program probation where they will remain for two semesters (see B.1 and B.2 Probationary Standing).
- d. 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.

2. Sophomore, junior and senior academic requirements:

- a. Students must maintain a semester and cumulative average of a minimum of 2.33.
- b. Students must maintain a minimum grade of C in all 100- and 200-level courses required for the major.
- c. Students who fail to meet these requirements are placed on program probation where they will remain for two full-time semesters (see B.1 and B.2, Probationary Standing).

3. Psychology elective academic requirements

- a. Students must achieve a C or better in ten psychology electives 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.
- b. Students earning less than a C in any psychology elective may:
 1. Choose to repeat the course when it is next offered
 2. Choose to take a different elective to apply towards the major (in which case, the student cannot apply the elective graded below a C towards the psychology major)

B. Probationary standing:

1. Students who are placed on program probation have the following limitations:

- a. Students who are placed on probation will be limited to 12 credit hours per semester.
- b. Students will remain on probation for two full-time semesters, during which time they must fulfill the conditions of probation or be dismissed from the program.
- c. Students with probationary status must have the permission of the community internship supervisor before registering for PSY 469 or PSY 470. In order to obtain this permission, students must demonstrate the ability to meet academic and professional standards of the program required for the internship experience.

2. Students on program probation are required to meet the following conditions in two full-time semesters or be dismissed from the program:
 - a. Freshmen must maintain a semester and cumulative average of a minimum of 2.0
 - b. Sophomores, juniors, and seniors must maintain a semester and cumulative average of a minimum of 2.33
 - c. All students must meet with their academic advisor at least three times during the probationary semester; it is the responsibility of the student to coordinate these meetings
 - d. All students must maintain a minimum grade of C in all 100- and 200-level courses required in the major and for all other courses required for the psychology major
3. Previously dismissed students who reapply and are re-accepted into the program will be on program probation for two full-time semesters.

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 psychology electives at any level.

COURSE REQUIREMENTS

PSYCHOLOGY DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
PSY 101	General Psychology.....	3
BIO 105	Human Biology	4

Psychology courses required by program:

PSY 102	History of Psychology.....	3
PSY 201	Research and Statistical Methods in the Social Sciences I.....	3
PSY 202	Research and Statistical Methods in the Social Sciences II.....	3
PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology.....	3
PSY 205	Social Psychology.....	3
PSY 206	Abnormal Psychology.....	3
PSY 207	Cognitive Psychology.....	3
PSY 208	Personality Psychology.....	3
PSY 209	Psychology as a Profession I.....	1
PSY 210	Psychology as a Profession II.....	1
PSY 469/470	Psychology Internship I and II.....	8
PSY 489/490	Senior Seminar.....	4

Seven additional psychology elective courses are required, with courses chosen from at least four of the following fundamental areas and including at least two courses at the 400-level.

Developmental Psychology

PSY 353	Social Psychology of Aging.....	3
PSY 363	Human Sexuality.....	3
PSY 453	Developmental Psychopathology.....	3
PSY 463	Special Topics in Developmental Psychology.....	3

Physiological Psychology

PSY 354	Biopsychology of Mental Disorders.....	3
PSY 364	Neuropsychology.....	3
PSY 454	Biopsychology of Addiction.....	3
PSY 464	Special Topics in Physiological Psychology.....	3

Social Psychology

PSY 355	Group Dynamics.....	3
PSY 365	Forensic Psychology.....	3
PSY 455	Cross-Cultural Psychology.....	3
PSY 465	Special Topics in Social Psychology.....	3

Abnormal Psychology

PSY 356	Theories of Counseling.....	3
PSY 366	Psychological Assessment.....	3
PSY 456	Behavior Modification.....	3
PSY 466	Special Topics in Abnormal Psychology.....	3

Cognitive Psychology

PSY 357	Sensation and Perception.....	3
PSY 367	Psychology of Consciousness.....	3
PSY 457	Learning and Memory.....	3
PSY 467	Special Topics in Cognitive Psychology.....	3

Personality

PSY 358	Psychology of Human Relations.....	3
PSY 368	Stress and Adjustment.....	3
PSY 458	Psychology of Gender.....	3
PSY 468	Special Topics in Personality.....	3

Core requirements and electives.....58

Required Psychology courses.....41

Elective Psychology courses.....21

Total.....120

SCHOOL OF ARTS, SCIENCES AND EDUCATION

SOCIOLOGY

DEGREE: B.A.

The mission of the sociology program is to consider the notion of power and the complex ways in which humans make meaning. Sociology students explore the relationships between individuals and social institutions, with a focus on societal diversity. At the core of the program is the emphasis on human rights, and the belief that all individuals deserve a life of dignity and equality. From the investigation of daily interactions to the study of broad-based global social movements, the program accentuates a concern for social justice along lines of social class, race, ethnicity, gender and so forth. The program stresses the importance of devising solutions to social problems. Students are exposed to the substantive areas within the discipline, and within courses they develop skills in critical thinking, data collection and interpretation, policy analysis and oral and written communication. They graduate from the program with a deeper sense of self and a richer and more meaningful sense of one's place in society.

Students pursue careers and graduate school in areas in which they can be of service to others. Graduates pursue a wide range of careers, for example, in government, public policy, criminal justice, social activism, law, human services, health care administration, counseling and human resources. A degree in sociology also provides excellent preparation for graduate study in sociology and a variety of applied or related areas including law, public policy, urban and community planning, health care administration, social work, social research, health research, market research and education.

The sociology major is organized to provide a firm grounding in the discipline. The sociology courses at the 100-level introduce students to the basic concepts and analytical tools used in sociology. Courses at the 200-level provide exposure to theory, methods of research and concentration upon particular social processes. The upper-level courses present opportunities for in-depth investigation of particular social problems, institutions or sub-fields. The Special Topics 420 course is always changing in terms of focus to reflect current issues. Every student must complete an internship in either their junior or senior year. Students have worked on internships for instance in public health policy, human rights, education, government, public service and in medical institutions. Unique to the program, at the upper course level, the major offers an applied urban case study opportunity in which students undertake an intense, micro-study of problems in a specific urban center.

To complete the program, students must fulfill a 27-credit sociology sequence composed of SOC 101, 102, 203, 211, 215, 342, 410, 444, and 490. In addition, students must satisfy 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.

ADMISSION REQUIREMENTS

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent score of 18)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. 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.

COURSE REQUIREMENTS

SOCIOLOGY DEGREE: B.A.

COURSE REQUIREMENTS FOR THE MAJOR:

<i>In the specific area of concentration:</i>		<i>Credits</i>
SOC 101	Principles of Sociology.....	3
SOC 102	Social Problems.....	3
SOC 203	Social Theory.....	3
SOC 211	The Changing Social World.....	3
SOC 215	Research Methods in Sociology.....	3
SOC 342	Sociology of Human Rights.....	3
SOC 410	Senior Project.....	3
SOC 444	Internship.....	3-12
SOC 490	The State and Social Policy.....	3
SOC	Sociology Electives (4).....	12
	Related field or minor.....	12
Major.....		51-60
Core requirements & electives.....		69
TOTAL.....		120-129

SOCIOLOGY MINOR (15 CREDIT HOURS)

The minor in sociology is designed for students who are interested in gaining a greater understanding of social and cultural organization and patterns of human interaction. It is open to students in any field other than sociology.

Required courses:

SOC 101	Principles of Sociology.....	3
	OR	
SOC 102	Social Problems.....	3

Additional courses:

Four additional sociology courses at any level, only two of which can be cross-listed with the student's major.

COURSE EXPLANATIONS

COURSE NUMBERS

000-099Non-creditUndergraduate
 100-499Credit.....Undergraduate
 500-AboveCredit.....Graduate

PREREQUISITE

A course or other requirement must be met prior to taking a particular course

COREQUISITE

Another course is to be taken with a particular course.

COURSE ABBREVIATIONS

ACC.....Accounting	HSM.....Health Services
ANTAnthropology	HSA.....Health Services Administration
ARA.....Arabic	IB.....International Business
BIOBiology	ITInformation Technology
CDP.....Career Discovery Program	LATLatin
CHE ...Chemistry	LAW...Law
CHI.....Chinese	LSK.....Learning Skills
CPC..... College Prep Chemistry	MATMathematics
CSC..... Computer Science	MGTManagement
DAN....Dance	MKTMarketing
DTC.....Dietetics	MUS....Music
ECOEconomics	NTR.....Nutrition and Health
EDU.....Education	NUR....Nursing
ENGEnglish	OTOccupational Therapy
ESS.....Exercise and Sports Studies	PAPhysician Assistant
FAFine Arts (art, art history, design, drawing, painting, photography)	PHI.....Philosophy
FREFrench	PHYPhysics
GER.....Gerontology	PSCPolitical Science
GLSGlobal Studies	PSY.....Psychology
GRA....Graduate Courses	PTPhysical Therapy
HISHistory	RS.....Religious Studies
HPHealth Professions	RSC.....Rehabilitation Sciences
HRM....Human Resource Management	SOCSociology
	SPA.....Spanish
	SPE.....Speech
	THETheater

COURSE DESCRIPTIONS

ACC 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.

ACC 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. It also deals with managerial accounting, including accounting cycles, cost analysis, and budgeting. *Prerequisite: ACC 211*

ACC 311 INTERMEDIATE ACCOUNTING I (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*

ACC 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*

ACC 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*

ACC 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.*

ACC 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.*

ACC 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 semester.*

ACC 402 MANAGERIAL ACCOUNTING (3)

The course is designed for non-accounting majors to acquaint the student 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*

ACC 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.*

ACC 404 ADVANCED ACCOUNTING (3)

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

ACC 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.*

ACC 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.*

ACC 417 PERSONAL COMPUTERS FOR ACCOUNTANTS (3)

This course introduces students to computerized business and accounting applications, word processing, databases, spreadsheets and presentation software. Students are given thorough, hands-on familiarization with the personal computer and various business and accounting applications on the computer.

ACC 420 CPA PROBLEMS (3)

This course conducts a theoretical and practical analysis of issues dealing with the Certified Public Accountants license exam, and the problems facing CPAs in the corporate, nonprofit and public sector environments.

ACC 421 CORPORATE FINANCE (3)

This course deals with corporate financial statements and financial analysis of business firms, tax considerations, inventory analysis, capital budgeting and investment, and financing decisions. *Prerequisite: ACC 212, ECO 207 or permission of instructor*

ACC 444 ACCOUNTING INTERNSHIP (3)

This course provides accounting students with the opportunity to gain practical, hands-on experience in their areas of specialization by working for businesses, nonprofit organizations and government agencies. Open only to senior accounting majors with prior permission of instructor. *Offered in the fall and spring semesters.*

ANT 101 INTRODUCTION TO ANTHROPOLOGY (3)

An overview of the discipline of anthropology, a social science that

focuses on human evolution and organization across time and on the study of non-Western societies and cultures. The course will explore anthropological theory and research, including the main sub-fields of the discipline, with a particular emphasis on cultural anthropology. *Offered as needed.*

ARA 101 INTRODUCTION TO ARABIC I (3)

Designed to develop students' proficiency and communication in Modern Standard Arabic - which is the one language that is written, read and spoken in the Arab world - in the four basic skills: listening, speaking, reading and writing. At this beginning level, students will be exposed to authentic reading and listening material. *Offered as needed.*

ARA 102 INTRODUCTION TO ARABIC II (3)

Designed to develop students' proficiency and communication in Modern Standard Arabic - which is the one language that is written, read and spoken in the Arab world - in the four basic skills: listening, speaking, reading and writing. Students will continue to be exposed to authentic reading and listening material. *Prerequisite: ARA 101; Offered as needed.*

BIO 101 INTRODUCTORY BIOLOGY (4)

The lecture topics included are origins of life, prebiotic chemistry; and 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 three-hour lab accompanies the above lecture. Intended for biology majors and minors.*

BIO 102 INTRODUCTORY BIOLOGY (4)

The lecture topics include a survey of the cell, its chemical constituents and its organelles, energy metabolism and photosynthesis. Introductory classic and molecular genetics is also covered. A three-hour lab accompanies the above lecture. Intended for biology majors and minors. *Prerequisite CPC 022*

BIO 105 HUMAN BIOLOGY (4)

This course surveys the function of the human body systems in health and disease and includes topics of current interest, which may include diet and nutrition, treatments for infertility, infectious diseases and vaccines, and the affect of drugs on the nervous system. This course consists of three hours of lecture and three hours of laboratory per week. The lab exercises are designed to complement the lecture topics, and concurrent registration in both lecture and

three-hour laboratory are required. *This course is not eligible for elective credit in the major but is a required course in the psychology major. Offered fall and spring semester as needed.*

BIO 107 HUMAN ANATOMY AND PHYSIOLOGY I (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 consists of three lectures a week. *Prerequisite: CPC 022; Offered both semesters and summer.*

BIO 107L LABORATORY (1)

This course accompanies BIO 107. This course consists of two hours of laboratory a week.

BIO 108 HUMAN ANATOMY AND PHYSIOLOGY II (3)

This continuation of BIO 107 emphasizes the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development. This course consists of three lectures a week. *Prerequisite: CPC 022; Offered both semesters and summer.*

BIO 108L LABORATORY (1)

This course accompanies BIO 108. This course consists of three hours of laboratory a week.

BIO 117 DRUGS AND DISEASE (3)

What exactly is a heart attack? Why does aspirin health prevent strokes? Why are anti-depressants associated with suicide? This basic course will answer these questions while providing an overview of common disease states and the drugs used to treat them. Disease states of the major organ systems will be covered as well as the most commonly prescribed drugs in America. *Prerequisite: None; however, basic knowledge in biology is recommended; not eligible for elective credit in the major.*

BIO 121 INTRODUCTION TO WINES (3)

This course is designed for anyone wishing to learn about wines. Topics include biology of grapes, yeasts and sensory perception. Chemistry of fermentation and metabolism of wine, surveys of different types of wines and the history of wine making with emphasis on regional and cultural influences is explored. The course will be team taught to exploit a diversity of faculty expertise, and guest speakers will be featured. The

course consists of three lecture hours per week and one or more field trips to local wineries in Ontario and New York. *Prerequisites: High school chemistry, and students must be of legal drinking age in Canada; Not eligible for elective credit in the major; Offered in the fall semester.*

BIO 145 / CHE 145 / PHY 145 THE PROCESS OF SCIENTIFIC DISCOVERY (3)

This is an introductory science course where students will be introduced to the major elements of science and technology including the basic insights of chemistry, physics, biology and geology in the context of the social and historical development of technology. Special attention will be paid to the impact of the sciences on cultural and human endeavors, and on the role of social change and serendipity in the process of scientific discovery. This course could count as a non-major science core course, an IDS science elective or as a free elective for science majors. There are no prerequisite course requirements. Course may be offered with an emphasis on the field of biology (BIO 145), chemistry (CHE 145) or physics (PHY 145). *Prerequisites: Permission of academic advisor and the chair of the math and natural sciences department*

BIO 208/208L MICROBIOLOGY (4)

This course is an introduction to the morphology, physiology, ecology and replication modes of bacterial and eukaryote microorganisms as well as viruses. Pathogens associated with human disease are used to illustrate these general concepts. Methods used by microbes to resist antimicrobial drugs, transfer antimicrobial resistance and methods used to control the growth of microorganisms are also discussed. Emphasis is given to mechanisms of pathogenesis used by bacteria and viruses. The means used by humans to prevent or rid the body of microbial agents are also discussed. In the laboratory, students gain skills in sterile technique, stain procedures and biochemical tests used to characterize bacteria. Methods used to control microbial growths are also studied. The course consists of three hours of lecture and three hours of laboratory per week. *Prerequisite: BIO 101/102 or BIO 107/108 with labs and one year of college chemistry; Offered in the fall, spring and summer semesters.*

BIO 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 consists of three lectures per week and is not eligible for elective credit in the major.

BIO 215 ENVIRONMENTAL SCIENCE (3)

This is an introduction to the principles of environmental science and considers how those principles can be applied to our understanding and solution of current environmental problems. The course consists of three lectures per week and is not eligible for elective credit in the major. *Offered as needed.*

BIO 215L ENVIRONMENTAL SCIENCE LABORATORY (1)

This is field and laboratory work designed to provide direct experience while investigating the basis for environmental principles. Students are 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: BIO 215; Offered as needed.*

BIO 216 MARINE BIOLOGY (3)

This is an introduction to the life of the seas. It begins with basic information about the chemical, physical and geological nature of the oceans. All major marine communities are surveyed, including coastal zones and estuaries, coral reefs, the open ocean and the exotic communities of the deep sea. Extra attention is given to special topics of particular importance or interest. The final section concerns human interactions with the marine world and threats that they pose to it. *Prerequisites: BIO 101/102 or permission of instructor*

BIO 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 consists of three lectures and three hours of laboratory a week. *Prerequisites: BIO 101/102 or permission of instructor; Offered as needed.*

BIO 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 consists of three lectures a week and is not eligible for elective credit in the major.

BIO 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 consists 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.*

BIO 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 BIO 507L + BIO 508L or permission of instructor; Offered in the spring semester.*

BIO 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.*

BIO 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 consists 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.*

BIO 303/CHE 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. This course is cross-listed with CHE 303. *Prerequisite: CHE 219 and BIO 101-102 or 107-108, or chemistry majors who have taken CHE 219 and CHE 220 or by permission of instructor; Offered both semesters and often in the first summer session.*

BIO 303L/CHE 303L BIOCHEMISTRY LABORATORY (1)

This laboratory supports BIO 303 lecture course. Students required to take BIO 303 are also required to take BIO 303L (except for physician assisting students). *Offered both semesters; Corequisite: BIO 303*

BIO 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 consists of two lectures and four hours of laboratory a week. *Prerequisite: BIO 101/102, or BIO 107/108; Offered in the spring semester.*

BIO 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 consists of three lectures a week. *Prerequisite: BIO 107/108 and CHE 111/112 or equivalent; The course is offered both semesters and is not eligible for elective credit in the major.*

BIO 309 VIROLOGY (3)

This course is the study of structure and activity of animal, plant and bacterial viruses. This course is three lectures. *Prerequisite: BIO 303*

BIO 310 IMMUNOLOGY (3)

Individuals are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. Many areas of biology use the in vitro techniques of immunology. Thus, immunology integrates such diverse fields as genetics, biochemistry, physiology and medicine and is relevant for biology and health science students alike. The purpose of this course is therefore to introduce the student to the chemistry of antigens and antibodies, the biology of the immune response, including both harmful and beneficial aspects in the function of the cells, organs and molecules of the immune system. Immunologic techniques and their applications will also be examined. *Prerequisites: BIO 101/102 or BIO 107/108 and CHE 101/102; Offered in the fall and spring semester.*

BIO 312 MOLECULAR CELL BIOLOGY (4)

This is a detailed analysis of cellular organelles in relation to active transport, endocytosis, cell-to-cell communications, cell development 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 consists of three hours of lectures and one discussion hour a week. *Prerequisite: BIO 102 or 108 and BIO 303; Offered in the spring semester.*

BIO 314 BOTANY (4)

This course is a survey of biology of plants with emphasis on taxonomy, morphology, physiology and the importance to man. This course is three lectures and three hours of lab. *Prerequisite: BIO 101 and BIO 102 or permission of the instructor.*

BIO 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 consists of three lectures and three hours of laboratory a week. *Prerequisite: BIO 101/102*

BIO 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 consists 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.*

BIO 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 consists of two lecture hours and eight lab hours a week. *Prerequisites: BIO 107/108 or equivalent and/or permission of instructor*

BIO 369-370 MCAT, DAT, GRE REVIEW (0)

This is a non-credit course designed to guide and assist students in reviewing for entrance examinations for health professional schools and graduate schools. The entrance exams covered include: the Medical College Admission Test, Dental Admission Test, Pharmacy College Admission Test, GRE General Test and GRE Biology Test. The course provides an introduction to the exams, diagnostic testing, assistance in reviewing

the appropriate subject areas, and the administration of practice exams. *Prerequisites: D'Youville student with junior or senior standing*

BIO 342 ENDOCRINOLOGY (3)

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

BIO 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.*

BIO 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 consists of three lectures a week. *Prerequisite: BIO 101/102, CHE 101/102, or equivalent, or permission of instructor; Offered as needed.*

BIO 407/408 RESEARCH AT D'YOUVILLE (2,3)

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

BIO 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*

BIO 479 / 480 INDEPENDENT STUDY (1, 2, 3)

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

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 to 15), individually with their instructor and in large groups to hear professionals from selected career fields. Offered in the fall and spring semesters.

CDP 102 PERSPECTIVES ON PROFESSIONS II (1)

The focus is on individual work and academic planning with a CDP instructor in this tutorial. There are three one-day workplace 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 coursework. Contacts for these job shadowing assignments are arranged by the coordinator of the Career Discovery Program. *Prerequisite: CDP 101; Offered in the fall and spring semesters as needed.*

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 course 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. *Offered in the fall and spring semesters as needed.*

CHE 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: high school chemistry and CPC 022 or waiver and three years high school mathematics or MAT 117 or 122; Corequisite: CHE 101L; Offered in the fall, spring and summer semesters.*

CHE 101L LABORATORY (1)

Three hours of laboratory. *Corequisite: CHE 101*

CHE 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; Offered in the fall, spring and summer semesters.*

CHE 102L LABORATORY (1)

Three hours of laboratory. *Corequisite: CHE 102*

CHE 105A PROBLEM SOLVING FOR CHE 101 (3)

This three-credit course focuses on the mathematical applications of general chemistry. This is a companion course to be taken in conjunction with CHE 101 as recommended by placement testing and cannot be taken as a freestanding elective. *Corequisite: CHE 101*

CHE 105B PROBLEM SOLVING FOR CHE 111 (3)

This three-credit course focuses on the mathematical applications of general chemistry. This is a companion course to be taken in conjunction with CHE 111 as recommended by placement testing and cannot be taken as a freestanding elective. *Corequisite: CHE 111*

CHE 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 (CPC 022) or permission of instructor; Offered both semesters.*

CHE 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.*

CHE 113L CHEMISTRY FOR THE HEALTH SCIENCES LABORATORY (1)

The laboratory exercises illustrate 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.*

CHE114 APPLIED CHEMISTRY FOR THE HEALTH SCIENCES

This is a one-semester introductory course emphasizing those areas in chemistry where biochemistry, the physical sciences and human health intersect. Interactive, student-centered learning is emphasized, as is the process of scientific inquiry. The scientific content is chosen with special emphasis on its applicability to medical issues and includes topics drawn from general, organic and physical chemistry as well as biochemistry, including the basics of atomic structure and chemical reactivity, pH, energy, force, pressure, fluid flow, organic reactions and compounds, biochemical molecules and the cycles of life. *Prerequisites: Passing grade in chemistry SAI test or a college level chemistry course; Corequisite: CHE 114L*

CHE114L LABORATORY FOR APPLIED CHEMISTRY FOR THE HEALTH SCIENCES

This laboratory accompanies CHE114. Emphasis is on integrative coverage of material contained in its companion course and is conducted in an active learning environment. *Corequisite: CHE 114*

CHE 131L MEASUREMENT LABORATORY (1)

This is a free standing laboratory course that introduces students to scientific methods of measurement by taking a problem-based, cooperative learning approach. Students engage in a set of guided discovery experiences pertaining to how to acquire data using real-world problems based in the sciences. Computers will be used to record and measure sound, temperature, acidity, pressure and speed, among other things. Students will prepare presentations and web-based reports on their experiments. This course fulfills the core and the IDS requirement for a science lab.

CHE 142 MOLECULES (3)

This is an introductory course in chemistry, which addresses the key concepts of chemistry by studying the structures and workings of the molecules that people encounter in everyday life. Material will be presented in a conceptual manner, with minimal mathematics, and, to the extent possible, in a manner which connects chemistry to the everyday experiences of 21st century human beings. Topics will include atoms, molecules, intermolecular forces, bonding, molecular structure, chemical reactions, heat and energy, rates and equilibrium, acids and bases, light, electrochemistry, polymers and biochemistry. Lab must be taken

concurrently. *Corequisite: CHE 142L*;
Offered both semesters.

CHE 142L MOLECULES LABORATORY (1)

This course is the laboratory to accompany CHE 142. *Corequisite: CHE 142*; *Offered both semesters.*

CHE 145 See BIO 145

CHE 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*

CHE 211L LABORATORY (2)

This course involves six hours of laboratory. *Corequisite: CHE 211*

CHE 219 ORGANIC CHEMISTRY (3)

This course is a survey of the functional groups germane to organic chemistry. In particular, emphasis is placed on the physical properties, nomenclature, conformation, synthesis and reactions of alkanes, alkenes, alkynes, aromatic rings, alcohols, aldehydes and ketones. Additionally, the recognition of isomers from constitutional stereoisomers such as enantiomers and diastereomers is also stressed. *Prerequisite: CHE 101-102 or permission of instructor*; *Corequisite: CHE 219L*.

CHE 219L LABORATORY (1)

This lab emphasizes purification techniques central to organic chemistry such as recrystallization, distillation (simple and fractional), extraction, chromatography (column and thin layer), and chemical modification. Also, several syntheses are chosen to illustrate lecture material such as, but not limited to, ester synthesis, electrophilic substitution of an aromatic ring, saponification, and reduction of carbonyl compounds. It consists of three hours of lab a week. *Corequisite: CHE 219*

CHE 220 ORGANIC CHEMISTRY II (3)

This course is a continuation of CHE 219. The physical properties, nomenclature, synthesis and reactions of amines, carboxylic acids and its derivatives, ethers, epoxides, sulfides, conjugated systems, aromaticity and enols are studied. The theory and application of a variety of spectroscopic (infrared, nuclear magnetic resonance and mass spec) methods are also covered. *Prerequisite: CHE 219*; *Corequisite: CHE 220L*

CHE 220L LABORATORY (1)

This lab emphasizes the reactions that are covered in lecture and places an importance on mastering spectroscopic methods such as IR and NMR. It consists of three hours of lab a week. *Corequisite: CHE 220*

CHE 303/BIO 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 or chemistry majors that have completed CHE 220*; *Offered both semesters and often in the first summer session.*

CHE 303L/BIO 303L BIOCHEMISTRY LABORATORY (1)

This laboratory supports the CHE 303 lecture course. Students required to take CHE 303 are also required to take CHE 303L (except for physician assistant students). *Corequisite: CHE 303*; *Offered both semesters.*

CHE 311 PHYSICAL CHEMISTRY I (3)

This is the first semester of the introductory course in physical chemistry. Areas of study include quantum mechanics: history, Bohr atom, Schrödinger Equation, particle in a box, rigid rotor, simple harmonic Oscillator, hydrogen atom, MO theory; classical thermodynamics: Gibbs chemical potential, phase equilibria, electrochemistry, irreversible processes. *Prerequisites: CHE 102, MAT 125-126, PHY 101-102 (preferred) or PHY 111-112; MAT 202 strongly recommended*

CHE 312 PHYSICAL CHEMISTRY II (3)

This is the second semester of the introductory course in physical chemistry. Areas of study include statistical thermodynamics: Maxwell-Boltzmann distribution, partition function, thermodynamics functions, ideal gas, Einstein solid; spectroscopy: interaction of light with matter, Einstein coefficients, selection rules, atomic and molecular spectra, lasers; kinetics: rates, microscopic reversibility, steady state, collision theory. *Prerequisite: CHE 311*

CHE 313 PHYSICAL CHEMISTRY LAB (2)

This is the laboratory course which complements the offering in physical

chemistry. Students perform experiments illustrating the major areas of physical chemistry: quantum mechanics, classical thermodynamics, statistical thermodynamics, spectroscopy and chemical kinetics. *Prerequisite: CHE 311*; *Prerequisite or corequisite: CHE 312*

CHE 331 ANALYTICAL CHEMISTRY (4)

This is a first course in analytical chemistry emphasizing the basic concepts and laboratory techniques underlying quantitative analysis including analysis of quantitative measurements, simple and complex solution equilibria, volumetric and gravimetric techniques, electrochemistry, redox and potentiometric titrations, separations, and elementary photometric techniques. *Prerequisites: MAT 122 or equivalent pre-calculus preparation*; *Prerequisite or corequisite: CHE 219/219L*

CHE 332 INSTRUMENTAL ANALYSIS (4)

This course will examine the basic tenets and applications of modern analytical instrumentation and their use in determining a wide variety of pertinent analytical data. Topics such as UV/Vis spectrometric methods, atomic absorption and emission spectrometry, gas chromatography, mass spectroscopy, luminescence and fluorescence spectrometry, HPLC, capillary electrophoresis, surface analysis and electrochemistry will be covered. *Prerequisites: CHE 220/220L and CHE 331*

CHE 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.*

CHE 401 INORGANIC CHEMISTRY (3)

This is an intermediate course in inorganic chemistry suitable for the junior or senior level student. The course contains a detailed review of atomic structure and bonding, as well as a discussion of group and molecular orbital theories. This course also provides a brief synopsis of organometallic chemistry and catalysis. *Prerequisite: CHE 220/CHE 220L and its prerequisite courses*

CHE 412 SPECTROSCOPY (3)

This is a one-semester course in the fundamentals of spectroscopy. This course will cover ultra-violet spectrometry, mass spectrometry, infrared spectrometry, proton (H) magnetic resonance (NMR) spectrometry, ¹³C NMR spectrometry,

correlation spectrometry (1H-J1 COSY AND 1-13c COSTY) and spectrometry of other important nuclei (e.g., 19F and 31P) to aid in the elucidation and structural confirmation of a wide variety of organic molecules and/or biologically relevant molecules. *Prerequisites: CHE 101/101I-102/102I, CHE219/219I-220/220I and CHE 303/303L*

CHE 421 ORGANOMETALLIC CHEMISTRY (3)

This is an introductory survey course in organometallic chemistry, which combines organic chemistry with inorganic chemistry. The course will include a general overview of the basics of inorganic and organometallic chemistry with an emphasis on current research and industrial processes. *Prerequisite: CHE 219/219L and CHE 220/220L as a pre- or corequisite.*

CHE 407/408 (1, 2 OR 3) (407 FOR THE FALL SEMESTER, 408 FOR THE SPRING)

This course provides an introduction to research. While it is expected that most participants will be students majoring in chemistry, sufficiently motivated and prepared students from all majors can be admitted. Students will work on experimental projects under the individual supervision of a faculty member. *Prerequisites: Third- or fourth-year chemistry major students or by permission of instructor*

CHE 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.*

CHE 479/480 INDEPENDENT STUDY (1, 2, 3)

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

CHI 101 CHINESE LEVEL I (3)

This is a foundation course aimed at enabling students to communicate in modern Mandarin Chinese for everyday purposes. Basic skills of listening, speaking, reading and writing will be developed with a focus on modern Chinese characters and basic sentence patterns. Students will be exposed to authentic language environments and provided with opportunities to practice their language skills. Though designed for students with no previous formal training in Chinese, this course can also be taken by students with

some Chinese language backgrounds to further their communication skills.

CPC 022 COLLEGE PREP CHEMISTRY (NON CREDIT)

This is a course which prepares students who lack adequate chemistry background (either no high school chemistry or demonstrated need based on Learning Center testing and consultation with the instructor) to undertake the chemistry required by their major program. *The course may be taken by any student with permission of instructor. Offered in late summer, fall and spring semesters.*

CSC 110 COMPUTERS AND COMPUTING (3)

This is an introduction to the fundamental ideas of computers and their implementation: office applications (word processor, spread sheet, presentation and database), elementary website design, blogging, Internet use for research (hardware, software, early pioneers of the computing industry, common terminology, etc.) and some elementary programming. Instructors may include other appropriate topics. Both Windows and MAC OS will be utilized. *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.)*

CSC 151 INTRODUCTION TO COMPUTER PROGRAMMING (3)

This is an introduction to computer programming using a modern language: 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.*

CSC 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.*

CSC 120 COMPUTERS AND ELECTRONIC HEALTH RECORDS (3)

This is an introduction to the fundamental ideas of computers and their role in society. Students learn of the historical origins of computers, the development of computers since WWII, their uses and impact in society, emerging technologies,

and the implementation of computers: operating systems, software applications, the Internet, and an introduction to some elementary programming: e.g., HTML, SQL (Databases and Electronic Health Records), advanced spreadsheet formulas. Electronic medical records (EMRs) are a digital version of the paper charts in the clinician's office. Electronic Health Records (EHRs) focus on the total health of the patient by focusing a broader view of all aspects of a patient's care. This course has a great deal of emphasis on databases including practical hands-on experience using (EMR/EHR) software. *Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material or permission of the instructor. NOT open to those with credit in CSC 110 (unless approved by the math and natural sciences department. Offered in fall and spring semesters.*

CSC 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.*

CSC 389/390 SPECIAL TOPICS IN 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.*

DAN 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.

DAN 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. This course follows a graded syllabus for participation.

DAN 300 ELEMENTS OF DANCE COMPOSITION (3)

Brief lectures on historical figures in dance combined with video presentations of significant choreographic works set the stage for each class topic. Exploring the basic elements of time, space and energy with structured exercises that will challenge the student to explore new

directions in movement. Sharing and discussing choreographic studies will provide a stimulating experience. *Offered as needed.*

DAN 305 DANCE PERFORMANCE AND TECHNIQUE (3)

This course offers students an opportunity to develop an appreciation for choreography and dance ability through practice. Emphasis will be given to refining traditional movement exercises and choreographic endeavors in ballet, modern and jazz technique. *Prerequisite: DAN 300 or permission of instructor*

DTC 101 ORIENTATION TO DIETETICS (0)

This seminar course will introduce the student to the educational and professional requirements within the field of dietetics. Students will be introduced to the dietetics program curriculum standards and opportunities for personal and professional development within the college and community. An overview of the evolution of the field as well as current and future trends of dietetics will be provided. The course will explore career opportunities, career planning and professional roles and responsibilities of the registered dietitian. Students will be introduced to the governance of dietetics practice including the Academy of Nutrition and Dietetics' Code of Ethics and the Standards of Professional Performance. This course is one hour per week. *Open to dietetics majors only. Offered in the fall semester.*

DTC 105 INTRODUCTION TO CULINARY SKILLS (3)

This introductory course provides hands-on instruction in the dietetics lab (kitchen) on food preparation and culinary techniques. The course is designed for students of all majors who would like to enhance their food preparation skills. Food selection and preparation will focus on healthy food choices. An introduction to basic nutrition will be provided with a concentration on the public health effect of poor nutrition choices. *Open to all students; Offered in the fall and spring semesters.*

DTC 205 FOOD SCIENCE (3)

This is a fundamental course in the basic principles of food preparation. Emphasis is on food chemistry, the function of ingredients and food preparation skills. The course consists of two lecture hours and two lab hours. Open to all students. *Prerequisite: High school chemistry. Offered in the fall semester.*

DTC 210 FOOD AND CULTURE (2)

This two-credit course will introduce the student to the study of the social, cultural, and psychological factors which influence food selection. Cultural eating patterns and nutrition-related health problems of various ethnic and racial groups will be explored. An introduction to basic food preparation and culinary techniques will be used to further investigate food choices of various cultures. An emphasis will be placed on the strong influence of culture on food attitudes and behaviors which affects the counseling strategy of the health care professional. The effect of globalization on food selection and health will be studied. Assignments address current research regarding food and culture and encourage the student to explore nutrition practices of culturally diverse clients. This course consists of one lecture hour and two lab hours. *Open to all majors, required course for dietetics majors. Offered in the spring semester.*

DTC 306 PRINCIPLES OF NUTRITION (3)

The course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention. Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles, and fad diets will also be addressed. Open to all students. *Prerequisites: BIO 108, CHE 102, or by permission of instructor Offered in fall and spring semesters.*

DTC 319 NUTRITIONAL BIOCHEMISTRY (3)

This advanced course provides an in-depth study and discussion of the biochemistry and physiology of macronutrients and micronutrients. Applied topics, including regulation of metabolism, fluid and electrolyte balance, and energy balance/body composition, are presented and explained in terms of related biochemistry and physiology. This course consists of three lecture hours. *Prerequisites: BIO 303, BIO 108, DTC 306. Offered in the spring semester.*

DTC 327 NUTRITION THROUGHOUT THE LIFE CYCLE (3)

This three-credit course will examine nutritional needs and issues throughout the life span with special emphasis on preconception, pregnancy, lactation, infancy, childhood, adolescence

and aging. Normal nutrition topics and nutrition-related conditions and interventions will be studied for each stage of the life cycle. Nutrient needs and recommendations will be addressed as well as age-related physiological changes. Specific attention will be given to current public health issues and model public food and nutrition programs. Current evidence-based practice recommendations will be covered with use of position papers by the Academy of Nutrition and Dietetics and American Academy of Pediatrics. This course consists of three lecture hours. *Prerequisite: DTC 306 or NTR 325 or permission of the instructor. Open to all majors, required course for dietetics majors. Offered in the fall semester.*

DTC 328 NUTRITION FOR FITNESS AND ATHLETIC PERFORMANCE (2)

This two-credit course will introduce the student to the integrated science of nutrition and exercise physiology. The course will explore macro- and micronutrient needs as related to energy demands, cellular function, and growth, maintenance, and repair. Students will explore how optimal nutrition is essential for optimal performance. The course will focus on scientifically sound, evidence-based practice and examine sources of unsound sport nutrition recommendations. Assignments will allow students to gain a greater understanding of the energy requirements of exercise as well as the barriers to increased physical activity. This course consists of two lecture hours. *Prerequisite: DTC 306 or NTR 325 or permission of the instructor. Open to all majors, required course for dietetics majors. Offered in the spring semester.*

DTC 409 FOOD SERVICE MANAGEMENT I (2)

This course provides an introduction to the structure and function of a food service department. Food service subsystems are discussed from an organizational and leadership perspective. This course will introduce the following operational areas: menu planning; procurement including purchasing; receiving and storage; food production and service. As needed, discussion will include food safety, sanitation and the management of human resources related to these topics. This course consists of two lecture hours. *Prerequisites: MGT 305, DTC 205; Corequisite: DTC 409L. Offered in the fall semester.*

DTC 409L QUANTITY FOOD PREPARATION (2)

This course provides the application of the concepts and principles of quantity food preparation and service including planning and coordinating food production, recipe standardization and modification, and the application of food safety principles. Students develop the technical skills required for the preparation and service of meals to large groups, including cooking methods and terms and evaluating food for quality for the various recipe categories, including, but not limited to sauces, vegetables, meats, cheese, eggs and baked goods. Students are introduced to the use and maintenance of institutional food service equipment. This course consists of one lecture and two lab hours. *Corequisite: DTC 409. Open to dietetics majors only. Offered in the fall semester.*

DTC 410 FOOD SERVICE MANAGEMENT II (3)

This course studies food service subsystems from an organizational and leadership perspective. This course will introduce the following operational areas: principles of financial control of food and labor, techniques for analyzing and managing costs, development of a business plan executive summary, and management of human resources including personnel recruitment, selection, training, evaluation and labor relations. This course will introduce information on kitchen layout and design, sanitation, security, safety, infection control and emergency preparedness applicable to food service operations. This course consists of three lecture hours. *Prerequisites: DTC 409, DTC 409L. Corequisite: DTC 410SP. Open to dietetics majors only. Offered in the spring semester.*

DTC 410SP FOOD SERVICE MANAGEMENT SUPERVISED PRACTICE (1)

This course provides practice in food service management including: food service subsystems (purchasing, receiving and inventory control, production and service), marketing, quality management, financial control, human resources (personnel and labor issues), and facility layout and design. Students develop management skills through projects and/or field experiences, case studies, computer applications, and as required, quantity food preparation experiences. Students will be introduced to the behaviors, traits and skills that characterize effective leaders and learn

to apply these traits in various personnel and food service management scenarios. This course consists of three supervised practice hours weekly. *Prerequisites: DTC 409, DTC 409L. Corequisite: DTC 410. Open to dietetics majors only. Offered in the spring semester.*

DTC 418 INTRODUCTION TO PROFESSIONAL PRACTICE (1)

This is the first course in the Coordinated Program (CP). It provides an introduction to dietetic practice, including standards that guide practice and professional performance, nutrition care process, medical terminology, and quality standards governing patient care in hospitals. Introductory didactic knowledge is presented, which prepares the student for development of clinical knowledge and skills in subsequent clinical courses. This course consists of one lecture hour. *Prerequisite: DTC 319 or equivalent. Open to dietetics majors in CP only. Offered in the summer semester.*

DTC 420 INTRODUCTION TO NUTRITION CARE (3)

This course is an introduction to the professional practice of dietetics. Using the nutrition care process as a framework, students learn how to provide nutrition services to patients, including assessing, writing nutrition diagnoses, developing appropriate interventions, and monitoring response to care. This course consists of three lecture hours. *Prerequisite: DTC 418. Corequisite: DTC 420SP. Open to dietetics majors in CP only. Offered in the summer semester.*

DTC 420SP INTRODUCTION TO NUTRITION CARE SUPERVISED PRACTICE (1)

This course is an introduction to the professional practice of dietetics. Using the nutrition care process as a framework, students provide nutrition services to patients, including assessing, writing nutrition diagnoses, developing appropriate interventions, and monitoring response to care. This course consists of twelve supervised practice hours per week. *Prerequisite: DTC 418. Corequisite: DTC 420. Open to dietetics majors in CP only. Offered in the summer semester.*

DTC 425 DIET THERAPY (3)

This course examines nutrition and diet therapy, including nutrition assessment, the physiological and biochemical bases of nutrition care, therapeutic diets, medications and herbal supplements. Topics include nutrition intervention for diabetes, cardiovascular diseases,

obesity, eating disorders, GI diseases and promoting healthy eating. The emphasis of this course is the practical application of subject matter in the clinical setting. *Prerequisite: DTC 306 or NTR 325 or permission of the instructor. Open to non-dietetic majors. Offered in the fall semester.*

DTC 426 NUTRITION EDUCATION AND COUNSELING METHODS (3)

This course presents the development, use, and evaluation of methods and materials for teaching nutrition to different audiences. Emphasis is given to both group and individual instruction in school, community, worksite, employee, and patient education settings. Communication skills essential for professional practice will include patient counseling, lesson plan development, evaluation and publication of educational materials, public speaking, and the use of assessment tools to document learning. This course consists of three lecture hours. *Prerequisite: third-year status in the dietetic program. Open to dietetics majors only. Offered in the spring semester.*

DTC 511 MEDICAL NUTRITION THERAPY I (2)

The study of the biochemical and physiological basis for nutrition care in treating disease, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the first semester of a two-semester course. This course consists of two lecture hours. *Prerequisites: DTC 420 and DTC 420SP. Corequisite: DTC 511SP. Open to dietetics majors in CP only. Offered in the fall semester.*

DTC 511SP MEDICAL NUTRITION THERAPY I SUPERVISED PRACTICE (3)

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 511, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. *Prerequisites: DTC 420, DTC 420SP. Corequisite: DTC 511. Open to dietetics majors in CP only. Offered in the fall semester.*

DTC 512 MEDICAL NUTRITION THERAPY II (2)

The study of the biochemical and physiological basis for nutrition care in treating disease, including GI disorders, hepatic disorders, cancer, AIDS, renal disease, and nutrition support. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the second semester of a two-semester course. This course consists of two lecture hours. *Prerequisites: DTC 511 and DTC 511SP. Corequisite: DTC 512SP. Open to dietetics majors in CP only. Offered in the spring semester.*

DTC 512SP MEDICAL NUTRITION THERAPY II SUPERVISED PRACTICE (3)

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 512, including GI disorders, hepatic disorders, cancer, HIV, renal disease, and nutrition support. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. *Prerequisites: DTC 511, DTC 511SP. Corequisites: DTC 512. Open to dietetics majors in CP only. Offered in the spring semester.*

DTC 521 WIP COMMUNITY NUTRITION (3)

The course offers a study of community nutrition needs and problems. The goals, organization, and history of selected government and private programs are investigated. This course is designated as a writing-intensive course and meets the college requirement as a WIP course. This course consists of three lecture hours. *Prerequisite: DTC 420. Corequisite: DTC 521SP. Open to dietetics majors only. Offered in the fall semester.*

DTC 521SP COMMUNITY NUTRITION SUPERVISED PRACTICE I (2)

This course provides supervised practice in community nutrition at area agencies, organizations, and programs. Students receive experiences in food insecurity/food assistance, maternal and child health, elderly nutrition, and adult nutrition. This course consists of six supervised practice hours per week. *Prerequisites: DTC 420, DTC 420SP. Corequisite: DTC 521WIP. Open to dietetics majors in CP only. Offered in the fall semester.*

DTC 522SP COMMUNITY NUTRITION SUPERVISED PRACTICE II (1)

Students develop, implement, and evaluate a community nutrition

intervention in this course. This includes completing a community needs assessment, identifying a target population, designing the program to be delivered, conducting the program, and collecting and assessing data on appropriate indicators to evaluate the effectiveness of the intervention. This course consists of three supervised practice hours weekly. *Prerequisite: DTC 521SP. Corequisite: DTC 524. Open to dietetics majors in CP only. Offered in the spring semester.*

DTC 524 THE NUTRITION ENTREPRENEUR (3)

This course applies business principles and entrepreneurship to the nutrition profession. Students learn how to plan, implement, and evaluate nutrition intervention programs. In addition, the knowledge, skills, and resources needed to establish and maintain a private practice are presented. This course consists of three lecture hours. *Prerequisites: MGT 305, DTC 426, and DTC 521 or equivalent. Offered in the spring semester.*

DTC 600 NUTRITION THEORY AND PRACTICE (3)

The major theories that guide nutrition research and practice are presented and applied in this course. The scientific basis of nutrition research and practice are discussed, including evidence-based practice, clinical practice guidelines, the Nutrition Care Process and Model, and the theories and conceptual frameworks that guide research and practice. The interrelationship of theory, research, and practice is a major focus of this course. This course consists of three lecture hours. *Prerequisite: Graduate status or permission of instructor. Offered in the summer semester.*

DTC 601 RESEARCH METHODS IN DIETETICS (3)

This course reviews dietetic and nutrition research methods, general research designs (both qualitative and quantitative), evaluation and assessment methods, application of statistical analysis in nutrition, and the presentation of research data. The course focuses on guiding the dietetic student in becoming a consumer and producer of nutrition-related research. This course consists of three lecture hours. *Prerequisites: DTC 600, DTC 420, and a four-credit Applied Statistics course or equivalent, or competency test. Open to dietetics majors only. Offered in the fall semester.*

DTC 620 NUTRITION SEMINAR (2)

A study of current developments in the practice of nutrition. Students review and critique research as it applies to practice, and conduct professional self-assessment in order to improve the quality of nutrition care provided. This course follows a seminar format with individual study, group discussion and class presentations. This course consists of two lecture hours. *Prerequisites: DTC 601, DTC 631. Open to dietetics majors only. Offered in the spring semester.*

DTC 622 PROFESSIONAL SEMINAR (1)

This one-credit course provides the B.S./M.S. students the opportunity to practically apply their knowledge in the field of nutrition and dietetics and gain hands-on practice with the credentialing examination for the dietetics profession. This course consists of one lecture hour. *Prerequisite: fifth-year student. Open to dietetics majors in CP only. Offered in the spring semester.*

DTC 631 ADVANCED NUTRITION PRACTICE I (8)

This course is the first part of a two-course sequence. In conjunction with DTC 632 (Advanced Nutrition Practice II), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. *Prerequisites: DTC 512, DTC 512SP. Open to dietetics majors in CP only. Offered in the fall semester.*

DTC 632 ADVANCED NUTRITION PRACTICE II (8)

This course is the second part of a two-course sequence. In conjunction with DTC 631 (Advanced Nutrition Practice I), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. *Prerequisite: DTC 631. Open to dietetics majors in CP only. Offered in the spring semester.*

ECO 201 PRINCIPLES OF ECONOMICS—MACRO (3)

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. *This course meets the social sciences requirement in the core.*

ECO 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 sciences requirement in the core.*

ECO 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.

ECO 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.

ECO 328 MONEY AND BANKING (3)

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

EDU 101 SEMINAR IN EDUCATION (3)

This course provides students in the liberal studies for education program with an introduction to problems, issues and concerns in the field of education. A field experience component is part of this three credit hour seminar course. Students considering a career in teaching meet with education faculty, teachers and other professionals to discuss best practices, issues and concerns in education and plan and implement field experiences. The INTASC Standards are introduced as a framework.

EDU 201 HISTORICAL FOUNDATIONS OF EDUCATION IN THE UNITED STATES (3)

This course is designed to provide the undergraduate liberal studies for education students with an in-depth study

of the historical foundations of education. Emphasis is placed on key historical movements, eras and thinkers from education in the United States.

EDU 335 CLASSROOM MANAGEMENT AND STUDENT MOTIVATION (3)

This course is designed to provide teacher candidates with models and practices that will assist them in the development of a wide repertoire of management techniques that can be effectively used in schools. Theories of human development, particularly with respect to the interrelations among social, emotional, psychological and intellectual development, will be explored in conjunction with inquiry regarding the foundations of educational research. Emphasis will be placed upon a teacher's ability to enhance the teaching and learning environment by developing effective instructional activities that engage students and enrich the classroom community.

EDU 375 TECHNOLOGY IN EDUCATION (3)

This course is designed to provide the undergraduate teacher education student with an in-depth study of emerging technologies and their use in an educational setting.

EDU 450 ASSESSMENT AND EVALUATION IN EDUCATION (3)

Teacher candidates will learn how to develop and use a variety of evaluation methods to monitor student academic achievement and teaching effectiveness. Special emphasis will be placed on relating evaluations to curriculum and instruction. Students will learn about standardized tests and other diagnostic tools frequently encountered and/or used by classroom teachers. Particular attention will be given to adapting assessments to meet the needs of all students. Students will plan, construct, administer and analyze data for formative and summative evaluation of achievement for a content unit. Contemporary issues related to testing, grading, evaluation and accountability will be addressed.

ENG 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.*

ENG 092 ENGLISH AS A SECOND LANGUAGE (3)

This course is a continuation of ENG 091. *Prerequisite: ENG 091*

ENG 101 READING, WRITING & REASONING (3)

This course is designed for incoming freshmen who demonstrate a need for improving their reading, writing and reasoning skills necessary for college success. *Offered in spring and fall semesters.*

ENG 111 INTRODUCTION TO LITERATURE I: ACADEMIC WRITING (3)

Introduces the art of short fiction and teaches academic writing. Students learn the skills essential to college success: critical reading and analytical thinking, interpretation, scholarly discussion and collaboration, effective oral presentation, composition of writing for both readers and listeners. *Offered both semesters.*

ENG 112 INTRODUCTION TO LITERATURE II: RESEARCH WRITING (3)

Introduces the art of poetry and drama and teaches academic research skills. Students strengthen skills essential to college success: critical reading and analytical thinking, interpretation, productive discussion and collaboration, scholarly research, and effective academic writing. *Offered both semesters.*

ENG 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 as needed.*

ENG 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 as needed.*

ENG 203 SHORT STORY (3)

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

ENG 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 as needed

**ENG 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 as needed.

ENG 213 STUDIES IN 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.*

ENG 215 WORLD LITERATURE I (3)

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.

ENG 216 WORLD LITERATURE II (3)

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 as needed.*

ENG 217 STUDIES IN 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 principally by modern poets. *Offered as needed.*

**ENG 218 MINORITY VOICES IN
 AMERICAN LITERATURE (3)**

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.*

ENG 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 this age. *Offered as needed*

ENG 231 THE ART OF THE ESSAY (3)

Through reading assignments, writing exercises, and peer review, students will become familiar with a wide range of models and formal strategies for constructing and critiquing various experiments with the essay form. Assignments may include the personal

essay, the journalistic essay, the travel essay, the poetic essay, the science essay, the reflective essay, nature writing, multi-genre writing, experimental autobiography, literary memoir, literary journalism, imaginative non-fiction, op-ed and social justice writing, etc. As students develop and expand their reading, writing, and critical thinking practices, the content and form of the class will foster investigations into the nature of truth, the ethics of representing others, the transformative power of memory, and the politics of literary genre. *Prerequisite: ENG 112. Offered every year in the spring semester.*

**ENG 232 INTRODUCTION TO
 CREATIVE WRITING (3)**

This course provides a foundation for creative writing across a variety of genres, including poetry, fiction, drama, and creative nonfiction writing. Students will become familiar, through readings, writing projects, peer critique, and in-class writing, with the fundamental elements of each genre. Students will develop a practical and critical knowledge of the construction of contemporary creative writing in terms of language, genre, form, metrics, narrative, character, and description, and of representative examples of published writers. This fulfills the humanities core requirement as a fine arts course. *Prerequisite: ENG 112 or permission of instructor. Offered in even years in the spring semester.*

ENG 235 WRITING FOR NEW MEDIA (3)

This course will explore the new frontiers of writing and the range of cultural competencies necessary to fully participate in the global digital future. Students will develop digital and information literacies as well as the foundational elements of strong, clear, precise writing while becoming fluent in emerging communication practices. Students will learn to produce texts in multimedia digital environments, producing new media writing projects such as blogs, wikis, websites, social networking sites, audio, video, and other converged and hybrid media. The course will also focus on helping students to develop critical media literacy skills; students will learn to apply rigorous critical analysis of the media that they consume. *Prerequisite: ENG 112 Offered in even years in the fall semester.*

**ENG 236/ SOC 236 WRITING FOR
 SOCIAL JUSTICE (3)**

This course explores writing as a powerful tool for community activism and political action. Students will read,

discuss, and write a variety of genres explicitly connected to social and political progressivism, including: personal narratives, letters to the editor, op-ed columns, videos, debate arguments, interviews, blogs, Twitter feed, Facebook pages, online petitions, interactive media projects, etc. The course will also explore the role of DIY art, film, and performance, digital activism, and social media as vehicles of participatory social and political action. Assignments will be designed to foster both expressive and critical thinking and writing skills, problem-solving, the ability to research, organize, and synthesize material, and to generate writing that will deeply explore and interrogate social and political systems, particularly those that produce and perpetuate injustices. *Prerequisite: English 112. Offered in odd years in the fall semester.*

**ENG 237 INTRODUCTION TO
 LITERARY CRITICISM (3)**

This course will provide students with the necessary skills to work consciously and effectively within the discourse of the discipline. Emphasis will be given to the following: further refinement of close critical reading skills; understanding of literary terms; understanding of basic critical and theoretical terms, concepts and methodologies; and understanding of genres. *Offered in spring semester.*

ENG 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.*

ENG 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*

ENG 302 SHAKESPEARE (3)

This course explores Shakespeare's dramatic and poetic presentation of human experience in all its ambiguities and contradictions. The course will investigate language, sources, historical context, staging and performance history. *Prerequisites: ENG 112; Offered each spring*

ENG 303 POETRY WORKSHOP (3)

This course will focus on honing the poetry writing skills of students and to help them develop a greater creative, critical, and aesthetic understanding of this genre. A variety of poetic formats and forms will be investigated, with an emphasis on the formal elements of prosody, metaphor, imagery, language, structure, syntax, patterns, etc. Through reading assignments, writing exercises, and critique of student work, students will become familiar with a wide range of models and formal strategies for constructing and analyzing poetry. This fulfills the humanities core requirement as a fine arts course. *Prerequisite: ENG 232 Introduction to Creative Writing or ENG 231 The Art of the Essay. Offered in odd years in the fall semester*

ENG 304 FICTION WORKSHOP (3)

This course will focus on honing the fiction writing skills of students and to help them develop a greater creative, critical, and aesthetic understanding of this genre. A variety of short fiction formats and forms will be investigated, with an emphasis on the formal elements of plot, character, dialogue, setting, point of view, tone, imagery, figurative language, etc. Through reading assignments, writing exercises, and critique of student work, students will become familiar with a wide range of models and formal strategies for constructing and analyzing short fiction. This fulfills the humanities core requirement as a fine arts course. *Prerequisite: ENG 232 Introduction to Creative Writing or ENG 231 The Art of the Essay. Offered in odd years in the spring semester.*

**ENG 305 SCREENWRITING/
PLAYWRITING WORKSHOP (3)**

This course will focus on honing the screen and/or playwriting skills of students to help them develop a greater creative, critical, and aesthetic understanding of these genres. A variety of dramatic forms will be investigated, with an emphasis on the formal elements of plot, character, dialogue, setting, figurative language, etc. Through reading assignments, writing exercises, and critique of student work, students will hone the techniques of storytelling for film and/or theater and become familiar with a wide range of models and formal strategies for constructing and analyzing scripts. This fulfills the humanities core requirement as a fine arts course. *Prerequisite: ENG 232 Introduction to Creative Writing or ENG 231 The Art of the Essay. Offered in even years in the fall semester.*

ENG 308 MEDIEVAL LITERATURE (3)

This course explores the language, themes and context of Old English and Middle English literature. Old English texts, read in modern translation, often include the prose of King Alfred, Beowulf, and shorter poems such as *The Wanderer* and *The Dream of the Rood*. Selections from Chaucer's *The Canterbury Tales* are read in their original Middle English, while texts such as the *Book of Margery Kemp*, the *Chester Play of Noah's Flood* and *Sir Gawain and the Green Knight* are modernized. *Prerequisites: ENG 112; Offered as needed*

**ENG 309 RENAISSANCE
LITERATURE (3)**

This course examines the writings of one of the richest periods of English literature. The emergence of humanism, the rediscovery of classical texts and the exploration of new lands inspired eminent writers, such as, Spenser, Sidney, Marlowe, Jonson, Donne, Herbert, Marvell and Milton. The background of the Protestant Reformation, Tudor politics and the Civil Wars informs our close reading of a variety of texts, from love sonnets to the epic, from the demonic to the utopian. *Prerequisites: ENG 112; Offered as needed*

**ENG 310 EIGHTEENTH CENTURY
LITERATURE (3)**

Students will study the prose and poetry of the neoclassical period from its rise to prominence in the Restoration Period through the 18th century. *Prerequisites: ENG 112; Offered as needed*

**ENG 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.*

ENG 313 CONTEMPORARY WRITERS (3)

This course is a study of post-1950 literary works that include popular fiction writers, poets and playwrights that reflect contemporary thought and life. *Prerequisite: ENG 112; Offered as needed.*

ENG 314 ART OF THE FILM (3)

SEE FA 314. This course introduces students to the elements of filmmaking such as screenwriting, camera and lighting, performance, music and sound, editing and 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*

ENG 315 AMERICAN MODERNISM (3)

This course covers the period between 1900-1950 and studies the reflection on literature and arts of key cultural events such as: the World Wars, the Jazz Age, the Great Depression, the automobile and spread of commercial culture, popularization of Freudian psychoanalysis and urbanization. *Prerequisites: ENG 112; Offered as needed.*

ENG 316 BRITISH MODERNISM (3)

This course will examine the work of British Modernist writers from approximately 1908-1939. In addition to close critical analysis of the literary texts, the course will explore the cultural contexts of the movement including its precursors and its influence on British culture. *Prerequisite: ENG 112; Offered as needed.*

ENG 317 MYTH AND LITERATURE (3)

This is a study of classical and medieval literature and its mythic roots. *Prerequisites: ENG 112; Offered as needed*

**ENG 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*

ENG 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*

**ENG 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.*

ENG 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.*

ENG 331 ADVANCED MEDIA STUDIES (3)

Technologies from the invention of writing to the inception of social media have influenced politics, journalism, and cultural production. As they explore

aesthetic strategies and techniques in various media, students will engage with the material through both scholarship and practice. Selected readings from scholars, artists, and media activists will provide background and analysis of the history, theory, politics, and methods of participatory media. Students will critically analyze the relationships between media, audience, information, and power and consider the relationship between a participatory democracy and alternative media sources. Students will investigate the politics of representation and will learn to identify bias and manipulation and to recognize and analyze visual and textual systems of cultural codes at work in mass media. In their own projects, they will make use of this knowledge to create their own media messages to work most effectively within the visual and cultural codes they are challenging. *Prerequisite: ENG 235 Writing for New Media or ENG 236 Writing for Social Justice, or permission of instructor. Offered in even years in the spring semester.*

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 345 POST-MODERN LITERATURE (3)

This course investigates the transition from literary Modernism and Post-modernism, the cultural contexts within which this transition occurs, and the various aesthetic theories that contribute to this shift. The course will focus on Post-modern literature of the mid- to late 20th century. *Prerequisite: ENG 112; Offered as needed.*

ENG 346 AFRICAN AMERICAN LITERATURE (3)

This course is a survey of African American literature from the earliest colonial settlements to the present. The course will cover oral story telling traditions, vestiges of African culture in slave folktales, the relevance of music in African-American literary art, the affects of emancipation and the struggle for civil rights on African American literature,

and look at how that literature both represents and affects pertinent issues, such as power, race and gender within the African-American literary community. *Prerequisite: ENG 112; Offered as needed.*

ENG 347 SPIRITUALITY IN AMERICAN LITERATURE (3)

This course will be a survey of authors exploring personal spirituality as national identity and vice versa. This is not a course about conventional religious history, nor will we study religious writers of any religious denomination per se. The readings will be primarily a survey of Transcendentalist writers and their spiritual/intellectual descendents with focus on how American writers have sought to integrate individualism with spirituality. *Prerequisite: ENG 112; Offered as needed.*

ENG 348 VISIONARIES OF FILM (3) CROSS-LISTED AS FA 348

This course examines the art of an influential creator of film by offering an in-depth of the work of one major director, cinematographer, editor, or screenwriter. While examining the filmmaker's style and technique, we will investigate her or his philosophical approach to the visual representation of human experience. The historical and socio-political context of the films, along with their reception by viewers, are also considered in our study of the filmmaker's creative vision. *This courses fulfills the humanities core requirement as a fine arts course. Prerequisite: Sophomore, junior or senior status; Offered as needed.*

ENG 349 FILM FORMS/GENRES/ THEMES (3) CROSS-LISTED AS FA 349

This course will focus on a particular movement, style, genre, or cultural, political, or aesthetic theme within the medium of film. A careful study of films and filmmakers within a particular movement or theme will emphasize the relationship of cinematic form and content with special attention to the techniques, expressive strategies, and historical, cultural, and socio-political context of the films and their makers. *Prerequisite: Sophomore, junior or senior status; Offered as needed.*

ENG 406 CRITICAL THEORY (3)

Students practice the application of the principles of literary criticism and of the norms of aesthetic values in literature. *Prerequisite: Minimum of two semesters of literature; Offered as needed*

ENG 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*

ENG 444 INTERNSHIP (3-12)

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 450 SENIOR PROJECT PORTFOLIO (3)

This course offers students the opportunity to produce a professional writing portfolio. The portfolio will reflect all the major and/or relevant areas of writing expertise.

ENG 479/480 INDEPENDENT STUDY

Qualified students may investigate selected topics with the permission of an instructor. The title reflects the course content.

ESS 101 INTRODUCTION TO EXERCISE AND SPORTS STUDIES (3)

This course introduces students to the many sub-disciplines of exercise and sports science. An interdisciplinary approach will be used to explore the various biological and psychosocial dimensions of physical activity, sport and health. Students will study a range of topics including links between physical activity and disease risk, as well as the influence of exercise and conditioning and athletic performance, disease prevention, and physical fitness. *Prerequisite: ESS majors or permission of the instructor.*

ESS 201 PRINCIPLES OF FIRST AID, SAFETY AND ATHLETIC INJURY (3)

This course is designed to familiarize students with the basic knowledge regarding the immediate and temporary care of athletic- and sports-related injury and illness. Safety concerns regarding exercise facilities and equipment, risk management and development of an emergency action plan will also be emphasized, as well as, recognition and care for both major and minor injuries and illnesses. The present course will also stress issues pertaining to professional certification, medical liability and other legal issues regarding the health, fitness and competitive sports industries.

Prerequisite: ESS 101 or permission of the instructor.

ESS 206 COACHING THEORY AND METHODOLOGY (3)

This course is designed to analyze the fundamentals theories and practices of coaching sports and/or athletics, and to familiarize students with the inherent differences of coaching theory at various levels of competitive and recreational athletics. It includes a study of the psychological and sociological aspects of coaching, the use and implementation of coaching strategies, the organization of practices and games, communication with athletes, fans, schools, parents and the media, as well as the ethics of coaching. *Prerequisites: ESS 101 or permission of instructor*

ESS 232 EXERCISE AND SPORT PSYCHOLOGY (3)

This course is designed to explore the relationship between sport, fitness, and various inherent behaviors unique to the sport and fitness industries. Sport and fitness in contemporary society is a complex and intriguing socio-cultural phenomenon. The application of psychological theory, research, and practice to sport and fitness settings can contribute immensely to an individual's athletic performance and level of participation. This course seeks to provide a solid scientific foundation to further study the practice of sport and exercise psychology. Furthermore, possessing an understanding of the psychological/mental factors that affect athletic performance in sport, physical activity and exercise is an important skill to possess for the individual practitioners in the exercise and sports studies field. *Prerequisites: ESS 101*

ESS 270 EXERCISE AND SPORTS STUDIES PRACTICUM (3)

This course gives students the opportunity to gain practical experience in the health and fitness industry and to explore the career option available in the field of exercise and sports studies. Students will research the various career pathways open in the exercise and sports field through both secondary sources and documented first-hand observation within various educational settings, community-based athletic programs, fitness centers, sports medicine clinics, athletic teams or corporate settings. *Prerequisite: ESS 101 or permission of the instructor.*

ESS 301 FITNESS EVALUATION AND EXERCISE PRESCRIPTION (3)

This course is designed to familiarize students with the theoretical background and practical applications needed to competently assess levels of physical fitness and wellness. Course content is highly focused toward the knowledge and skills required for ACSM Health Fitness Instructor (HFI) and NSCA Certified Strength and Conditioning Specialist (CSCS) certification exams. *Prerequisite: ESS 201*

ESS 306 PHYSIOLOGY OF EXERCISE (3)

This course serves to develop in students an intimate understanding of systemic and metabolic physiology within the physically active individual. Students will gain a thorough understanding of various body systems and the acute responses and chronic adaptations that occur as a result of exercise stress. Overall, students will develop a basic knowledge and understanding of the functional limitations of the human organism during exercise as it relates to the many sub-disciplines of exercise physiology, including respiratory physiology, skeletal muscle physiology, cardiovascular physiology, neuromuscular physiology and exercise endocrinology. *Prerequisite: ESS 101 or permission of the instructor.*

ESS 307 SPORTS AND FITNESS MANAGEMENT (3)

Sports and fitness management serves as an examination of the principles, topics and theory pertaining to the administration and management of sports and fitness organizations. This will include, but not be limited to, the objectives, structures, philosophy, history and legal aspects of sports and fitness organizations. Current issues and trends pertaining to management of sports organizations and/or fitness facilities are analyzed. *Prerequisite: ESS 101*

ESS 351 THE BUSINESS OF INTERNATIONAL SPORT (3)

This course is designed to explore the relationship between sport, the health and fitness industry, and management across the globe. Basic concepts and theories of the legal, political, economic, and cultural aspects of international business will be reviewed. A review of management exercises, cultural differences, marketing techniques and related applications and techniques as they relate to the international sports industry will be conducted. Topics such as cross-cultural communication and negotiations, and leading a diverse global workforce in

international sport and business will also be investigated. *Prerequisites: ESS 101 or permission of instructor*

ESS 361 THE ECONOMICS OF SPORT AND FITNESS (3)

The present course is designed to provide students with an analysis of economic principles, as they pertain to the sports and fitness industries. Furthermore, this course will provide a much needed and up-to-date analysis of fitness and sports contribution to the global economy. It will cover all aspects of the economics of sport, fitness and recreation, as well as give prominence to the staggering rise of the commercial sports sector. A sound understanding of the economics of the sports and fitness industries, the sporting goods industry, the economics of sports sponsorship, the economics of major sports events, the economics of professional team sports, and the economic relationship between sport and broadcasting, will provide students with insight into the business and managerial aspects of the sports and fitness industries. *Prerequisites: None*

ESS 389 / 390 SPECIAL TOPICS IN EXERCISE & SPORT STUDIES (3)

This course will highlight current and emerging trends relative to the exercise and sports studies field. At the time of offering, a subtitle will indicate the specific content of the course.

ESS 410 SPECIAL TOPICS (3)

This course will address current and emerging topics within the Exercise & Sports Studies academic discipline. Course content will evolve with the ever-changing dimensions of physical activity, health and athletics. Topics included in this course will change in order to best address current and pertinent issues in ESS.

ESS 470 EXERCISE AND SPORTS STUDIES INTERNSHIP (3)

This course provides students with the opportunity to gain hands-on experience within an exercise and sports studies facility. By agreement of the instructor, student and community internship site supervisor, the student will volunteer for approximately 15 hours per week (i.e., A total of 225 hours for the semester) at a designated internship site. *Prerequisite: ESS 101 or permission of the instructor.*

ESS 490 EXERCISE AND SPORTS STUDIES SEMINAR (0)

This course provides the student with extensive faculty and peer guidance and feedback throughout a research or

community-based internship experience.
Prerequisite: ESS 101 or permission of the instructor.

ESS 491 SPORTS AND FITNESS MANAGEMENT CAPSTONE (1)

The senior capstone seminar is designed to engage students to analyze and reflect upon their educational experience at D'Youville College. This course will challenge students to explore various themes of their college experience and prepare them for their transition to life beyond college. This will be accomplished through the completion of various projects that will synthesize the many themes of their academic study from the preceding years, while working closely with faculty and staff. Students will be challenged to bring together the knowledge, skills, and interests that they have developed and identify how these attributes will assist them with achievement of professional goals.
Prerequisites: Senior status

FA 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.*

FA 205 DRAWING (3)

This basic course emphasizes the elements and principles of design and 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.*

FA 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.*

FA 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.*

FA 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.

**FA 314 THE ART OF THE FILM (3)
SEE ENG 314**

This introduction to the elements of filmmaking includes screenwriting, 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.*

FA 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.*

FA 327 MODERN ART (3)

The development of major European and American styles in architecture, painting and sculpture in the last two centuries, from neoclassicism to contemporary trends, is studied. *Offered as needed.*

FA 328 ART AND THE EVERYDAY (3)

This course combines an art-historical overview of contemporary artists using performance, happenings, action-based art, with influential critics, writers and photography with hands-on studio art-making. *Offered every semester.*

FA 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.*

**FA 348 VISIONARIES OF FILM (3)
CROSS-LISTED AS ENG 348**

This course examines the art of an influential creator of film by offering an in-depth of the work of one major director, cinematographer, editor, or screenwriter. While examining the filmmaker's style and technique, we will investigate her or his philosophical approach to the visual representation of human experience. The historical and socio-political context of the films, along with their reception by viewers, are also considered in our study of the filmmaker's creative vision. *This courses fulfills the humanities core requirement as a fine arts course. Prerequisite: Sophomore, junior or senior status; Offered as needed.*

FA 349 FILM FORMS/GENRES/THEMES (3) CROSS-LISTED AS ENG 349

This course will focus on a particular movement, style, genre, or cultural, political, or aesthetic theme within the medium of film. A careful study of films and filmmakers within a particular movement or theme will emphasize the relationship of cinematic form and content with special attention to the techniques, expressive strategies, and historical, cultural, and socio-political context of the films and their makers. *Prerequisite: Sophomore, junior or senior status; Offered as needed.*

FRE 101 FRENCH 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.*

FRE 102 FRENCH LEVEL II (3)

This course is a continuation of FRE 101. *Prerequisite: FRE 101 or two years high school; French or permission of instructor*

FRE 201 FRENCH LEVEL III (3)

This course further develops basic concepts and provides more intensive drills in basic skills. *Prerequisite: FRE 102 or three years high school French; Offered as needed.*

FRE 202 FRENCH LEVEL IV (3)

This course is a continuation of FRE 201. *Prerequisite: FRE 201 or four years high school French or permission of instructor; Offered as needed*

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 spring semester.*

GLS 101 GLOBAL CULTURE: GOVERNMENT, TECHNOLOGY, AND SOCIAL THOUGHT (3)

This course offers analysis of political philosophies and governments in the modern world and 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. *Satisfies upper-level history course (non-North American)*

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 G.P.A.*

GLS 444 INTERNSHIP (3-12)

The global studies 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.*

GRA 600 THEORY DEVELOPMENT (3)

This course is a critical analysis of the processes involved in the development of theory. It includes a perspective of the underlying philosophical and historical trends in the development of theory. Emphasis is placed on the processes of concept analysis, components of theories, relationships and the relationships between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined. *Prerequisite: Graduate standing; Offered in the fall, spring, and summer semesters.*

GRA 601 RESEARCH METHODOLOGY AND DESIGN (3)

This course reviews and critically analyzes components of research design, including

collection of data. Emphasis is placed on the professional as producer and consumer of research. *Prerequisite: GRA 600, and Applied Statistics or equivalent or competency test; Offered in the fall, spring and summer semesters.*

GRA 602 STATISTICS SEMINAR (1)

This specialized course is designed to provide students with the intermediate level statistics information needed to enroll in GRA 601. It includes two hours of computer laboratory per week. *Prerequisite: Graduate standing and previous statistics course; Offered in the fall, spring and summer semesters.*

GRA 606 CURRICULUM DEVELOPMENT (3)

This course is an overview of past and present curricular trends and development processes. Principles and techniques of curriculum design, development, implementation and evaluation in baccalaureate programs are explored. *Prerequisite or corequisite: GRA 600; Offered in fall semester.*

GRA 607 TEACHING STRATEGIES (3)

This course is a synthesis of learning acquired in clinical, field experience, education and research courses. The art, principles and strategies of teaching in higher education programs are explored. Emphasis is placed on class and clinical/field learning experiences and evaluation of students, courses, and programs. *Prerequisite: GRA 606; Offered in spring semester.*

GRA 608 TEACHING PRACTICUM (3)

Students will observe, participate in and practice teaching. Nursing and related allied health professions students are placed in appropriate discipline-specific college and/or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and to discuss teaching strategies, clinical/field evaluation and problems associated with college teaching. Teaching practicum requires approximately six to eight hours a week during the day (some limited evening placements) for ten weeks. *Prerequisite: GRA 606, GRA 607; Offered in the fall and spring semesters.*

GRA 610 THESIS SEMINAR (3)

This course involves a discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal. *Prerequisites: GRA 601 and NUR 603 (nursing majors); Offered in the fall, spring and summer semesters*

GRA 617 FINANCIAL MANAGEMENT OF HEALTH CARE SYSTEMS (1)

This course explores financial management techniques for health care administration such as budgeting, auditing, cost analysis, statistical reporting and fiscal control. Special emphasis is placed on long-term care areas. *Prerequisite: GRA 615; Offered in the fall semester*

GRA 618 EFFECTIVE PLANNING IN HEALTH CARE SERVICES (1)

In this course, students plan 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 Offered in the fall semester.*

GRA 619 FUNDING OF HEALTH CARE FACILITIES (1)

This course identifies funding sources available for 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; Offered in the fall semester*

GRA 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. The internship will require 90 hours during the semester. *Prerequisites: GRA 616 and NUR 603 (nursing majors); Offered in the fall and spring semesters.*

GRA 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 are to 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.*

GRA 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.*

GRA 629 THESIS ADVISEMENT (1-6)

This course provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. A student thesis will be completed according to the guidelines in the D'Youville College thesis handbook. Students must register for their thesis director's section. *Prerequisite:* GRA 610; *Offered in the summer semester.*

GRA 630 ADVANCED STATISTICAL METHODS IN APPLIED RESEARCH (3)

This course explores statistical design and data analysis in the areas of descriptive and inferential statistics. Students are expected to bring their own set of data to the course and 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 interpretations of their work. This course consists of two hours of lecture and two hours of lab. *Prerequisite:* GRA 610, MAT 123 or equivalent to statistics; *Offered in the spring semester.*

GRM 101 GERMAN LEVEL I

This course is for beginners or those with one year or less of high school German, who need to strengthen basic understanding, speaking, reading and writing skills. The culture and history of German-speaking peoples is also introduced. *Offered as needed.*

GRM 102 GERMAN LEVEL II

This course is a continuation of GRM 101. *Prerequisite:* GRM 101 or two years of high school German.

HIS 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.*

HIS 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.*

HIS 203 AMERICAN ECONOMIC AND SOCIAL HISTORY TO 1865 (3)

This is a course that examines the economic, social and cultural events that 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.*

HIS 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.*

HIS 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 of even-numbered years.*

HIS 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. *Offered in the spring semester, every three years, beginning in 2010.*

HIS 313 HISTORY OF LATIN AMERICA: SELECTED TOPICS (3)

A study of the Hispanic American civilization from earliest times to the present including such topics as the age of conquest, the colonial period, the ways of independence and the national period. Focus placed on current problems as well as Latin American relations with the United States. *Offered as needed.*

HIS 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. *Offered in the fall semester of odd-numbered years.*

HIS 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. *Offered in the fall semester of even-numbered years.*

HIS 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. *Offered in the spring semester, every three years beginning in 2003.*

HIS 326 CIVIL WAR AND RECONSTRUCTION (3)

This course is a study of the forces shaping American life through the outbreak of the Civil War through the Reconstruction and the development of the postwar period. Emphasis is placed on the problems of slavery and race relations. *Offered in the fall semester of odd-numbered years.*

HIS 327 TWENTIETH CENTURY AMERICA (3)

This study of the United States in the 20th 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 of African Americans. *Offered in the spring semester of even-numbered years.*

HIS 328 TWENTIETH CENTURY AMERICA (3)

This study of the United States in the twentieth century considers such topics as the 1950s, the revolution of the 1960s, the Vietnam War, and the presidency from Truman to Clinton. It focuses on the problems of American involvement in the world, the challenge of the urban crisis and the struggle of African Americans. *Offered in the spring semester of odd-numbered years.*

HIS 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. *Offered in the fall semester, every three years, beginning in 2001.*

HIS 330 HISTORY OF CONSTITUTIONAL LAW (3)

This course will develop an understanding of the legal system of the United States through the study constitutional history and the U.S. court system. *Offered in the spring semester of odd-numbered years.*

HIS 336 AMERICAN ENVIRONMENTAL HISTORY (3)

This course examines the major themes and issues in American environmental history, focusing on the changing attitudes and behavior towards nature in the transition from rural agricultural to an urban industrial society that profoundly transformed the physical and cultural landscapes. *Offered every third semester.*

HIS 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 the U.S. 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 U.S. This approach of comparison and contrast will be utilized throughout the course. *Offered in the fall semester every three years.*

HIS 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 structured this attempt since the Russian Revolution. *Offered in the fall semester, every three years, beginning in 2002.*

HIS 344 HISTORY OF IRELAND (3)

A broad introduction to Irish history from the Stone Age to the late 20th century economic boom. Included is a two-week extensive historical tour of Ireland. *Offered in spring/summer semester of odd-numbered years.*

HIS 350 ISLAM AND AFRICA (3)

This course examines the basic social and cultural implications of Islam, traces the initial impact in northern and tropical Africa and examines how Islamic factors have reasserted themselves after Western intervention in these areas. *Offered in*

the spring semester, every three years, beginning in 2009.

HIS 351 RELIGION IN AMERICAN HISTORY (3) SEE RS 351

This course will explore the many important issues in American religious history over the past 400 years. *Offered as needed.*

HIS 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. *Offered as needed.*

HIS 441 CASE STUDY IN URBAN SOCIOLOGY (3) SEE SOC 441

This course combines on-campus lectures about the geography, history, culture and society of a designated urban center with a one-week service learning experience in that city. Campus lectures will take place in the fall semester and the one week of service learning is held between semesters, in January.

HIS 444 INTERNSHIP (3-12)

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.*

HIS 450 SENIOR RESEARCH PROJECT (3)

This course requires students to investigate and write a significant historical paper on a topic of their choice (usually in local history). The research for the paper must include original or archival sources. *Prerequisite: Completion of 24 credit hours; Offered in the spring semester.*

HIS 479/480 INDEPENDENT STUDY (1, 2, 3)

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

HP 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. This course may include field trips to selected community and institutional settings.

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. *Prerequisite or corequisite: MGT 305*

HSM 100 ORIENTATION TO HEALTH CARE PROFESSIONS (3)

This course was developed in collaboration with the Career Discovery Program to offer information to students who have little or no experience in health care prior to selecting a major at D'Youville. This course offers students opportunities to learn about health care careers by hearing from and interacting with health care professionals working in a variety of organizations within a variety of settings. Classes will be held off campus at multiple community locations to expose students to the many careers within health care.

HSM 101 INTRODUCTION TO HEALTH CARE (2) CROSS LISTED WITH HP 101

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.

HSM 203 MEDICAL TERMINOLOGY (1) CROSS LISTED WITH RSC 203

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.

HSM 210 DELIVERING HEALTH SERVICES (3)

This course presents a systems approach to the delivery of health services. Students will develop an understanding of the basic structures and operations of health care systems. The course examines resources, processes and outcomes of health systems.

HSM 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.

HSM 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*

HSM 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 Healthy People 2010 and measure improvements.

HSM 314 MAXIMIZING HEALTH ORGANIZATION ASSETS OF COORDINATION AND COMMUNICATION (2)

This course presents coordination and communication as closely related strategies through which managers in HSMO 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.

HSM 320 HEALTH SERVICES INTERNSHIP (2)

Under the supervision of a qualified preceptor and program faculty, students complete approximately 60 hours of fieldwork in the area of community health and health education. This course includes one hour of weekly seminar.

HSM 380 THERAPEUTIC RECREATION FOR CHILDREN WITH SPECIAL NEEDS (SERVICE LEARNING) (3)

This multidisciplinary course has two major components: introduction to therapeutic recreation for children with special needs and community service.

It is designed to familiarize students with a variety of childhood disabilities, disorders and developmental delays, and how therapeutic recreation can enhance functional capacities, health, well-being and quality of life. The course covers theories, principles and strategies used in designing, managing and implementing therapeutic recreation programs. As a service learning course, the students devote their time and talent to serving children who have special needs due to disabilities, disorders and disadvantages. The volunteer experience, along with reflective journaling and seminar discussions, intends to promote understanding and empathy for children and their families who may differ from the student in regards to physical and mental abilities, cultural background and socio-economic status. The student applies the academic knowledge of effective management and delivery of therapeutic recreation services by assisting in community recreation programs that include or focus on children with disabilities, disorders, developmental delays or special needs.

HSM 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*

HSM 408 REIMBURSEMENT PAYMENT SYSTEM (3)

This course analyzes third-party payment programs and reimbursement practices in the health care sector. *Prerequisite: HSM 310 and MAT 123*

HSM 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 time line and budget. They will also learn how to lead and facilitate teams through the work plan.

HSM 414 PROJECT PLANNING AND MANAGEMENT (3)

This course examines the phases of project and management in health care organizations. Students will learn how to use a systems approach to integrate

local, state and federal health care mandates and professional standards in setting reasonable goals, determine a time line and budget. They will learn how to lead and facilitate teams of support staff, professionals and allied health professionals through the work plan. They will learn to present the project verbally and in writing using a variety of presentation formats.

HSM 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. *This course includes approximately one hour of weekly seminar. Prerequisite: HSM 320*

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 application of these skills are emphasized. *Prerequisites: Graduate standing or HSM 101; Offered in the spring semester.*

IB 501 THEORETICAL CONCEPTS IN GLOBAL ECONOMICS (3)

This course introduces the fundamental theoretical concepts in international economics, including international trade and investment, industrial and economic restructuring, and technological change and innovation. Other topics include economic geography, spatial economics and the principles of locational choice for multinational firms. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 503 INTERNATIONAL ECONOMICS, FINANCE AND ACCOUNTING (3)

This course studies the economic principles in trade and investment among nations. More specifically, topics such as the international exchange and balance of payments, the scope and significance of international investment and capital movements, and the basics of international financial accounting and reporting are explored. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 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 as leaders, negotiators and facilitators in the international business environment. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 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*

IB 602 MULTINATIONAL CORPORATE FINANCE (3)

This course emphasizes the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 604 INTERNATIONAL MARKETING AND 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*

IB 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*

IB 607 GLOBAL SUPPLY CHAIN AND LOGISTICS MANAGEMENT (3)

This course examines the escalating importance of international logistics and transportation in world commerce. It emphasizes the importance of increasingly complex global supply chain and product distribution management. Transportation and logistics issues such as export management and documentation, distribution and traffic management are also discussed. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 608 MULTINATIONAL STRATEGIC MANAGEMENT (3)

This course is an advanced study in global strategic management that allows students to apply and extend skills learned in earlier international business theoretical and functional 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 from the perspective of a business executive. *Prerequisite: Satisfactory completion of previously designated coursework*

IB 610 MULTINATIONAL FINANCIAL REPORTING (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*

IB 612 INTERNATIONAL BUSINESS ELECTIVE (3)

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.

IB 614 CURRENT ISSUES IN INTERNATIONAL BUSINESS (3)

This course provides an in-depth knowledge of current work issues, selected topics, specific problems and issues, or analysis of geographical areas of prominence in international trade and investment. *Prerequisite: IB 602, IB 604, IB 605, IB 607 or permission of instructor*

IB 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.*

IB/GRA 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*

IB/GRA 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: GRA 621*

IB 630 INTERNATIONAL BUSINESS FIELDWORK (9)

This course is a continuation of IB 620. *Prerequisite: IB 620*

IT 101 INTRODUCTION TO INFORMATION TECHNOLOGY (1)

This course provides first-year students an introduction to information technology including social implications and

the creation, organization, analysis, storage, retrieval and communication of information. Through interactions in a small group environment, students will become more familiar with the information technology curriculum, career options and ethical issues. Students will learn about the history of information technology. A broad spectrum of information technologies and their impacts will be examined.

IT 111 JAVA PROGRAMMING I (3)

This course is an introduction to computer programming designed to provide the fundamentals for information technology students. The students will learn how to write programs in a modern high-level programming language (JAVA). Lecture and laboratory topics focus on the use of data types, variables, operators, expressions, programming constructs and input/output. Students will also have an introduction to the basics of abstract data types and object-oriented design. Good programming practices such as top-down planning, modularity, debugging strategies and documentation are also introduced and emphasized throughout the course. *Prerequisite: IT 101 or working knowledge of computers*

IT 112 JAVA PROGRAMMING II (3)

Designed as a second course in Java programming, this course explores advanced JAVA features such as applets, exception handling, internationalization, multithreading, multimedia and networking. Together with Programming I, the two courses form a comprehensive introductory on JAVA programming. Good programming practices such as top-down planning, modularity, debugging strategies and documentation are reinforced throughout the course. The associated lab component enables students to translate theory into practice. *Prerequisite: IT 111*

IT 231 COMPUTER ORGANIZATION AND ARCHITECTURE (4)

This course is an introduction to computer architecture and implementation. Topics include CPU organization, memory, registers, addressing modes, buses, instruction sets, multiprocessor versus single processor, peripheral devices and input/output. Basic digital system concepts such as number systems, Boolean algebra, flip-flops, decoder, encoder, multiplexer, ROM and adder will also be covered. The laboratory provides more insight into the physical aspects of the design and implementation of modern computer systems. *Prerequisite: IT 112*

**IT 241 DATA STRUCTURES AND ALGORITHMS (3)
 CROSS-LISTED AS CSC 241**

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 database or file management system. *Prerequisite: IT 112; Offered as needed.*

IT 251 LINUX SYSTEM ADMINISTRATION AND NETWORKING (3)

This course provides a survey of the Linux operating system with the installation and administration of networked workstations and servers as its primary focus. Topics may vary, but will include installation of Linux, the bash shell environment, X windows and GUIs, managing users and groups, and networking. Additional topics may include installation of NFS services, printer services, e-mail (SMTP and POP3) services, SSH services, Web (HTTP and HTTPS) services, installing MySQL and PHP. *Prerequisite: IT 112, or permission of instructor*

IT 252 MICROSOFT WINDOWS SYSTEM ADMINISTRATION AND NETWORKING (3)

This course provides a survey of the Windows Server operating system with the installation and administration of networked workstations and servers as its primary focus. Topics may vary, but will include installation and configuration of Active Directory, DNS and WINS naming resolution planning and procedures, services and registry configuration, GUI manipulation, managing users and groups, and networking. Additional topics may include installation of printer services, e-mail (SMTP and POP3) services, FTP services and Web (HTTP and HTTPS) services. *Prerequisite: IT 112 or permission of instructor*

IT 261 INTRODUCTION TO BIOINFORMATICS (3)

This course provides an introduction to the concepts and basics of Bioinformatics. Topics may vary, but will include the database and networking components of Bioinformatics, statistical techniques and methodology used in the field, and search techniques applicable to the discipline. Additional topics may include data mining, modeling and simulation, and pattern matching. *Prerequisite: IT 101 or permission of instructor*

IT 304 OBJECT-ORIENTED COMPUTING (3)

This course focuses on techniques in problem solving, principles of object-oriented design and modeling, and structured programming using C++. It introduces the fundamental concepts of object-oriented computing: objects, classes, inheritance, abstraction, encapsulation, polymorphism and visibility. The course emphasizes high-level front-end conceptual processes of analysis and design, rather than back-end implementation. By the end of the course, students will gain an appreciation for the object-oriented approach for reusability, extensibility, and easy maintenance, and avoid common software design errors. The C++ programming language is used to link the concepts to real-life software implementation. *Prerequisites: Junior standing and IT 112*

IT 315 INTERACTIVE INTERFACE DESIGN (3)

This course is a study of the fundamental design theories of an interactive system. The topic covers the human user, the computer system and the nature of the interactive process. Theory and research along with practical applications are discussed within the context of organizational impact. Programming projects that apply the design principles are required. *Prerequisites: Junior standing and IT 112*

IT 323 DATABASE DESIGN AND DEVELOPMENT (3)

This course is an introduction to the state of practices in modern database systems. Topics include database design, database architecture, SQL, normalization, storage structures, query processing, concurrency control, security, recovery, object-oriented and distributed database systems. Programming projects with commercial database systems and tools are required. *Prerequisite: IT 241*

IT 331 INTERNET WORKING AND COMMUNICATION (3)

This course introduces basic elements of modern computer and telecommunication networks. The popular Internet TCP/IP five-layer model as well as OSI seven-layer model will be discussed. In each layer, the state-of-the-art hardware and software technologies are introduced. These include, for example, fiber-optic and mobile/cellular communications, ATM and World Wide Web. Technologies and architectures that have been developed for networking over short (LAN) and long (WAN) distances will also be explored. *Prerequisites: Junior standing, IT 231 and MAT 120*

IT 338 MODERN OPERATING SYSTEMS (3)

This course provides an overview of architecture, goals and structure of an operating system. Topics include process management, memory and file system management, scheduling, security and distributed operating systems. Concepts will be illustrated with examples from existing operating systems. *Prerequisite: IT 231*

IT 415 SYSTEMS DEVELOPMENT CONCEPTS AND METHODOLOGIES (3)

This course is an introduction to information systems development process and methodologies. Topics include product development life cycle and standards, requirement acquisition and analysis, systems design methodologies, implementation techniques, configuration management and quality assurance. *Prerequisites: Senior standing, IT 315 and IT 304*

IT 444 INFORMATION TECHNOLOGY INTERNSHIP (3)

This course 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.*

ITA 101 ITALIAN LEVEL I (3)

This course is for beginners or those with one year or less of high school Italian, who need to strengthen basic understanding, speaking, reading and writing skills. *Offered as needed.*

ITA 102 ITALIAN LEVEL II (3)

This course is a continuation of ITA 101. *Prerequisite: ITA 101 or two years of high school Italian or permission of the instructor. Offered as needed.*

LAT 101 LATIN LEVEL I (3)

This introduction to Latin teaches basic vocabulary, grammar and reading. *Prerequisite: One year or less of high school Latin; Offered as needed.*

LAT 102 LATIN LEVEL II (3)

This course is a continuation of LAT 101. *Prerequisite: Latin 101 or two years of high school Latin; Offered as needed.*

LAW 303 BUSINESS LAW I (3)

An analysis of the legal principles underlying law of contracts, sales, and torts is the subject matter of this course. Case studies are utilized to help students understand the business legal environment.

LAW 304 BUSINESS LAW II (3)

This course is an analysis of the legal principles underlying the law of negotiable instruments, insurance and risk management, agency, partnerships, corporations, real property and wills.

LSK 065 WRITING SKILLS I (NC)

This course is designed to introduce students to the process of academic writing, emphasizing organization, clarity and grammar. The instructor guides students through the drafting and editing process, stressing a variety of strategies to initiate, develop and refine written work. This course is three hours per week. Pre/post-test evaluation. *Offered in the fall and spring semesters.*

LSK 067 PROFESSIONAL TUTORIAL ASSISTANCE IN WRITING (NC)

Professional tutors provide support designed to meet the student's writing needs in their individual coursework via weekly conferences. Specific skills (for example, sentence structure, thesis development, documentation, etc.) are developed during tutorial sessions as needed. This course is 30 minutes to one hour per week. Pre/post-test evaluation. *Offered in the fall and spring semesters.*

LSK 068 COLLEGE WRITING FOR TRANSFERS (NC)

Professional tutors provide support designed to meet the student's writing needs in their individual coursework via weekly conferences. Specific skills (for example, sentence structure, thesis development, documentation, etc.) are developed during tutorial sessions as needed. This course is 30 minutes to one hour per week. Pre/post-test evaluation. *Offered in the fall and spring semesters.*

LSK 077 PROFESSIONAL TUTORIAL ASSISTANCE IN READING (NC)

Reading instructors provide support designed according to a student's needs (for example, reinforcing concepts, comprehension strategies, annotating and study and test-taking skills). This course is 30 minutes to one hour per session and includes a pre/post-test evaluation. *Offered in the fall and spring semesters.*

LSK 078 VOCABULARY ENRICHMENT (NC)

This course is designed to assist students in developing vocabulary needed in college coursework. Prefixes, suffixes and root words commonly used in the student's major are also covered. This course is one hour per week and includes

a pre/post-test evaluation. *Offered in the fall and spring semesters.*

LSK 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. Students will gain skills in real numbers, exponents, algebraic expressions and solving for algebraic equations. This course is three hours per week and includes a pre/post-test evaluation. *Offered in the fall and spring semesters.*

MAT 101 ELEMENTARY ALGEBRA (3)

The subject matter includes arithmetic and algebraic operations, linear equations and inequalities, quadratic equations, two equations and two unknowns, elementary coordinate geometry and word problems. It does not fulfill the core requirement for math and is not open to those with credit in any other math courses unless recommended by the Learning Center. *Prerequisite: LSK 086, a placement test score indicating mastery of the LSK 086 material or permission of instructor; Offered in the fall and spring semesters.*

MAT 117 TOPICS IN MATHEMATICS (3)

Topics are selected to exemplify a broad view of mathematics. 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*

MAT 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. Students who pass MAT 120 cannot subsequently take MAT 123 for credit; Offered in the fall and spring semesters.*

MAT 122 ALGEBRA AND TRIGONOMETRY (3)

The course explores concepts and graphs of basic function, including polynomial, rational, radical, logarithmic, exponential and trigonometric 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.*

MAT 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 MiniTab is utilized by students to aid and facilitate the analysis of results. *Prerequisites: CSC 110 or CSC 151, and MAT 101 or a placement test score indicating mastery of the MAT 101 material, or permission of instructor; Not open to those who have taken MAT 120.*

MAT 124 INTERMEDIATE APPLIED STATISTICS (4)

This course continues and expands the material present in MAT 123. The course will cover hypothesis testing for variances, symmetric versus asymmetric distributions, non-parametric methods for one, two or multiple samples, measures of association, multifactor analysis of variance, and analysis of covariance. The material focuses on the application of known methods. Large data sets will be employed to explore the methods presented in class. The course will employ one of SPSS, MINITAB or SAS. *Prerequisite: Completion of MAT 123 with a grade of C or better or permission of the instructor; Offered in the fall semester.*

MAT 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*

MAT 126 CALCULUS II (4)

The course explores the basic techniques for integration as well as elementary transcendental functions and the applications of differential and integral calculus. *Prerequisite: MAT 125*

MAT 202 CALCULUS III (4)

The subject matter includes multivariate calculus, infinite series, differential equations and matrix algebra. *Prerequisite: MAT 126; offered in the fall semester*

MAT 220 APPLIED REGRESSION (3)

The course covers the ideas behind, application of, and evaluation of regression processes, which are used

to explore the relationships between variables. This course will cover simple linear regression, multiple linear regression, regression diagnostics, use of qualitative variables as predictors, transformations of variables, collinear data, and logistical regression. The material focuses on the application of known methods. Large data sets will be employed to explore the methods presented in class. The course will employ one of SPSS, MINITAB, or SAS. *Prerequisite: Completion of MAT 123 with a grade of C or better, or permission of instructor; Offered fall semester.*

MAT 220 STATISTICAL COMPUTING (3)

Students will learn about various types of relational database programs and understand the fundamental aspects of SQL (Structured Query Language). This course covers database concepts, design concepts, database administration, and web-based databases. Students will receive an introduction to the SAS programming language with a focus on manipulation, summarizing, and basic statistical analysis of large data sets. *Prerequisite: Completion of one CSC course (CSC 151 preferred) and MAT 123 with a grade of C or better, or permission of instructor; Offered spring semester.*

MAT 220 TOPICS IN APPLIED BIOSTATISTICS (3)

This course provides an introduction to common experimental designs in the health sciences, such as clinical trials, case-control studies, and cohort studies, and the statistical methods used in those studies, including odds ratios, relative risk, logistic regression, longitudinal analysis, and survival analysis. Emphasis is placed on practical data analysis in biology and medicine. The course will employ one of SPSS, MINITAB or SAS. *Prerequisite: Completion of MAT 220 with a grade of C or better, or permission of instructor; Offered spring semester.*

MAT 220 APPLIED STATISTICAL INQUIRY (3)

The course will cover the process of statistical inquiry, including defining the problem, hypotheses development, selection of appropriate variables, test selection, interpretation of results, and reporting of conclusions. Large data sets will be employed to explore the methods presented in class. Group projects and oral presentations will simulate real life job experiences in the analytics industry. This course will employ one of SPSS, MINITAB or SAS. *Prerequisite: Completion of MAT 220, 222, and 224 with a grade of C or*

better, or permission of instructor; Offered fall semester.

MAT 300 INTRODUCTION TO MATHEMATICAL REASONING (3)

This course introduces the student to abstract mathematics and proofs. Topics covered in the course include logic, sets, relations, functions, proofing methods (including proof by induction, contrapositive and contradiction) and cardinality. *Prerequisite: MAT 126*

MAT 301 REAL ANALYSIS I (3)

The study of real-valued functions of one variable properties include continuity, uniform continuity and differentiation. *Prerequisites: MAT 202 and MAT 300; offered in the fall semester in odd years or as needed.*

MAT 302 REAL ANALYSIS II (3)

This course studies Riemann-Stieltjes integration and selected topics. *Prerequisite: MAT 301; offered in the spring semester in even years or as needed.*

MAT 303 FOUNDATIONS OF GEOMETRY I (3)

This course is a study of symmetry and isometry in two- and three-dimensional space from both the Euclidean and Cartesian viewpoints. Inversion geometries will also be covered as well as group of transformations. *Prerequisites: MAT 202 and MAT 300*

MAT 304 FOUNDATIONS OF GEOMETRY II (3)

This course covers affine, projective, absolute and hyperbolic geometries as well as vectors and differential geometries. Students will cover some topological problems. *Prerequisite: MAT 303*

MAT 310 FOUNDATIONS OF MATHEMATICS (3)

This course is a survey of the development of mathematical thought. *Prerequisites: MAT 126 and MAT 300*

MAT 315 LINEAR ALGEBRA (3)

An introduction to linear systems including matrices, determinants, linear transformations, vector spaces and linear independence. The student will perform most of the computation on a computer, so that familiarity with at least one higher-level programming language is presupposed. Applications include linear programming, graph theory, least squares, Markov chains and differential equations. *Prerequisites: MAT 126, MAT 300 and either CSC 151 or IT 111*

MAT 318 DISCRETE MATHEMATICS (3)

Discrete mathematics includes topics that 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 either CSC 151 or IT 111*

MAT 321 DIFFERENTIAL EQUATIONS (3)

This course will describe the classical methods for solving first order differential equations, systems of first order differential equations and equations of higher degree. *Prerequisites: MAT 126, and MAT 300*

MAT 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.*

MAT 401 ABSTRACT ALGEBRA I (3)

In this course, you will cover groups, quotient groups, homomorphisms, rings and fields. *Prerequisites: MAT 126 and MAT 300; offered in the fall semester in even years or as needed.*

MAT 402 ABSTRACT ALGEBRA II (3)

This course covers vector spaces, extension fields, elements of Galois theory. *Prerequisite: MAT 401; offered in spring semester in odd years or as needed.*

MAT 403 PROBABILITY (3)

This course is an introduction to probability and basic distribution theory, mathematical expectation, discrete and continuous functions, and generating function. *Prerequisites: MAT 126 and MAT 300*

MAT 404 MATHEMATICAL STATISTICS (3)

The theory of the mathematics of statistics; sampling distributions; point and interval estimation; theory and application of testing hypotheses, regression and correlation will all be covered in this course. *Prerequisite: MAT 403*

MAT 407-408 SENIOR SEMINAR I-II (2-2)

This course provides an opportunity for dialogue between the senior mathematics major and faculty and peers on mathematical questions. A research paper of a theoretical nature is developed by the student and presented in the group. *Prerequisites: Senior status in major or permission of the instructor; Offered as needed.*

MAT 410 NUMBER THEORY (3)

Number Theory is an introductory course in number theory, divisibility, congruences, Diophantine equations, continued fractions and Gaussian Integers. *Prerequisites: MAT 126 and MAT 300*

MAT 412 GENERAL TOPOLOGY (3)

This course covers metric spaces, continuous mappings, topological spaces, compactness, separation and connectedness. *Prerequisite: MAT 301*

MAT 414 COMPLEX ANALYSIS (3)

This course studies analytic functions, complex integration and infinite series. *Prerequisites: MAT 202 and MAT 300*

MAT 417 INTRODUCTION TO GRAPH THEORY (3)

This course will provide a first introduction to the theories and applications of graphs. Topics covered in the course include basic definitions and examples, paths, cycles, trees, planarity, graph colorings, digraphs and matching. *Prerequisites: MAT 126 and MAT 300*

MAT 420 INTRODUCTION TO LINEAR MODELS (3)

Method of least squares, correlation, residual analysis, multiple linear regression, and introduction to generalized linear models. *Prerequisite: MAT 404 or permission of instructor.*

MAT 421 DESIGN OF EXPERIMENTS (3)

Method of least squares, correlation, residual analysis, multiple linear regression, and introduction to generalized linear models. *Prerequisite: MAT 404 or permission of instructor.*

MAT 424 NUMERICAL ANALYSIS (3)

Numerical solutions to the applications of calculus and linear algebra are covered in this course. Economic and scientific interpretations of functions are stressed. *Prerequisites: MAT 126 and either CSC 151 or IT 111*

MAT 443 METHODS OF TEACHING MATHEMATICS (3)

This course covers current issues in mathematics education, secondary school mathematics curricula and contemporary approaches to the teaching of mathematics. *Prerequisites: MAT 126 and MAT 300*

MAT 479 DATA ANALYSIS METHODS (3)

Topics will be chosen by the instructor. *Prerequisites: MAT 126 and MAT 300*

MAT 480 STATISTICAL APPLICATIONS (3)

Topics will be chosen by the instructor. *Prerequisites: MAT 126 and MAT 300*

MGT 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.*

MGT 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, leadership and conflict as they relate to communication in the organization. *Prerequisite: MGT 305 or permission of instructor; Offered in the fall semester.*

MGT 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 and spring semesters.*

MGT 311 OPERATIONS AND PRODUCTION MANAGEMENT (3)

This course is an introduction to operations research and business. Topics include productivity improvement, automation, materials management and facilities management. *Prerequisite: MGT 305 or permission of instructor; Offered as needed.*

MGT 315 FINANCIAL MANAGEMENT (3)

This course deals with financial statements and financial analysis of business firms, tax considerations, net present value and internal rate of return, budgeting, investments and cost of capital. *Prerequisites: ACC 212 and MGT 305 or permission of the instructor; Offered in the spring semester.*

MGT 316 PERSONAL COMPUTERS AND E-COMMERCE FOR MANAGERS (3)

The course introduces students to computerized business applications, word processing, spreadsheets, databases, presentation software and e-commerce concepts. Students are given thorough hands-on familiarization of the personal computer and the completion of various business applications on the computer. *Prerequisite: Junior status; Offered in the spring semester.*

MGT 318 INFORMATION AND COMMUNICATION TECHNOLOGY MANAGEMENT (3)

The course explores the role, meaning, background and theory of MIS in the organization and focuses on planning, implementation, effect and challenges of management information and communication technologies. *Prerequisites: MGT 305, CSC 110 and/or CSC 151 or permission of instructor*

MGT 321 ENTREPRENEURSHIP I (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. *Prerequisite: Junior standing or permission of instructor; Offered as needed.*

MGT 323 ENTREPRENEURSHIP II (3)

Using skills acquired in MGT 321, students develop a formal business plan which includes marketing, management, financial and operational components of a business. *Prerequisite: MGT 321*

MGT 325 ETHICAL DECISION-MAKING IN BUSINESS (3)

CROSS-LISTED AS PHI 325

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.*

MGT 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 instructor*

MGT 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 instructor*

MGT 407 QUANTITATIVE MANAGEMENT DECISION MAKING (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 instructor; Offered in the fall semester.*

MGT 410 LABOR RELATIONS (3)

This course deals with the history, legal aspects and issues of management labor relations. *Prerequisite: MGT 305 or permission of instructor; Offered as needed.*

MGT 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 instructor; Offered in the fall semester*

MGT 412 MANAGEMENT STRATEGY AND 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; Offered in the fall semester.*

MGT 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.*

MGT 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.*

MGT 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.*

MGT 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. *Offered in the fall and spring semesters.*

MGT 445 INTERNSHIP (9-12)

Students receive on-the-job experience in an area of their specialty. Students work 20-35 hours per week for ten to 15 weeks, dependent on desired credit. *Prerequisites: 2.5 overall G.P.A., 3.0 major and senior status (86 credits)*

MGT 479/480 INDEPENDENT STUDY (1, 2, 3)

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

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.*

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.*

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 instructor*

MUS 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 in the fall semester.*

MUS 103 CHORUS (1)

Students participate in choral singing on the college level. The course maybe taken more than once. Does not fulfill humanities core requirements. *Offered as needed.*

MUS 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: MUS 100 recommended but not required; Offered in the spring semester.*

MUS 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.*

NTR 325 NUTRITION AND HEALTH (3)

The course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention., Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles and fad diets will also be addressed.. *Prerequisites: CHE 112 or BIO 101102 or BIO 107/108 or permission of the instructor; Offered in the fall and spring semesters.*

NUR 110 POPULATION-BASED NURSING (3)

The history, scope of practice and role of nursing as it relates to preventive health practices and health promotion are introduced. A broad population focused perspective on factors that affect the health of the public, including systems thinking, health and safety, and cultural sensitivity concepts is presented. Epidemiologic factors, health surveillance, and the health-illness continuum are

explored. Healthy People National Goals and Objectives are introduced through a service learning component. *Prerequisites: Nursing Program Standing*

NUR 210 / NUR 210L HEALTH ASSESSMENT ACROSS THE LIFESPAN (4)

This course focuses on the role of the professional nurse as a direct care provider in terms of assessing the health status of individuals from socially and culturally diverse backgrounds across the life span. Strong emphasis is placed on the application of communication techniques to establish a nurse -patient relationship and to elicit a health history. The course also focuses on the use of physical assessment techniques, namely inspection, palpation, percussion, and auscultation. Assessment findings will be analyzed to identify the health needs of individuals in relation to health promotion. Students are introduced to the role of the nurse as consumer of research as it applies to health assessment and health promotion. Strategies to facilitate patient empowerment and self-responsibility are presented. The outcomes of this course will reflect not only students' level of skill in performing health assessments but also in communicating assessment findings using professional documentation standards. *Prerequisites: BIO 107, BIO 107L, BIO 108, BIO 108L, PSY 203, NUR 110 Corequisites: NUR 240/ NUR 240L Pre/Corequisites: NUR 280, BIO 208, BIO 208L*

NUR 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

NUR 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.

NUR 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, 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 persons living with HIV/AIDS and appropriate nursing interventions will be discussed. Open to all students.

NUR 240 / NUR 240L FUNDAMENTALS OF NURSING (4)

This course focuses on the role of the professional nurse as the direct care provider utilizing the nursing process when planning care for individuals across the lifespan. Strong emphasis is placed on the understanding of the theory required to safely perform technical nursing skills. Students will analyze patient scenarios to identify the nursing skills necessary to provide quality nursing care. Focus is on the patient-centered approach, which considers physiological, developmental, cultural, and spiritual needs, and preferences of the patient. *Prerequisites: BIO 107, BIO 107L, BIO 108, BIO 108L, NUR 110, PSY 203 Pre- or co-requisites: BIO 208/ BIO 208L, NUR 280 Corequisites: NUR 210, NUR 210L*

NUR 250 HEALTH ASSESSMENT FOR THE RN (3)

This course is designed for the RN student and 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 refinement of interviewing skills and physical assessment techniques for the purpose of eliciting a detailed health history and complete physical examination. Students will focus on analyzing assessment findings in order to identify the health needs and problems of individuals from socially and culturally diverse backgrounds. Opportunities to practice health assessment and documentation skills will be provided in an on-campus laboratory setting. Open to nursing students only. *Offered in the spring semester.*

*R.N. LICENSE REQUIRED FOR ENTRY.

NUR 260/NUR 260L NURSING CARE OF THE OLDER ADULT WITH CHRONIC CONDITIONS (5)

This course introduces the student to major concepts related to the care of the older adult patient with chronic illness in a variety of settings. The course will explore theories and concepts related to the aging process in health and illness based upon Maslow's Hierarchy of Needs. Students will utilize evidence-based practice in the prevention of complications related to chronic disease. Students will employ a wide variety of leading health indicators via assessment tools, evidence-based protocols and standards. Patient safety and prevention of complications related to chronicity will be emphasized. Students will be provided clinical experiences in a variety of settings. Students will develop the ability to work collaboratively with other healthcare disciplines in providing safe, competent and ethical patient care. *Prerequisites: BIO 107, BIO 107L, BIO 108, BIO 108L, BIO 208, BIO 208L, CSC 110, CHEM 114, NUR 110, NUR 240; Corequisites: NUR 280, NUR 285*

NUR 280 PATHOPHYSIOLOGY FOR NURSING (3)

This course provides an in-depth study of abnormal physiology with emphasis on nursing implications related to pathologic processes affecting patients across the lifespan. The major body systems and related pathology are explored. Focus is on etiology, manifestation, diagnosis, and treatment of disease from a patient-centered nursing perspective. *Pre-requisites: BIO 107, BIO 107L, BIO 108, BIO 108L, BIO 208, BIO 208L, CHEM 114, NUR 110; Pre- or Co-requisites: BIO 208, BIO 208L, NUR 210, NUR 210L, NUR 240, NUR 240L*

NUR 285 PHARMACOLOGY FOR NURSING PRACTICE (3)

This course focuses on the role of the nurse as a member of the interdisciplinary healthcare team responsible for the management of health problems using pharmacologic and nonpharmacologic interventions. Major classifications of pharmacologic agents are presented. Emphasis is on patient response across the lifespan, with the goal of preparing students to administer these agents in a knowledgeable, safe, and therapeutic manner. *Prerequisites: NUR 280, BIO 208/208L*

**NUR 310 HUMAN SEXUALITY (3)
SEE PSY 310**

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. *Prerequisite: Core course in psychology*

NUR 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, and limitations, sampling concepts, use of human subjects, methodology, statistical selections and conclusions. Concepts are illustrated with current nursing research studies. *Pre- or co-requisite MAT 123*

NUR 360/ NUR 360L NURSING CARE OF THE ADULT WITH ACUTE AND CHRONIC HEALTH CONDITIONS (7)

This course builds on concepts learned in previous courses and emphasizes care of the adult with acute medical/surgical health conditions utilizing Maslow's Hierarchy of needs. Students will provide quality care for acute care patients from admission through discharge with emphasis on patient education and health promotion. Students will practice in a variety of clinical settings and laboratory simulations. Students will enhance their ability to work collaboratively with other healthcare disciplines in providing safe, competent and ethical patient care. *Pre-requisites: NUR 260, NUR 260 L, NUR 285; Pre-/Co-requisite: NUR 380*

NUR 380 EVIDENCE-BASED PRACTICE (3)

This course is an introduction to the nursing role related to evidence-based practice. Content includes how evidence-based practice contributes to the development of nursing knowledge, improves nursing practice, supports design of nursing systems, and enhances education and professional accountability. The historical evolution of nursing research and evidence-based practice is examined and current issues are analyzed. Ethical considerations and rights of human subjects are explored. As a consumer of evidence-based practice, the student develops the ability to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. *Pre-requisite: NUR 260; Pre- or co-requisite: MAT 123*

NUR 389 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 Offerings include a one credit summer clinical experience available to eligible students between their junior and senior years; this option is subject to availability of placements in affiliating health care facilities. *Offered as needed.*

NUR 440 RN WIP PROFESSIONAL NURSING V RN (6)

This course is the first of two courses for students who are already registered nurses. The focus is on enhancing the students' knowledge and skills in using nursing theory, utilizing information technology, applying health education theories, 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 members of the multidisciplinary team, are examined emphasis is placed on identifying problems, which need to be addressed through research, and on examining cultural, environmental, political, and economical factors influencing the health care system The course also includes work on writing skills and, together with the clinical course NUR 440 RNL, meets the requirements for one of the two required courses for the Writing Intensive Program (WIP). *Prerequisite: RN license and CPR Certification required for entry; Corequisite: NUR 440 RNL; Distance learning format available based on enrollment; Offered in the spring semester.*

NUR 440 RNL CLINICAL NURSING V RN (1)

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, utilizing information technology, applying health educational theories, and understanding the concept of interdisciplinary managed care when promoting partnerships to enhance the health of individuals across the lifespan, families and groups. 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. Along with NUR 440RN, students successfully completing this clinical will meet the requirements for

one of the two required courses for the Writing Intensive Program. *Prerequisite: RN license and CPR Certification required for entry; Co-requisite: NUR 440 RN: Distance learning format available based on enrollment. Offered in the spring semester*

NUR 441 (I) RNWP - PROFESSIONAL NURSING V (3)
SEE NUR 440 RN

NUR 441 (II) RN - PROFESSIONAL NURSING V (3)
SEE NUR 440 RN

NUR 441 RNL - PROFESSIONAL NURSING CLINICAL V (1)
SEE NUR 440 RNL

NUR 460RN -PROFESSIONAL NURSING VI RN (6)

This course is the second of two courses for students who are already registered nurses. The course will focus 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 community health issues related to addictions, violence, trauma and complex mental issues; management and leadership; and nursing care of the older adult. These topics are addressed through three learning modules. The roles of professional nurse as a manager, primary care provider, gatekeeper and collaborator within the 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 systems or department's strengths and weaknesses in improving quality, cost effective care. *Prerequisite: RN license and CPR Certification required for entry; Co-requisite: NUR 460 RNL; Distance learning format available based on enrollment; Offered in the fall semester.*

NUR 460 RNL CLINICAL NURSING VI RN (1)

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. Students will be responsible for obtaining experiences that incorporates community health nursing. Clinical

assignments will include a variety of independent experiences as validated by the student's portfolio. *Prerequisite: RN license and CPR Certification required for entry; Co-requisite: NUR 460 RN: Distance learning format available based on enrollment; Offered in the fall semester.*

NUR 461 (I) RN - PROFESSIONAL NURSING VI (3)
SEE NUR 460 RN

NUR 461 (II) RN - PROFESSIONAL NURSING VI (3)
SEE NUR 460 RN

NUR 460 RNL - PROFESSIONAL NURSING CLINICAL VI (1)
SEE NUR 460 RNL

NUR 470/NUR 470L CONCEPTS IN COMMUNITY AND MENTAL HEALTH NURSING CARE (6)

This course focuses on community and population-based care and mental health needs of developmentally, culturally, and spiritually diverse individuals, families, and groups. Emphasis is on utilization of critical thinking, nursing interventions, effective communication, and patient education within mental health and community health settings. Physical and behavioral adaptation is emphasized in the context of a community/mental health continuum and a social systems framework. *Prerequisites: NUR 380, NUR 360*

NUR 471/NUR 471L NURSING CARE OF CHILDBEARING AND CHILDBEARING FAMILIES (6)

The focus of this course is the role of the professional nurse as a direct care provider, advocate, and collaborative partner in the promotion, maintenance, and restoration of health for childbearing and childbearing families. Learning activities emphasize identification of health-related needs and planning, implementation and evaluation of evidence-based, patient centered care. The nurse's role as a member of the interdisciplinary health care team in a variety of settings is explored. Utilization of informatics and recognition of system effectiveness are incorporated in order to facilitate safe, quality care and optimum health outcomes. *Prerequisite: NUR 380, NUR 360*

NUR 480/NUR 480L NURSING CARE OF PATIENTS WITH COMPLEX HEALTH NEEDS (6)

This course focuses on concepts related to the knowledge, skills and professional behaviors for the patient requiring complex nursing care. These

concepts are built from previous courses and applied to the care of patients experiencing advanced or complicated health alterations. The course integrates evidence-based practice, informatics, interdisciplinary teamwork, safety and patient centered care. *Prerequisites: NUR 360/NUR 360L, NUR 380, NUR 4XX/NUR 4XXL, NUR 470/NUR 470L, NUR 485; Corequisites: NUR 495*

NUR 485 SYSTEMS LEADERSHIP FOR QUALITY CARE AND PATIENT SAFETY (3)

This course explores organizational and systems leadership, quality improvement and safety measures critical to implementing high quality nursing care. Leadership theory and skills exploring delegation, conflict resolution, ethical decision-making, working relationships and leadership are emphasized. Interprofessional collaboration based on professional nursing standards are explored within the broad context of cultural, economic, organizational and political backdrops. *Prerequisites: NUR 360/ NUR 360L; Corequisites: NUR 4XX/ NUR 4XXL, NUR 470/ NUR 470L,*

NUR 495 LICENSURE PREPARATION AND NCLEX REVIEW (1)

This course prepares the senior nursing student for the process of state licensure and National Certification Licensure Examination for registered nurses (NCLEX RN). The course will review previously learned content and the process for licensure application highlighting responsibilities for maintaining licensure. *Prerequisites: NUR 360/NUR 360L; Corequisites: NUR 480/NUR 480L*

OT 101 OCCUPATIONAL THERAPY PROCESS AND THEORETICAL FOUNDATIONS I (2)

This course is an introduction to the profession of occupational therapy and the occupational therapy process. An historical perspective of the OT profession's development and the theoretical bases, its professional ethics and regulations, and the role of the occupational therapist in society are covered. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice. Students will be introduced to the theory, philosophy, and research that guide practice is presented. Current and potential environments for OT practice will be discussed. (2 hour lecture). *Prerequisite: OT major*

OT 106 OCCUPATIONAL DEVELOPMENT I (4)

This course consists of a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive and psychosocial development from prenatal through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An in-depth exploration of the occupational therapy practice framework, domain and process is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations. [3 hour lecture, 2 hour lab]. *Prerequisite: OT major*

OT 109 MEDICAL & SOCIAL CONDITIONS I (2)

This course provides an overview of selected medical and social conditions that affect engagement in occupation in childhood and adolescence. Topics include selected developmental, musculoskeletal, mental health conditions and disabilities, and social conditions that affect development, such as child abuse/neglect, poverty and educational level. [2 hour lecture]. *Prerequisite: OT major.*

OT 210 MEDICAL AND SOCIAL CONDITIONS II (2)

This course provides an overview of selected medical and social conditions that affect engagement in occupation for adults and older adults. Topics include selected neurological, cardiopulmonary, medical, and psychosocial conditions and disabilities. End-of-life issues are addressed. Social conditions such as unemployment, family structure and elder abuse are discussed. The impact of environmental conditions on health is also addressed. [2 hour lecture]. *Prerequisite: OT major*

OT 212 OCCUPATIONAL DEVELOPMENT II (4)

This course includes a study of normal occupational, physical, cognitive, psychosocial and neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations, application of teaching learning principles, and general safety and wellness promoting behaviors. [3 hour lecture, 2 hour lab]. *Prerequisite: OT 106*

OT 214 INTERPERSONAL SKILLS (2)

This course is a study of selected interpersonal communication theories and

skills that are the foundation of effective professional relationships and therapeutic use of self. It includes discussion, skill building and role playing with critiquing. [1 hour lecture, 2 hour lab].

OT 215 OT DELIVERY SYSTEMS (2)

This course is an examination of delivery models in which occupational therapists function. The health care system will be included, as will the educational system, the social system and the community. Examples of OT programs will be presented within each system of delivery and delivery model that affects OT practice. Traditional and non-traditional models of delivery of OT services will be described. [2 hour lecture]. *Prerequisite: OT major.*

OT 217 GROUP PROCESS (2)

This course is a study of selected group process theories and skills that are the foundation of effective group relationships, therapeutic use of self, and group leadership. This course includes discussion, skill building, and role playing with critiquing. [1 hour lecture, 2 hour lab]. *Prerequisite: OT major.*

OT 319 FUNCTIONAL ANATOMY (5)

This course includes a study of human anatomy with emphasis on the musculoskeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task and biomechanics. The course includes lab and lecture. The lab includes gross anatomy prosections, CD-ROM, recitation and experiential kinesiology. [3 hour lecture, 4 hour lab]. *Prerequisite: BIO 107 and BIO 108.*

OT 320 NEUROSCIENCE FOR REHABILITATION (5)

This course is a study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction and occupational therapy approaches to treatment. It integrates neuroanatomy and physiology with movement, sensation, cognition, perception and psychological function. Selected practice models addressing psychosocial, pediatric and adult physical disabilities will be studied. Course includes lecture and lab. Lab and recitation include neuroanatomy models, neurophysiology CD-ROM, recitation, guided practice on selected therapy techniques and treatment planning based on case studies. [4 hour lecture, 3 hour lab, 1 hour recitation]. *Prerequisite: OT 319.*

OT 321 FIELDWORK SEMINAR I (0)

This seminar is designed to involve students in the analysis and preparation for professional practice, to introduce students to the fieldwork process, and to prepare them for fieldwork selection. [1hour per week]. *Prerequisite: OT major.*

OT 425 OCCUPATIONAL THERAPY PROCESS AND THEORETICAL FOUNDATIONS II (2)

This course is an introduction to the theories, philosophies and research that guide practice in OT. Pediatric (referring to both children and adolescents) practice environments will be described and pediatric models will be studied. [2 hour seminar]. *Prerequisite: OT 101 and OT 320.*

OT 427 METHODS OF EVALUATION AND DOCUMENTATION I (2)

This course is an introduction to the principles and techniques of OT evaluation and documentation. The evaluation process, types of assessments, and the interpretation and documentation of evaluation data pertinent to pediatric practice will be included. [1 hour lecture, 2 hour lab]. *Prerequisites: OT 101, OT 109, OT 210, OT 212, and OT 214; Co-requisite: OT 425.*

OT 429 CHILD AND ADOLESCENT INTERVENTION (4)

This course is an application of OT concepts and processes to prevent and remediate occupational role dysfunction in individuals from infancy through adolescence. It includes exploration and application of selected therapeutic methods, strategies, and techniques. The laboratory includes guidance and practice in treatment methods. Level I fieldwork experience with children or adolescents is included. [3 hour lecture, 2 hour lab, level I fieldwork]. *Prerequisites or corequisites: OT 101, OT 109, OT 210, OT 212, OT 320, OT 425, and OT 427.*

OT 432 FIELDWORK SEMINAR II (0)

This seminar is designed to prepare students for fieldwork experiences and responsibilities. Personal and professional behaviors required on fieldwork are discussed. Strategies for success in fieldwork are offered, and preparation/arrangements for fieldwork will be finalized. [1 hour per week]. *Prerequisite: OT 321.*

OT 433 METHODS OF EVALUATION AND DOCUMENTATION II (2)

This course is a continuation of OT 427 and offers an in-depth study of the evaluation and documentation principles and procedures used by occupational

therapists. The evaluation process, types of assessments, and the interpretation and documentation of evaluation data pertinent to occupational therapy practice with adults and elders will be studied. [1 hour lecture, 2 hour lab]. *Prerequisite: OT 427.*

OT 434 ADULT AND GERIATRIC INTERVENTION (4)

This course is an integrated theory and practice course examining OT models and techniques for prevention and remediation of role dysfunction and maintenance of competence and adaptation in individuals from adulthood through senescence. Includes exploration of related research, introductory and advanced therapeutic assessments, and techniques. Laboratory includes guidance and practice in the implementation of assessment and treatment methods. Level I fieldwork experience with adults or elders included. [2 hour lecture, 3 hour lab, level I fieldwork]. *Prerequisites: OT 320, Prerequisite or co-requisite: OT 433, OT 635.*

OT 524 RESEARCH SEMINAR (3)

This seminar introduces students to the entire thesis/project process required to complete the master's degree in OT. Students will learn how to search for and appraise literature pertinent to a topic suitable for OT research and evidence-based practice. [3 hour seminar].

Prerequisites or corequisites: OT 101.

OT 602 RESEARCH METHODS IN OCCUPATIONAL THERAPY (3)

This course will assist the student in developing an understanding of the research process. Emphasis will be placed on the occupational therapist as a producer and consumer of research. Students will undertake a conceptual review of research designs and methods relevant to the profession. [3 hour seminar]. *Prerequisite: MAT 123*

OT 610 RESEARCH DEVELOPMENT (3)

This course provides a detailed overview of the thesis/project process and guides students in the development of a defensible thesis or project proposal. [3 hour seminar]. *Prerequisites: OT 524 and OT 602.*

OT 629 RESEARCH ADVISEMENT (3)

Provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. Completion of a thesis or project according to the guidelines in the

D'Youville College graduate handbook. Students must register for their research director's section. *Prerequisite: OT 610*

OT 630 CONTINUED RESEARCH ADVISEMENT (1)

Provides continued faculty guidance to complete either the thesis or research project. Students must register for their research director's section. *Prerequisite: OT 629*

OT 635 OT PROCESS AND THEORETICAL FOUNDATIONS III (2)

This course is a continuation of the study of the theories, philosophies, and research that guide occupational therapy practice. Adult and geriatric practice environments and practice models will be studied. [2 hour seminar]. *Prerequisite: OT 425.*

OT 640 CLINICAL FIELDWORK I (4)

This course allows an in-depth Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level I fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with curriculum design and in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. Each Level I fieldwork course is generally a full-time experience but options can vary from one placement to four, and in some instances be part-time. *Prerequisites: OT 215, OT 427, OT 429, OT 432, OT 433, OT 434 and OT 635*

OT 641 CLINICAL FIELDWORK II (4)

This course allows an in-depth Level II fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas that are consistent with curriculum design and in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. Each Level II fieldwork course is generally a full-time experience but options can vary from one placement to four, and in some instances be part-time. *Prerequisites: OT 215, OT 427, OT 429, OT 432, OT 433, OT 434 and OT 635*

OT 643 MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES (3)

This course is an advanced, in-depth analysis of the knowledge and practical skills required for the application of the

principles of management within the various systems in which the provision of occupational therapy services to individuals and organizations takes place. Students will participate in interactive distance learning activities on the Internet and perform independent learning activities and assignments while on Level II fieldwork. Students will be in contact via electronic communication with faculty and fellow classmates and engage in group discussions and project activity related to course material. [3 hour Internet activities per week]. *Co-requisite: OT 641.*

OT 689 PROFESSIONAL ISSUES (2)

This course involves critical analysis of current professional issues specific to the delivery of services provided by occupational therapists functioning in a variety of systems and roles. Regulatory agencies, legal concerns, reimbursement, specialization, grantsmanship, validation of theory, and development of philosophy are included as important issues. [2 hour seminar]. *Prerequisite: OT 640.*

OT 690 COMMUNITY PRACTICE (2-3)

An advanced practicum in a community- or education-based setting, for the purpose of exploring new, non-traditional, or specialty applications of occupational therapy knowledge and skills. Requirements are based on a contract negotiated between the student and the preceptor, and approved by the course coordinator. Individuals with a variety of professional backgrounds and education levels may serve as preceptors. [Practicum (variable 5 - 15 hours per week) and 1 hour seminar per week] *Prerequisite: OT 640.*

PA 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 339 and BIO 307; Corequisites: PA 335, PA 309 and PA 312; Offered in the fall semester; Open to physician assistant students only.*

PA 304 CLINICAL MEDICINE II (5)

Continuation of Clinical Medicine I.
Prerequisite: PA 303; *Corequisite:* PA 336, PA 311, PA 313 and PA 310; *Offered in the spring semester; Open to physician assistant students only.*

PA 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 sexuality will be discussed. *Offered in the fall semester; Open to physician assistant students only.*

PA 309 CLINICAL LABORATORY MEDICINE I (2)

This course explores common laboratory procedures employed in the evaluation of disease processes. Students develop proficiency in understanding 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; *Corequisites:* PA 303, PA 335 and PA 312; *Offered in the fall semester; Open to physician assistant students only.*

PA 310 CLINICAL LABORATORY MEDICINE II (2)

This course is a continuance of PA 309. *Prerequisite:* PA 309; *Corequisites:* PA 304, PA 336, PA 313 and PA 311; *Offered in the spring semester; Open to physician assistant students only.*

PA 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 and BIO 240; *Corequisites:* PA 304, PA 310, PA 336 and PA 312; *Offered in the spring semester; Open to physician assistant students only.*

PA 312 PHYSICAL DIAGNOSIS I (2)

Most of the course is devoted to the development of physical examination skills and the art of developing a 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; *Corequisites:* PA 304, PA 310, PA 311 and PA 336; *Offered in the fall semester; Open to physician assistant students only.*

PA 313 PHYSICAL DIAGNOSIS II (2)

This course is a continuation of PA 312. *Prerequisite:* PA 312; *Offered in the spring semester; Open to physician assistant students only.*

PA 335 PHARMACOLOGY I (3)

This course includes topics such as pharmacotherapeutics, 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; *Corequisites:* PA 303, PA 309 and PA 312; *Offered in the fall semester; Open to physician assistant students only.*

PA 336 PHARMACOLOGY II (3)

This course is a continuation of Pharmacology I. The course explores clinical pharmacology and medical therapeutics, including disease states and their medical management. *Prerequisite:* PA 335; *Corequisites:* PA 304, PA 310, PA 311 and PA 313; *Offered in the spring semester. Open to physician assistant students only.*

PA 401B INTERNAL MEDICINE (3)

Over a four-week period, the course provides the foundation for clinical evaluation and treatment. Training may occur in inpatient internal medicine in hospitals or outpatient internal 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; *Open to physician assistant students only.*

PA 401C 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; Open to physician assistant students only.

PA 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 workup of common surgical problems, as well as surgical interventions, and in-hospital care of the pre- and postoperative patient. *Prerequisite:* Successful completion of all third-year courses; *Open to physician assistant students only.*

PA 403 GENERAL PEDIATRICS (5)

This six-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, well-being and illness. *Prerequisite:* Successful completion of all third-year courses

PA 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 postpartum care; as well as routine gynecologic care for sexually transmitted diseases, dysmenorrhea and menopausal health. Students will come to understand the effects that sexual activity, childbearing and menopause have on a woman's psychological, social and medical well-being. *Prerequisite:* Successful completion of all third-year courses

PA 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

PA 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 third-year courses*

PA 407 GERIATRICS (1)

The two-week course will take place in a freestanding, long-term care facility or inpatient skilled nursing facility and provide students with experience addressing the special needs of this patient population. *Prerequisite: Successful completion of all third-year courses.*

PA 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*

PA 500 PROFESSIONAL ISSUES (1)

This course provides a historical perspective of the physician assistant profession, as well as content related to current trends and issues. The course will include discussion of the importance of professional responsibility in the health care role, as well as information on professional organizations, graduate certification and re-certification, employment considerations, professional liability and prescriptive authority. *Open to physician assistant students only.*

PA 501 ELECTIVE I (3)

Elective Clinical Rotation I 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. *Open to physician assistant students only.*

PA 502 ELECTIVE II (3)

Elective Clinical Rotation II 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. *Open to physician assistant students only.*

PA 503 PRIMARY CARE (6)

Primary care, an eight-week rotation, provides the opportunity to refine the foundation in clinical evaluation and treatment and to establish patient education and community education skills. This will occur in a setting, which provides continuity of patient care and the opportunity to establish an ongoing preceptor/P.A. relationship. Training occurs over an eight-week period at a single clinical site. *Open to physician assistant students only.*

PA 504 GRADUATE SEMINAR I (1)

Graduate Seminar I offers an opportunity for physician assistant students to receive instruction in professional practice, community service, patient education, medical malpractice legislation, recognizing an impaired medical provider and other issues pertinent to their development as health care professionals. The students will also have an opportunity to participate in clinical enrichment lectures and workshops, focusing on particular issues pertaining to medical management of the critically ill inpatient. *Open to physician assistant students only.*

PA 505 GRADUATE SEMINAR II (1)

Graduate Seminar II offers an opportunity for physician assistant students to receive instruction in areas of professional practice, to receive additional enrichment in areas of particular clinical interest to the student, and to address other issues pertinent to their development as health care professionals. *Open to physician assistant students only.*

PA 509 NEUROANATOMY (3)

This course is an in-depth training of the student to the human nervous system. Topics include embryology, neurophysiology, neuroanatomy, pathology, psychiatry and pharmacology. The accompanying lab will reinforce topics covered in the class, and include review of neurologic, sensory and psychiatric physical exam. *Open to physician assistant students only.*

PA 511 MED MICRO-MODIFICATION (3)

Medical micro-modification will emphasize diagnosis, disease progression and therapeutics in patients with infectious diseases. Building upon the clinical experiences of the PA student during their clinical rotation, this course will focus on recognizing specific infectious diseases and their causative organisms. The student will be expected to develop and understanding of disease progression as it relates to the pathophysiology of infection and treatment. With this context in mind, the course will develop the skills of the PA student to render a differential diagnosis, formulate a diagnostic workup and recommend appropriate treatment for the disease state. *Open to physician assistant students only.*

PA 512 ALTERNATIVE MEDICINE (3)

This class will offer insight into the modalities of alternative medicine. Today's health care providers need to be proficient in alternative therapy to Western medicine. Much of the population is looking into the alternative treatment methods available for a variety of medical problems. This course will review in detail the many different options that are available to the patient who is not satisfied with Western modalities or the patient who would like to try a different approach to treatment. The combination of both treatment methods can be very successful in treating medical problems. This course will review the wide array of available modalities. The course will also include lectures from alternative medicine practitioners. *Open to physician assistant students only.*

PA 603 APPLIED RESEARCH METHODS (3)

This course will introduce the graduate-level PA student to concepts of critical thinking related to scientific research. The course will emphasize the rigors involved in completing the research project required as part of the master's degree portion of the PA degree. In this course, the student will be introduced to quantitative, qualitative and survey methods of research. Students will be instructed on critical review of the medical literature from peer-reviewed journals. A review of creative writing and concepts in performing literature searches is provided. The framework for completion of the subsequent phases of the research project (Applied Project Seminar I & II) will be introduced during Research Methods. Finally, the PA student will choose their research topic.

PA 604 APPLIED PROJECT SEMINAR I (3)

During this course, the student completes the first phase of the research project: the research proposal. The PA student is guided through the sequence of developing the research project, completing an outline of objectives for the project and creating a clear vision of the importance of the original project. During the second phase of the course, the student completes a literature review applicable to the research topic. The third phase involves developing the materials and methods and then applying for approval of the project through the Institutional Review Board (IRB) at D'Youville. The PA student can then proceed to completion of the project in Applied Project Seminar II (APSII).

PA 605A APPLIED PROJECT SEMINAR II (APSII) (3)

During this course the PA graduate student will complete their research project. During the last six months of their training, the PA student will collect data or complete surveys based upon the research method pertaining to their project. The student is guided at interpretation of the data, presentation of the data in the results and conclusions from the data. The student then defends their project with a poster presentation at the end of their training.

PA 606 INT MEDICAL EPIDEMIOLOGY (3)

This online course will explore how the study of epidemiology is applied to the discipline of medicine. The course will review general definitions of epidemiology, disease transmission, measures of outcome of disease (morbidity and mortality) and screening methods to measure disease. In addition, the study of preventative and therapeutic intervention, through randomized trials, will be explored. The second phase of the course will review study design (ie., case control) and how it is applied to identify cause for disease states. The final phase of the course will review how genetic and environmental factors influence diseases and how molecular biology plays a role in medical epidemiology.

PHI 101 PHILOSOPHY AND THE HUMAN CONDITION (3)

This course explores divisions of philosophy and the perspectives of major philosophers and movements. Emphasis is placed upon central philosophical problems such as the relationship between mind and body, the possibility of human freedom, the existence of God, and the scope and limits of human understanding. *Offered as needed.*

PHI 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 in the fall and spring semesters. Prerequisite: at least sophomore status*

PHI 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.*

**PHI 214 CHALLENGES OF DEATH (3)
SEE RS 214**

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. *Offered in the fall and spring semesters.*

PHI 280 WESTERN ANCIENT PHILOSOPHY (3)

This course takes a thematic approach covering the central philosophical ideas of the classical period from pre-Socratics to Plotinus. Emphasis is placed on the contributions of Plato and Aristotle to the development of Western philosophy and culture. *Prerequisite: Philosophy 101 or 201 or permission of instructor; Offered as needed.*

PHI 305 HISTORY OF MODERN PHILOSOPHY I (3)

This course explores the metaphysical and epistemological 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 and Hume, and are given a background on Kant. *Offered as needed. Prerequisites: PHI 201 or at least sophomore status*

**PHI 306 SOCIAL AND POLITICAL PHILOSOPHY (3)
SEE PSC 342**

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. *Prerequisite: PHI 201 or RS 201; Offered as needed.*

PHI 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.*

PHI 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.*

PHI 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.*

PHI 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. Milland and C.S. Pierce are considered. *Prerequisites: PHI 201 or at least sophomore status. Offered as needed.*

**PHI 312 BIOETHICS SEMINAR (3)
SEE RS 312**

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. *Offered yearly.*

PHI 316 INTERMEDIATE LOGIC (3)

The course deals with the syntax of propositional calculus and first order quantification theory. *Prerequisites: PHI 204 or MAT 101, MAT 117 or MAT 125; Offered as needed.*

**PHI 325 ETHICAL DECISION MAKING IN BUSINESS (3)
SEE MGT 325**

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.*

PHI 336 PROBLEMS IN PROFESSIONAL ETHICS (3)
SEE NUR 336

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. *Prerequisite: PHI 201 or RS 201; Offered as needed.*

PHI 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 in the spring semester.*

PHI 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.*

PHI 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.*

PHI 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: PHI 101 or junior or senior status; Offered as needed.*

PHI 410 PHILOSOPHY OF RELIGION (3) SEE RS 410

This course analyzes ideas relevant to religious belief through a discussion of these ideas and the philosophical studies deriving from them. *Prerequisite: PHI 101 or junior or senior status*

PHI 411 MYSTICISM (3) SEE RS 411

This course defines mysticism, the history, theory, phenomena and practices of selected mystical schools and the positive and negative aspects of the mystical experience. *Prerequisite: sophomore, junior or senior status; Offered as needed.*

PHI 423 PHILOSOPHY OF ART (3)

This course investigates and assesses the value dimensions of fine art endeavors. These endeavors include but are not limited to theater arts, drawing, painting, photography, architecture, dance and music. It explores the fundamental question of "what is art?" and analyzes a range of aesthetic works for their instrumental or intrinsic worth. *Prerequisite: Completed area coursework for minor in fine arts or permission of the instructor*

PHI 444 INTERNSHIP (3-12)

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.*

PHI 450 SENIOR RESEARCH (3)

This course consists 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.*

PHI 479/480 INDEPENDENT STUDY (3)

Qualified students may investigate selected topics with permission of the instructor. The title will reflect the course content.

PHI 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.*

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.*

PHI 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 summer or as needed.*

PHY 101 GENERAL PHYSICS (3)

This calculus-based course is an introduction to the principles of kinematics and dynamics as they apply to both translational and rotational motion. Topics include Newton's laws, forces, friction, gravity, Kepler's laws, dot products and cross products, potential and kinetic energy, and momentum. Considerable attention is paid to the intellectual history that accompanied the emergence of the Newtonian world view. *Prerequisite or corequisite: MAT 125; Corequisite: PHY 101L; This course is intended for biology, chemistry and mathematics majors but can also replace PHY 111 in allied health majors.*

PHY 102 GENERAL PHYSICS (3)

This course is a continuation of PHY 101. The course covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and geometric optics. *Prerequisite: PHY 101; Prerequisite or corequisite: MAT 126 (may be taken concurrently); Corequisite: PHY 102L*

PHY 103 PHYSICS FOR ENGINEERS I (3)

This course is a calculus-based introductory course in physics enriched in material of relevance to computer science, information technology and engineering students, including: kinematics, Newtonian mechanics, momentum, energy, rotational motion, statics, materials, fluids and oscillatory motion. *Prerequisite or corequisite: MAT 125; Corequisite: PHY 103L*

PHY 103L PHYSICS FOR ENGINEERS I LAB (1)

This course is a physics laboratory to accompany PHY 103. The course includes experiments in mechanics and oscillatory motion. *Prerequisites: MAT 125 (may be taken concurrently); PHY 103 may be prerequisite but is preferably a corequisite; PHY 103L may not be taken before PHY 103.*

PHY 104 PHYSICS FOR ENGINEERS II (3)

This course is a continuation of PHY 103 and is a calculus-based introductory

course in physics enriched in material of relevance to computer science information technology, and engineering students, including: wave motion, thermodynamics, heat transfer electricity, circuits and circuit components, magnetism, electromagnetic radiation and optics. *Prerequisites: PHY 103; Prerequisite or corequisite: MAT 126; Corequisite: PHY 104L*

PHY 104L PHYSICS FOR ENGINEERS II LAB (1)

This physics laboratory accompanies PHY 104. Experiments in wave motion, thermodynamics, electricity, magnetism and optics are performed. *Prerequisites: MAT 125 and PHY 103; Corequisite: PHY 104*

PHY 111-112 INTRODUCTION TO PHYSICS (3, 3)

This course is designed for health services/PT majors and for other students who wish to use it to fulfill the core requirement in science. The course 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. PHY 111 is a prerequisite for PHY 112. Prerequisite: MAT 122 or permission of instructor*

PHY 101L AND PHY 102L (1,1)

PHY 111L AND PHY 112L (1,1)

These labs accompany PHY 101 & 102 and PHY 111 & 112.

PHY 142 INTRODUCTION TO ASTRONOMY (3)

This course is an introductory astronomy course for students from all majors. Students are introduced to the basics of the telescope, light, the seasons and the tides, the moon, the sun, the solar system, stars, galaxies and the search for extraterrestrial intelligence. Experience involving field use of telescopes and other observational tools is incorporated into the course. Astronomy will satisfy the non-lab core science elective or can also be used as a free elective. *If taken in conjunction with the optional PHY 142L, it will also fulfill the core science requirement for a laboratory-based science course.*

PHY 142L INTRODUCTION TO ASTRONOMY LAB (1)

This laboratory accompanies the introductory astronomy course. The

laboratory work supplements the lectures in PHY 142, focusing on the underlying physics of light, optics, wave motion and planetary motion. *Corequisite: PHY 142*

PHY 145 SEE BIO 145

PHY 151 PHYSICS FOR POETS (3)

This introductory physics course for non-science majors aims to survey the West's understanding of the physical universe from its origins in Greek thought to the latest discoveries of the 21st century. Since this covers such a vast area of study, the emphasis will be on breadth rather than depth. However, it is hoped that the student will acquire a comprehensive overview and appreciation for the discipline called physics.

PHY 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.*

PSC 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. This course meets the core requirement in political science/economics. *Offered in the fall and spring semesters.*

PSC 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.*

PSC 342 SOCIAL AND POLITICAL PHILOSOPHY (3)

SEE PHI 306

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. *Offered as needed.*

PSC 349 POLITICAL ACTIVISM (3)

This is a course that gives students a combination of academic knowledge and practical experience in the electoral process, utilizing fieldwork, guided reading and seminar discussion. *Offered in the fall semester of even-numbered years.*

PSC 479-480 INDEPENDENT STUDY (1, 2, 3)

Qualified students may investigate selected topics with permission of the instructor. The title will reflect the course content.

PSC 490 THE STATE AND SOCIAL POLICY (3)

SEE SOC 490

This course offers a historical and comparative understanding of the rise, developments and challenges faced by nation-states pertaining to the development of social policy (i.e., welfare, healthcare, social security). It focuses on the historically situated struggles social groups over access to and influence over the state, as well as development of state expertise and forms of governing. Students learn quantitative and qualitative measurement techniques used to script social policy. *Prerequisites: SOC 102 or PSY 201*

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.*

PSY 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 in the fall and spring semesters.*

PSY 102 HISTORY OF PSYCHOLOGY (3)

This course examines the roots of modern psychological thought. Students will trace these roots from their early origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools of

psychology, students will explore how cultural and political forces shaped the development of various psychological theories. In addition, students will also examine the lives of the men and women whose works created psychology's foundation. Students will select a person or a classic experiment to research and present to the class. *Prerequisite: PSY 101; Offered in the spring semester*

PSY 201 RESEARCH AND STATISTICAL METHODS IN THE SOCIAL SCIENCES I (3)

This course provides students with an introduction to statistical and research methods. Various types of research designs and the process of developing a research proposal will be studied along with the statistical techniques for analysis of numerical data. *Prerequisite: Core course in psychology; Offered in the fall semester*

PSY 202 RESEARCH AND STATISTICAL METHODS IN THE SOCIAL SCIENCES II (3)

This course is a continuation of PSY 201. Students will complete research projects designed in PSY 201 and develop skills in data analysis and writing research papers. *Prerequisite: PSY 201; Offered in the spring semester*

PSY 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 in the fall and spring semesters*

PSY 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: Core course in psychology; Offered in the spring semester*

PSY 205 SOCIAL PSYCHOLOGY (3) SEE SOC 205

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; Offered in the fall semester*

PSY 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 in the fall and spring semesters*

PSY 207 COGNITIVE PSYCHOLOGY (3)

This course 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: Core course in psychology; Offered in the fall semester*

PSY 208 PERSONALITY PSYCHOLOGY

This course examines multiple perspectives on the construct of personality. It aims to provide the student with a thorough background in the major theories as well as an ability to integrate and apply the concepts in these theories. To accomplish this, students will engage in case studies as they master the theories within each major perspective. *Prerequisite: Core course in psychology; Offered in the spring semester*

PSY 209 PSYCHOLOGY AS A PROFESSION I

This first course in the two-semester Psychology as a Profession sequence provides a foundation for students considering a career in psychology or related fields. Students are guided in their own professional development via self-assessments of professional interests, establishment of professional goals, and how facets of the psychology curriculum can be tailored to their individual needs. As part of this exploration, students will be acquainted with contemporary and historical issues in the profession of psychology (e.g., professional organizations, licensure requirements) and will be provided with an overview of the many sub-fields and disciplines within psychology. *Prerequisite: Sophomore status in the psychology major, or permission of instructor; Offered in the fall semester*

PSY 210 PSYCHOLOGY AS A PROFESSION II

This second course in the two-semester Psychology as a Profession sequence provides a foundation for students considering a career

in psychology or related fields. The emphasis of this seminar is to enable students to become more acquainted with baccalaureate-level career opportunities in psychology as well as professional career opportunities in psychology and related fields. Students will be guided in the process of researching and interviewing professionals within the community. Invited guest speakers from specialized careers within psychology and related fields will supplement lecture presentations of vocational and career opportunities. *Prerequisite: PSY 209; Offered in the spring semester*

PSY 353 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 spring semester of even-numbered years*

PSY 354 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 maintenance of mental disorders will be covered. *Prerequisite: PSY 204 and PSY 206; Offered in the spring semester of odd-numbered years*

PSY 355 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*

PSY 356 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 suggested for students in all areas in which such a need exists in their professional work. *Prerequisite: PSY 206; Offered in the spring semester of even-numbered years*

PSY 357 SENSATION AND PERCEPTION (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 207; Offered in the fall semester of even-numbered years*

PSY 358 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, PSY 208 (recommended); Offered in the fall semester of odd-numbered years*

PSY 363 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; Offered in the fall semester of even-numbered years*

PSY 364 NEUROPSYCHOLOGY (3)

This course applies the knowledge gained from 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*

PSY 365 FORENSIC PSYCHOLOGY (3)

This course will provide an introduction and overview to the field of forensic psychology. Attention will be given to the ways in which psychologists, either clinically or empirically, have or can influence the law in terms of issues such as assessment of competency and sanity, legal decision-making, jury composition, police psychology, eyewitness

testimony, criminal behavior and profiling, and juvenile and family legal matters. *Prerequisite: PSY 101 (required), PSY 205 (recommended); Offered in the fall semester of odd-numbered years*

PSY 366 PSYCHOLOGICAL ASSESSMENT (3)

The course will provide an introduction to and focus on the major characteristics of psychological assessment. Such assessment includes the measurement of human skills and abilities, aptitudes, and aspects of psychological functioning such as personality and psychopathology. The course will be organized in two parts. The first part of the course will provide students with a background in psychometric principles including how to evaluate tests (i.e., reliability, validity, etc.) and procedures in test development (e.g., item analysis, construct validation). Issues in effective test administration will also be covered. The latter portion of the course will cover popular means of assessment including interviewing and a survey of the most popular psychological tests. Students will gain some "hands on" experience with these assessment devices through demonstration and self-administration. *Prerequisite: PSY 101, PSY 201/202 or MAT equivalent; Offered in the spring semester of odd-numbered years*

PSY 367 PSYCHOLOGY OF CONSCIOUSNESS (3)

This course examines consciousness, the "last great mystery of science". Excluded from scientific research for most of the last century, consciousness is now a rapidly expanding area of study in both psychology and neuroscience. This course will discuss all the major theories of consciousness, from those rooted in traditional Western philosophy to those coming out of neuroscience, quantum theory, and Eastern philosophy. Students will engage in readings, self-assessments, and practical exercises that will allow students to examine their understanding of their own consciousness. *Prerequisite: PSY 207; Offered in the spring semester of even-numbered years*

PSY 368 STRESS AND ADJUSTMENT (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: Core course in psychology, PSY 208 (recommended); Offered in the fall semester of even-numbered years*

**PHY 369 THE PSYCHOLOGY OF RELIGION AND SPIRITUALITY (3)
SEE RS 369**

This course will focus on understanding the purpose, development and experience of spirituality, religious thought and practice and its implication for individual and social behavior. *Offered as needed.*

PSY 453 DEVELOPMENTAL PSYCHOPATHOLOGY (3)

This course examines the development of emotional and behavioral maladjustment in children and adolescents. Emphasis will be given to theories, assessment strategies, and research methods and findings regarding the etiology and treatment efficacy for disorders including mental retardation, the pervasive developmental disorders (autism), elimination disorders, attention deficit hyperactivity disorder (ADHD) and learning disabilities, conduct disorders, and eating disorders. Psychiatric conditions such as mood disorders, anxiety disorders, schizophrenia, sleep disorders, and emerging personality disorders will also be considered from a developmental perspective. Psychosocial factors (e.g., family violence and abuse) that have been empirically identified in affecting psychological adjustment and research regarding prevention of these emotional and behavioral problems will also be addressed. *Prerequisite: PSY 203; Offered in the spring semester of odd-numbered years*

PSY 454 BIOPSYCHOLOGY OF ADDICTION (3)

This course 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 fall semester of even-numbered years*

PSY 455 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 205; Offered in the fall semester of even-numbered years*

PSY 456 BEHAVIOR MODIFICATION (3)

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 odd-numbered years*

PSY 457 LEARNING AND MEMORY (3)

This course is an exploration of questions and topics such as: How do animals (human and non-) acquire, store, and retrieve information? How is new information integrated into existing memory structures? What is forgetting, and how can memory be improved? From the relatively simple mechanisms of conditioning to higher-order cognitive constructs, the class will discuss research findings from a multidisciplinary perspective including basic and applied psychology, neuroscience, physiology and genetics. *Prerequisite: PSY 207; Offered in the fall semester of odd-numbered years*

PSY 458 PSYCHOLOGY 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: Core course in psychology, PSY 208 (recommended); Offered in the spring semester of even-numbered years*

PSY 463 SPECIAL TOPICS IN DEVELOPMENTAL PSYCHOLOGY (3)

This course is an in-depth consideration of topics in the field of developmental psychology. *Prerequisite: PSY 203, or permission of instructor; Offered as needed*

PSY 464 SPECIAL TOPICS IN PHYSIOLOGICAL PSYCHOLOGY (3)

This course is an in-depth consideration of topics in the field of physiological psychology. *Prerequisite: PSY 204, or permission of instructor; Offered as needed*

PSY 465 SPECIAL TOPICS IN SOCIAL PSYCHOLOGY (3)

This course is an in-depth consideration of topics in the field of social psychology. *Prerequisite: PSY 205, or permission of instructor; Offered as needed*

PSY 466 SPECIAL TOPICS IN ABNORMAL PSYCHOLOGY (3)

This course is an in-depth consideration of topics in the field of abnormal psychology. *Prerequisite: PSY 206, or permission of instructor; Offered as needed*

PSY 467 SPECIAL TOPICS IN COGNITIVE PSYCHOLOGY (3)

This course is an in-depth consideration of topics in the field of cognitive psychology. *Prerequisite: PSY 207, or permission of instructor; Offered as needed*

PSY 468 SPECIAL TOPICS IN PERSONALITY (3)

This course is an in-depth consideration of topics in the field of personality psychology. *Prerequisite: PSY 208, or permission of instructor; Offered as needed*

PSY 469 PSYCHOLOGY INTERNSHIP I (4)

The purpose of this course is to allow students the opportunity to gain experience in a psychology-related field setting that is in keeping with their educational and/or vocational goals. It is the intent of the course that students will build upon their knowledge and skills in a research or community internship placement. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week). *Prerequisite: Senior status in the psychology program; Corequisite: PSY 489; Offered as needed*

PSY 470 PSYCHOLOGY INTERNSHIP II (4)

This course will allow students the opportunity to gain experience in a psychology-related field setting wherein they can build upon their learning experiences from their first semester of internship. Student learning may entail continued placement at their first semester of internship (in keeping with their educational or vocational goals) with the intent of advancing their skills and knowledge acquired from the previous semester, or placement in an alternative setting that enables students to develop their knowledge, professional networking, and further evaluate their educational and career goals. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week). *Prerequisite: PSY 469; Corequisite: PSY 490; Offered as needed*

PSY 489 SENIOR SEMINAR I (2)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year. *Corequisite: PSY 469; Offered as needed*

PSY 490 SENIOR SEMINAR II (2)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year. *Corequisite: PSY 470; Offered as needed*

RS 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.*

RS 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 in the spring semester.*

RS 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.*

RS 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.*

RS 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.*

RS 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.*

RS 211 CATHOLICISM TODAY (3)

This is a systematic study of the foundational beliefs of Catholicism: where they came from, how they have changed and how they are interpreted today. *Offered as needed.*

RS 214 THE CHALLENGES OF DEATH (3) SEE PHI 214

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. *This course is open to sophomores, juniors and seniors. Offered in the fall and spring semesters.*

RS 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. *This course is open to sophomores, juniors and seniors. Offered as needed.*

RS 312 BIOETHICS SEMINAR (3) SEE PHI 312

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. *This course is open to sophomores, juniors and seniors. Recommended: PHI 201 or PHI/RS 214; Offered both semesters.*

RS 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 tenth to the fifth 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. *This course is open to sophomores, juniors and seniors. Offered as needed.*

RS 315 SPIRITUALITY IN HUMAN EXPERIENCE (3)

This course explores the history of spirituality in human experience. Traditional and non-traditional expressions will be investigated as will varied applications in life. *Offered as needed.*

RS 316 CATHOLIC SOCIAL TEACHING (3)

This course provides a historical, theoretical and practical overview of the principles and themes of the Roman Catholic encyclical tradition. It explores views of Christian social responsibility through classic texts and contemporary problems. *Offered in the spring semester of odd-numbered years.*

RS 351 RELIGION IN AMERICAN HISTORY (3) SEE HIS 351

This course will explore the many important issues in American religious history over the past 400 years. *Offered as needed.*

RS 369 THE PSYCHOLOGY OF RELIGION AND SPIRITUALITY (3) SEE PHY 369

This course will focus on understanding the purpose, development and experience of spirituality, religious thought and practice and its implication for individual and social behavior. *Offered as needed.*

RS 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.*

RS 410 PHILOSOPHY OF RELIGION (3) SEE PHI 410**RS 411 MYSTICISM (3) SEE PHI 411****RS 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.

RSC 203 MEDICAL TERMINOLOGY (1) SEE HSM 203**SOC 101 PRINCIPLES OF SOCIOLOGY (3)**

This course examines interactions among individuals and groups within institutions. Attention is paid to the role of the state and the super-state in perpetuating social stratification in both North America and globally, and how unequal power relations organize society and shape identities. The ways in which individuals negotiate their lives in different social and economic contexts are also considered. Fundamental sociological concepts are investigated, such as culture, socialization, stratification, social structure, social institutions, and social interactions. *This course meets the core requirements in sociology. Offered in the fall and spring semesters.*

SOC 102 SOCIAL PROBLEMS (3)

This course is designed as an introduction to major social problems, and sociological concepts and theories used to understand them. Attention is paid to problems such as inequalities related to social class, race/ethnicity, gender, employment and environmental issues. Focus is also put on social change. Sociologists contend the existence of social problems cannot be understood simply by looking at individual-level behavior. Rather, in order fully to understand societal problems and how to solve them, larger structural, cultural, and historical forces are examined. Solutions at the individual, social movement, and policy-making level are considered. *This course meets the core requirement in sociology. Offered in the fall and spring semesters.*

SOC 203 SOCIAL THEORY (3)

The course is a survey of the development of sociological theories since the nineteenth century. How theory influences society and the sociocultural influences which shape theory are also explored. Emphasis is on theory in the late twentieth and twenty-first centuries. *Offered in the spring semester*

SOC 211 THE CHANGING SOCIAL WORLD

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.*

SOC 214 CULTURAL DIVERSITY (3)

The course focuses on the experiences of those from culturally marginalized groups within the larger Western culture. Attention is paid to concepts such as the social construction of race, colonialism/postcolonialism, institutional racism, deculturalization, cultural hegemony and forms of resistance. *Prerequisite: Core course in sociology; Offered in the fall semester of even-numbered years.*

SOC 215 RESEARCH METHODS IN SOCIOLOGY (3)

In this course, students are introduced to qualitative methods and the basics of interpreting statistics. Students learn how to analyze and evaluate existing research, construct a research project, conduct focus groups and in-depth interviews, and analyze policy and primary documents. Ethical considerations regarding conducting research and uses of research are discussed. *Prerequisite: Core course in sociology; Offered in the fall semester.*

SOC 231 WOMEN, MEN AND SOCIETY (3)

This course is an exploration of the concept of gender, and how gendered forms of meaning making are shaped culturally, internalized and enacted. Attention is also placed on challenges and alternatives to conventional gender prescription, the confluence of gender and power, sexism and homophobia, and the meanings of gender in various religious, ethnic/racial, class and age groups. *Prerequisite: Core course in sociology; Offered in the fall semester.*

SOC 309 SOCIOLOGY 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 persons with disabilities, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a sociology framework. *Prerequisite: Core courses in sociology;*

Offered in the fall semester of even-numbered years.

SOC 310 SOCIOLOGY OF URBAN EDUCATION (3)

In this course, students analyze core problems facing urban public schools. Issues explored include funding inequities, testing schemes, privatization, high-stakes testing, bilingual education, curriculum control, and the impact of poverty on schooling. Attention is also paid to the experiences of students who come from culturally diverse backgrounds, and to immigrant and refugee youth. The possibilities of public schools are investigated throughout this course, as is the potential for reform through the use of critical pedagogy and equitable policy initiatives. *Offered each fall.*

SOC 311 SOCIOLOGY OF FAMILIES (3)

This course emphasizes the changes in contemporary families, compositions of families, expectations of family members, current policies impacting families, and family as a political issue. Consideration is also given to the myths and stereotypes of family life. *Prerequisite: Core course in sociology; Offered in the spring semester.*

SOC 312 SOCIOLOGY OF SPORT AND PHYSICAL ACTIVITY (3)

This course explores the social and cultural aspects of sport and physical activity. Students will study a range of topics including drug use in sport, equality of opportunity for women and people of color, social patterns and cultural perceptions of sports injury, exercise and preventive health, homophobia, gender and racial discrimination in sport, educational impacts of athletic participation, athletic participation and adolescent health, and violence in sport. Sociological, anthropological and historical perspectives will be used in this course. *Offered in the spring semesters.*

SOC 322 HEALTH, ILLNESS AND SOCIETY (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 each fall.*

SOC 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, the 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.

SOC 342 SOCIOLOGY OF HUMAN RIGHTS (3)

This course is designed as an investigation of human rights concerns in contemporary society. Attention is paid to human rights abuses experienced by women, men and children in both North America and a global context. Key documents are related to the human rights movement are analyzed as are major debates in their field. *Prerequisite: Core course in sociology; Offered in the spring semester.*

SOC 400 SOCIAL EPIDEMIOLOGY (3)

Prerequisites: Core course in sociology

SOC 408 COLLECTIVE BEHAVIOR (3)

This course is designed to present the study of collective behavior, collective action and social movements. Attention is given to various sociological theories used to explain these behaviors. The focus includes fads and fashion, sports fans, crowds/mobs that form and dissolve quickly, formal organizations and interest groups that spring up in the aftermath of disasters, outbreaks of social protest, and full-blown social movements. Students will consider the particular circumstances which bring about collectivity, the actions taken by the group, media and public response, and the political impact of the behavior. *Offered in the spring semester of odd-numbered years.*

SOC 410 SENIOR PROJECT (3)

The senior project involves a major research paper and is highly recommended for students planning on graduate school in sociology or related field. *Prerequisite: Senior status; Offered as needed.*

SOC 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.*

SOC 441 CASE STUDIES IN URBAN SOCIOLOGY (3) **SEE HIS 441**

This course combines on-campus lectures about the geography, history, culture and

society of a designated urban center with a one-week service learning experience in that city. Campus lectures will take place in the fall semester and the one week of service learning is held between semesters, in January. *Offered each fall.*

SOC 444 INTERNSHIP (3-12)

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 a college faculty sponsor. *Offered as needed.*

SOC 479-480 INDEPENDENT STUDY

Qualified students may investigate selected topics with the permission of the instructor. The title will reflect the course content. *Offered as needed.*

SOC 490 THE STATE AND SOCIAL POLICY (3) SEE PSC 490

This course offers a historical and comparative understanding of the rise, developments and challenges faced by nation-states pertaining to the development of social policy (i.e., welfare, healthcare, social security). It focuses on the historically situated struggles social groups over access to and influence over the state, as well as development of state expertise and forms of governing. Students learn quantitative and qualitative measurement techniques used to script social policy. *Prerequisites: SOC 102; Offered in the spring semester of even-numbered years.*

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 United States are studied. *Prerequisite: Graduate standing; Offered in the fall semester.*

SPA 101 SPANISH LEVEL I (3)

This introductory course teaches the basic skills: listening, speaking, reading and writing. For students who have never had Spanish or who have had one year of high school Spanish. *Offered in the fall and spring semesters.*

SPA 102 SPANISH LEVEL II (3)

This course is a continuation of SPA 101. *Prerequisite: SPA 101 or two years high school Spanish; Offered in the spring semester.*

SPA 115 SPANISH COMMUNICATION FOR NATIVE SPEAKERS (3)

This course is designed for students who are native Spanish speakers and for those students who have near-native language skills and receive permission from the instructor. Emphasis is placed on grammar, written and oral communication in standard Spanish, and reading and composition skills. *Offered as needed.*

SPA 116 SPANISH FOR NATIVE SPEAKERS (3)

This course is a continuation of SPA 115. *Offered as needed.*

SPA 201 SPANISH LEVEL III (3)

This course explores more advanced grammar and intensive practice in basic communication skills. *Prerequisite: SPA 102 or three years of high school Spanish with a grade of A or better; Offered as needed.*

SPA 202 SPANISH LEVEL IV (3)

This course is a continuation of SPA 201. *Prerequisite: SPA 201 or four years of high school Spanish with a grade of A or better; Offered as needed.*

SPA 211 CONVERSATION AND COMPOSITION (3)

This course is designed to give students already familiar with Spanish a greater opportunity for oral and written expression. It includes a review of grammar but assumes the students are already knowledgeable in this area. *Prerequisite: SPA 202 or four years of high school Spanish or permission of the instructor; Offered as needed.*

SPA 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. *Prerequisites: SPA 202 or four years of high school Spanish, or permission of instructor; Offered as needed.*

SPA 225 SPANISH FOR HEALTH PROFESSIONS (3)

This second-level course is directed to helping students acquire communication competence in the area of health. Special emphasis is on vocabulary, situational

conversation, and written forms of communication. *Prerequisite: SPA 101/102 or equivalent or permission of the instructor; Offered as needed.*

SPA 226 SPANISH FOR HEALTH PROFESSIONS II (3)

This course is a continuation of SPA 225. *Prerequisite: SPA 225 or permission of instructor; Offered as needed.*

SPA 250 CROSS-CULTURAL SEMINAR (3)

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 at schools, hospitals, and points of cultural interest. The course is offered in the spring, and travel takes place after final exams in May. *Offered as needed.*

SPA 304 THE CONTEMPORARY LATIN AMERICAN SHORT STORY (3)

This course focuses on reading of short fiction by, among others, Jorge Luis Borges, Gabriel García Márquez, Juan Rulfo, Julio Cortázar and Mario Vargas Llosa. Class discussions and course essays will be in Spanish. *Prerequisites: SPA 115 or SPA 116, SPA 211 or higher, or four years of high school Spanish with a grade of A or better and permission of instructor; Offered as needed.*

SPA 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.*

SPA 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 SPA 116; or SPA 211 or higher; or four years of high school Spanish with a grade of A or better; and permission of instructor; Offered as needed.*

SPA 340 TOPICS IN SPANISH AND LATIN AMERICAN LITERATURE (3)

The course explores topics in Spanish or Latin American literature including theater, poetry, novels and short stories. Topics selected will be determined by student and faculty. *Prerequisites: SPA 115 or SPA*

116; SPA 211 or higher; or four years of high school Spanish with a grade of A or better and permission of instructor; Offered as needed.

SPA 479-480 INDEPENDENT STUDY

Qualified students may investigate selected topics with permission and under supervision of the instructor. Meeting times will be arranged between faculty member and student.

SPE 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.

THE 104 THEATER PRODUCTION (3)

This course acquaints students with theater history and the elements of theater (the roles of the playwright, director, producer, actor, scenic-lighting/sound and costume designers) as well as key developments, periods, playhouses and figures of influence in theater's evolution.

THE 202 INTRODUCTION TO ACTING (3)

This course will introduce students to the fundamentals of character development through work on short scenes from major plays. A review of various theories of acting, from Stanislavski and Uta Hagen to the Meisner approach to acting, will dovetail the development of a living character on stage with script analysis.

THE 444 THEATER AS OUTREACH (3)

A practical workshop aimed at equipping students from all disciplines in the use of theater-based techniques in schools, community or non-theatrical environments (hospitals, therapeutic settings, youth centers, business retreats, etc.)

DIRECTORIES 2013-2014

All directories are effective as of September 1, 2013.

BOARD OF TRUSTEES

BOARD OFFICERS:

Wayne Redekop (2008)
Jones, Jamieson & Redekop
Chairperson

John Amershadian (2012)
President & CEO, Hodgson Russ, LLP
Vice Chairperson

Kathleen Lawley Best (2008)
Director, Organizational Development/Communications
Lawley Insurance
Secretary

BOARD MEMBERS:

Ted Avramov (2009)
District Manager, Walgreens Company

K. David Crone (2006)
Chief Financial Officer, Lake Erie Regional Health System

Jodene Vrana Cunningham (2013)

Melinda Disare (2009)
Jaeckle Fleischmann & Mugel, LLP

Andrew Dorn (2007)
Huntermey, LLP

Gil Farkash, M.D. (2013)
Chief of Service, OB/GYN, Kaleida Health

Sister Patricia Geary (2006)

Katherine Juhasz (2006)

Timothy Kane (2013)
Merrill Lynch/Kane, Fasanello Group

Sister Mary Karen Kelly (2011)
Archivist, Grey Nuns of the Sacred Heart

Kevin Klotzbach (2008)
Senior Vice President/Treasurer, Financial Institutions, Inc.

Jody Lomeo (2012)
CEO, Erie County Medical Center

Brenda McDuffie (2009)
President/CEO, Buffalo Urban League, Inc.

Dale McKim, III (2012)
KPMG, LLP

Carl Montante, Sr. (2010)
President/CEO, Uniland Development Co.

Jamel C. Perkins (2011)

Gary Quenneville (2013)
WNY District President, KeyBank

Barbara Lee Rhee (2013)
Patrick Lee Foundation

Sister Denise A. Roche, Ph.D.
President, D'Youville College

Samuel Savarino (2006)
President/CEO, Savarino Construction, Inc.

George Schlemmer (2011)
President, Industrial Power & Lighting Co.

Charles (CJ) Urlaub (2012)
President/CEO, Mercy Hospital of South Buffalo

TRUSTEES EMERITUS:

Paul D. Bauer (2009)

Dr. Edwin A. Mirand (2009)

ADMINISTRATION

PRESIDENT

SISTER DENISE A. ROCHE, GNSH, BA, MA,
Ph.D

ADMINISTRATIVE STAFF

PHILOMENE CUDZILO, B.S.
Executive Assistant

CAROL A. MILAZZO, BA
Executive Assistant

KENNETH ROGERS, BA, MBA
Coordinator, Planning

ACADEMIC AFFAIRS

ARUP K. SEN, PH.D.
Vice President for Academic Affairs

NICOLE ALFANO, M.S.
Academic Advisor, Career Discovery
Program

ANNALISE AMMER, MLS
Archivist

MARY APPELEGATE, BA, M.S.
Writing Specialist/Student Support
Services; Proofreader

STEPHANIE ATTI, B.S., M.S.
Academic Advisor, School of Nursing

LAURA AURELIO
Administrative Assistant, Physical Therapy
Department

ANTWAN BARLOW, MSED
Director, Upward Bound Grant

RAND BELLAVIA, BA, MLS, MATS
Director, Library Services

KELLY BIEHLS, BA, Ed.M.
Administrative Assistant, Dean of Health
Professions

ANTHONY BILLITTIER, IV, M.D.
Dean, Health Professions

RHONDA BIVINS, M.S.
Assistant Director, Nursing Workforce
Diversity Grant

YVETTE CHAVES, M.S.
Project Coordinator, Nursing Workforce
Diversity Grant

SALVATORE D'AMATO, M.S.
Assessment Coordinator

MARK ECKSTEIN, M.S.
Director, Institutional Research &
Assessment Support

ROGER FIEDLER, Ph.D.
Director of Doctoral and Graduate
Programs

MARY FLYNN, BA, Ed.M.
Director, Health Careers Opportunity
Program Grant

DEIRDRE GREEN, B.S.
Counselor/Recruiter, HEOP

CHRISTINE GIUNTA, M.S.
Pre-Matriculation Coordinator, HCOP

DEANNA HAMILTON, M.S.Ed.
Retention, Health Careers Opportunity
Program Grant

KELLY ANN HIGGINS, M.S.
Counselor, Student Support Services

CATHERINE HUBER, ABD
Director, Professional Development

CAVINA JAMES, M.S.
Outreach Coordinator, Health Careers
Opportunity Program Grant

COLLEEN KOSZELAK, B.S.
Clinical Skills Lab Coordinator, School of
Nursing

JEANNETTE LESINSKI, BA
Assessment Support Analyst

JUDITH H. LEWIS, B.S., M.S., Ed.D.
Dean, School of Nursing

KATHLEEN LINAKER, DC, DACBR, Ph.D.
Executive Director, Chiropractic Department

DANIEL LYMAN, BA
Data & Reporting Analyst

MARVYN MAHLE, BA, MS
ESL and Bridge Program Tutor

NATALIA MARTINEZ, B.S.
Project Advisor, Upward Bound Grant

JILLIAN MECCA, M.A.
Recruiter, Advance & MBA Programs

JACQUELYN MILBRAND, BA
Recruitment Coordinator, Advance & MBA
Programs

RYAN MILLER, B.S., M.S.
Academic Advisor, Transfer Coordinator

DEANDRA MODICA, M.S.
Academic Coordinator, Nursing Workforce
Diversity Grant

MARY ELLEN MORIARTY, BA, M.Ed.
Instructor, Reading/Writing, SSS

ERICKA MORLEY-SOTO, M.S.
HCOP Grant

MICHAEL PASIERB, B.S., M.Ed.
Coordinator, Teacher Certification and Student
Services

BENJAMIN RANDLE, III, BA, M.S.
Director, Special Programs & Grants

SHARON ROSS, B.S., M.S.
Student Academic Coordinator, School of
Nursing

CHERYL SARAMAK, B.S., M.S.
 Assistant to the Vice President, Academic
 Affairs

FREIDA SCOTT, B.S.N.
 Clinical Coordinator, School of Nursing

DARRYL SMITH, M.SED.
 Registrar

CHRISTINA SPINK-FORMANSKI, BA, M.S.
 Director, Learning Center and HEOP

TODD STEVENS, MPT
 Lab Assistant, Math and Natural Sciences

LYNETTE TOWNS, M.S.
 Academic Advisor, School of Nursing

JEAN TURCOTT, B.S., M.A., Ph.D.
 Associate Registrar

ISABELLE VECCHIO, BA, M.S., Ed.M.
 Coordinator, Disability Services

BEVERLY WHITEHEAD, B.S., M.S.
 Assistant Director, HEOP

ROBERT WOLLMAN, Ph.D.
 Lab Technician, Math and Natural Sciences

AMY YODER, BA
 Director, Retention Services

STEPHAN J. ZAJAC, B.S., D.C.
 Coordinator of Clinical Services,
 Chiropractic Program

ROBERTA ZASTEMPOWSKI, M.S.
 Nursing Lab Assistant

ENROLLMENT MANAGEMENT

ROBERT P. MURPHY, BA, MA
 Vice President, Student Affairs and
 Enrollment Management

ANNE ANTHON, B.S., MBA
 Counselor, Admissions Office

JOSHUA COZZO, B.S., M.S.
 Counselor, Admissions Office

RONALD H. DANNECKER, B.S.
 Director, International Admissions
 Director of Marketing

EDWARD DRAPER, B.S., MA
 Assistant Director, Veterans Affairs

JUDITH DUMITRU, BA
 Counselor, Financial Aid

MARY EVANCO-CARYK, RN, B.S.N
 Counselor, Admissions Office

MARY SUE GRESSLEY, B.S., M.S.
 Assistant Director, Graduate Admissions
 ERIN HANABURGH, B.S./M.S.
 Counselor, Undergraduate Admissions

MEGHAN HARMON, B.S., M.S.
 Associate Director, Admissions Office

TERRY HERRING, B.S., M.S.
 Assistant Director, Graduate Admissions

REBECCA IRISH-JONES, BA
 Counselor, Financial Aid

COLLEEN LONG, B.S.
 Counselor, Financial Aid

DAVE LORETO, B.S., M.S.
 Director, Enrollment Management
 Communications

ROMA MANDZYK, BA, M.S.
 Web Content Manager

JULIE MARINACCIO, B.S.
 Assistant Director, Graduate Admissions

LAUREN MCGOWAN, M.S.
 Counselor, Undergraduate Admissions

LORRAINE METZ, BA, MBA
 Director, Financial Aid

MATTHEW METZ, BA
 Systems Application Analyst, Financial Aid

BRANDON MORAN, BA, M.S.
 International Admissions Counselor

JAMES NOWAK, BA, M.S.
 Assistant Director, Financial Aid

MARK PAVONE, BS, MS
 Director, Graduate Admissions

LEANNE POWESKI, BS
 Web Tech Specialist

CARMITA PRELEWICZ, BA
 Counselor, Financial Aid

MARK PLESAC, B.S., M.S.
 Counselor, Admissions Office

BEN RANDLE, JR., B.S., M.S.
 Director, Veterans Affairs Office

STEVEN SMITH, Ph.D.
 Director, Undergraduate Admissions

APRIL M. TAULBEE, B.S.
 Webmaster

CHARLES WOLTER, BA
 Counselor, Financial Aid

EXTERNAL RELATIONS

WILLIAM MARIANI, Ed.D.
 Vice President for Administrative and
 External Relations

MARK ALICEA
 Server Administrator

BRIAN BALLARD, B.S.
 Coordinator, Distance Learning

EDWARD COGAN, FMA
 Associate Vice President, Operations

JOSEPH DEMERLY
 Managing Director, Kavinoky Theatre

JOHN DRESCHER
 Coordinator of Computer Labs and Media

ROBERT HALL, B.S.
 Director, Administrative Computing

CRAIG KORNACKI, B.S.
 Technical Support Analyst

JOHN KUNTZ, AS
 P.C. Technician

DAVID LAMB, BA, MA
 Director, Theatre and Cultural Affairs

MARGARET LEISER
 Operations Coordinator

MYRON MCADORY, AS
 General Trades Manager

WARDELL MITCHELL, A.A.
 Instructional Media Technician

JENNIFER MORLEY, BA
 Assistant to the Director, Kavinoky
 Theatre

EDMOND NEDDY JR.
 Telecom Support Specialist

GREGORY OWEN, B.T.
 Applications Systems Analyst

JOSEPH SNODGRASS, BA
 Mechanical Trades Manager

MARY SPENCE, B.S.
 Coordinator, Computing Network Systems

THOMAS STACHOWIAK, AAS
 P.C. Support Specialist

ROOZBEH TAVAKOLI, M.A.
 Chief Information Officer

ADAM WALLACE
 Assistant Network Administrator

FINANCIAL AFFAIRS

EDWARD A. JOHNSON, BBA, MBA, CPA
 Vice President for Financial Affairs/
 Treasurer

ANDREA ADDISON, B.S.
 Assistant Bursar

ARTEMIS (TAMMY) DISTEFANO, B.S.
 Purchasing Director

MARY BETH GAREIS, BA
 Staff Accountant

LAURIE HALL, B.S.
 Controller

LISA HIGGINS, B.S.
 Bursar

MARY JANE KEY, B.S.
 Billing Coordinator

BEVERLY KOMINAREK, B.S.
 Associate Director, Human Resources

JACOB KOPERA, BA
 Collections Officer

MARILYNN LA-CERAIS, B.S.
 Accounting Assistant

EDWARD LAZIK
 Special Collections Officer

KARI MICHALEK, B.S.
 Staff Accountant

LINDA MORETTI, B.S., MBA
 Director, Human Resources

JANICE WIEGLEY, B.S.
 Payroll Coordinator

INSTITUTIONAL ADVANCEMENT

KATHLEEN CHRISTY, B.S.
 Vice President, Institutional Advancement

LAURIE A. STAHL
 Director, Government Grants

WILLIAM P. MCKEEVER, BA, B.S.
 Director, Foundation Relations

AIMEE B. PEARSON, B.S.
 Director, Annual Giving

CAROL RADWAN, BA
 Donor Records, Events Administrator

MARGARET RITTLING RICHARDSON, BA
 Director, Alumni Relations

PATRICIA VAN DYKE, BA, Ed.M.
 Director, Major/Planned Giving

PUBLIC RELATIONS

D. JOHN BRAY
 Director, Public Relations

SCHOOL OF PHARMACY

GARY STOEHR, PharmD
 Dean, School of Pharmacy

JOANNE BOVEY, B.S.
 Administrative Assistant

ROBERT DEAN, BA
 Pharmacy Lab Manager

ROBERT DROBITCH, Ph.D.
 Chair, Department of Pharmaceutical,
 Administrative and Social Sciences

JOSEPH DUNN, Ph.D.
 Associate Dean for Research

DAVID GETTMAN, Ph.D.
 Director of Assessment

JOHN KOFORD, MBA
 Director of Experiential Education

ROBERT LEOPOLD, MD, PharmD
 Chair, Department of Pharmacy Practice

CANIO MARASCO, Ph.D.
 Assistant Dean of Faculty and Student
 Affairs

JESSICA NIEVES, B.S.
 Administrative Assistant

SARAH SHELDEN, M.ED.
 Admissions Counselor

BEVERLY TAGGART, BA
 Assistant Director of Pharmacy
 Admissions

STUDENT AFFAIRS

ROBERT P. MURPHY, BA, MA
 Vice President, Student Affairs
 and Enrollment Management

BRIAN M. CAVANAUGH, M.S.Ed.
 Director, Athletics

NICOLE CONROE, M.S., P.A.
 Director, Health Center

CHRISTINE DEMCIE, M.S.
 Director, Career Services Center

DANIEL GLOVER, B.S.
 Administrative Assistant, Coach

ONA M. HALLADAY, BS
 Assistant Director, Athletics

JOHN HUTTON
 Assistant Director, Athletics

ROBERT KENNUTH, B.S., M.S.
 Athletic Trainer

REV. JANICE MAHLE, M.Div.
 Associate Campus Minister

ERIN M. MOSS, MA, LMHC-P
 Associate Personal Counselor

REV. PATRICK O'KEEFE
 Campus Minister

LARYSSA PETRYSHYN, BA, M.S.
 Director, International Students Office

DEBORAH OWENS, BA, M.S.
 Director, College Center/Coordinator of
 Event Services

MARY B. PFEIFFER, B.S.
 Assistant Director, Student Activities

JEFFREY PLATT, B.S., M.S.
 Associate Vice President, Student Affairs
 Director, Connections

EDWARD REILLY III, BA, BFA, M.S.
 Director, Residence Life

EARL SCHUNK, M.S.
 Assistant Director, Athletics

ANN SOARES, BA
 Advisor, International Student Office

ANTHONY SPINA, B.S., M.S.
 Assistant Vice President for Student
 Affairs

RORY SZWED, BA, M.S.Ed.
 Assistant Director, Residence Life

YOLANDA WOOD, B.S., M.S.
 Director, Multicultural Affairs

KIMBERLY ZITTEL, B.S., M.S., N.C.C., LMHC
 Director, Personal Counseling

FULL-TIME FACULTY

JOHN M. ABBARNO
 Professor, Philosophy
 B.A., Canisius College; M.A., University of
 Dayton; Ph.D., Southern Illinois University

PATRICIA L. ABBOTT
 Associate Professor, Psychology
 B.A., Westfield (Mass.) State College; M.A.,
 Ph.D., University at Buffalo

DAVID ABSHER, Ph.D.
 Assistant Professor, Liberal Arts

DAROWAN AKAJAGBOR
 Clinical Assistant Professor, School of
 Pharmacy
 PharmD, University at Buffalo

LLOYD ALFONSO
 Assistant Professor, School of Pharmacy
 B.S., M.S., Goa University; PhD, Texas Tech
 University Health Sciences Center

RENEE ANDREEFF
 Clinical Assistant Professor, Physician
 Assistant
 B.S., Gannon University; MPAS, University
 of Nebraska

THERESA ARIDA
 Assistant Professor, School of Nursing
 B.S., M.S., Daemen College

PATRICIA BAHN
 Associate Professor, Nursing
 B.S., M.S., University at Buffalo

KENNETH BARKER
 Professor Emeritus, Biology
 B.S., Rhodes College; M.S., University of
 Mississippi at Oxford; Ph.D., University of
 Texas at Austin

MARY BARONE
 Assistant Professor, Nursing
 B.S., Syracuse University; M.S., University
 at Buffalo

PAMELA BARTLO
 Clinical Associate Professor, Physical
 Therapy
 B.S., Daemen College; D.P.T., D'Youville
 College

ANTHONY BASILE
 Associate Professor, Physics, Chemistry
 B.Sc., Brock University; M.S.C., University
 of Guelph; M.S., Ph.D., Cornell University

CHARLOTTE BAUMGART
 Department Chair, Dietetics
 Associate Professor, Dietetics
 B.S., Cornell University; M.S., Pennsylvania
 State University; Ph.D., University at
 Buffalo

MARILYN J. BELL
 Associate Professor, Sociology
 B.A., Alma College; M.A., Ph.D., Western
 Michigan University

SUSAN BENNETT
 Clinical Associate Professor, Physical
 Therapy
 B.S., Daemen College; MS, Ed.D., University
 at Buffalo

KIMBERLY BERNOSKY-SMITH, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

BRENDA BEUTEL
 Assistant Professor, Nursing

GAIA BISTULFI, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

STEPHANIE BRIAN
 Clinical Assistant Professor, School of
 Pharmacy
 B.S., Brock University; PharmD, University
 at Buffalo

BETH BRIGHT
 Assistant Professor, Nursing
 B.S.N., University of Wisconsin-Eau Claire;
 M.S., Roberts Wesleyan College

DONNA BRZYKCY
 Clinical Assistant Professor, Occupational
 Therapy
 BS/MS, D'Youville College

KIRSTEN BUTTERFOSS
 Clinical Assistant Professor, School of
 Pharmacy
 B.S., University of Delaware; Pharm.D.,
 University at Buffalo

GINA CAMODECA
 Associate Professor, English
 B.A., University of Wisconsin; M.A., Ph.D.,
 University at Buffalo

ANDREW CASE
 Clinical Assistant Professor, Physician
 Assistant
 B.S., M.S., D'Youville College

ANN P. CAUGHILL
 Chair, Assistant Professor, Nursing
 M.S., University at Buffalo; Ed.D., D'Youville
 College

FRANK CHI
 Assistant Professor, Chemistry
 Ph.D., Michigan State

MAIMOONA CHINWALA
 Assistant Professor, School of Pharmacy
 BS, CU Shah College of Pharmacy; MS,
 Ph.D., St. Johns University

NICOLE CIERI
 Clinical Assistant Professor, School of
 Pharmacy
 BA, Pharm.D., University at Buffalo

MICHAEL CIMINO
 Clinical Associate Professor, School of
 Pharmacy
 B.S., St. Bonaventure University; BS, MS,
 University at Buffalo

SHARON CUDNEY
 Assistant Professor, Nursing

KATHLEEN CURTIN, MBA
 Assistant Professor, Health Services
 Administration

DION D. DALY
 Chair, Department of Business
 Assistant Professor, Business
 B.S., University at Buffalo; M.S., SUC at
 Buffalo; Ph.D., University at Buffalo

JASON DEN HAESE
 Assistant Professor, Biology
 B.S., M.S., Niagara University

JAMES DEHAVEN
 Associate Professor, Chemistry
 B.S., Ph.D., Boston College

CLARA DAVIE, Ph.D.
 Assistant Professor, Math and Natural
 Science

JEREMIAH DAVIE, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

LISA DEMARCO, DC
 Assistant Professor, Chiropractic

ROSE DE ROSE
 Professor, Emerita, Nursing
 B.S., University of Rochester, M.Ed.,
 SUCAB

JAMIE DEWATERS
 Professor, Special Education
 A.A.S., Suffolk College; B.S., SUC
 Brockport; M.S., SUCAB; Ph.D., University
 at Buffalo

UNDERGRADUATE CATALOG 2013-2014
 D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

TERESA DONEGAN
 Assistant Professor, School of Pharmacy
 BA, University of Waterloo; MA, PhD,
 Duquesne University

KEIKO DOW, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

COLLEEN DOWD
 Assistant Professor, Nursing

RICHARD DOWDS
 Emeritus Associate Professor, Biology
 A.B., Hobart College; Ph.D., University of
 North Carolina

ROBERT DROBITCH
 Chair & Professor, School of Pharmacy
 B.S., University of Windsor; B.S., Ph.D.,
 Wayne State University

WILFRID DUBOIS
 Associate Professor, Biology
 A.B., Columbia University; Ph.D., Boston
 University

DENISE DUNFORD
 Associate Professor; Director, Family
 Nurse Practitioner Program
 B.S., D'Youville College; M.S., DNS,
 University at Buffalo

JOSEPH DUNN
 Professor, School of Pharmacy
 B.S., Ph.D., University at Buffalo

MARY EDER HURLEY
 Professor, Biology
 B.A., Canisius College; B.S., D'Youville
 College; M.A., Ph.D., University at Buffalo

PETER C. EIMER
 Assistant Professor, Business
 B.A., Canisius College; M.B.A., University of
 Pittsburgh

SANDRA ENGLERT
 Assistant Professor, Nursing
 B.S., Niagara University; M.S., Loyola
 University

GHEORGHITA MIHAELA FAITAR
 Assistant Professor, Education
 M.S., Bucharest Polytechnic University;
 M.S., Ph.D., University at Buffalo

SILVIU FAITAR
 Assistant Professor, Biology
 M.S., University of Bucharest; Ph.D.,
 University at Buffalo

JOSEPH FENNELL
 Associate Professor, Business
 B.A., St. John's University; M.B.A.,
 Columbia University

HEATHER FERRO
 Clinical Assistant Professor, Occupational
 Therapy
 B.S./M.S., D'Youville College

ROGER C. FIEDLER
 Professor, Doctoral Programs
 B.A., Bard College; M.A., Fairleigh
 Dickinson
 University; Ph.D., University at Buffalo

ELIZABETH FINNEGAN
 Assistant Professor, English
 B.A., Oberlin College; M.A., Ph.D.,
 University at Buffalo

MAUREEN FINNEY
 Department Chair, Associate Professor,
 Physician Assistant
 B.S., D'Youville College; B.S., Niagara
 University; M.S., University at Buffalo;
 Ed.D., D'Youville College

BONNIE FOX-GARRITY
 Associate Professor, Business
 B.S., SUNY Fredonia; M.A., University of
 North Carolina

THOMAS FRANK, DC
 Assistant Professor, Chiropractic

MARGARET FRYE
 Clinical Assistant Professor, Occupational
 Therapy
 M.A., New York University

ROBERT J. GAMBLE
 Professor, Education
 B.S., M.S., SUNY at Fredonia; Ph.D.,
 University at Buffalo

MARK J. GARRISON
 Associate Professor, Education
 B.A., M.A., Ph.D., University at Buffalo

LESLIE GEORGER
 Assistant Professor, Mathematics
 B.A., Canisius College; M.S., Ph.D.,
 University of Rochester

MEGAN GERVASI, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

DAVID GETTMAN
 Professor, School of Pharmacy
 B.S., University of Montana; M.B.A., College
 of William and Mary; Ph.D., University of
 Florida

MERLENE C. GINGHER
 Associate Professor, Occupational
 Therapy
 B.S., M.S., Ed.D., University at Buffalo

JEFFREY GLODZIK, Ph.D.
 Assistant Professor, Liberal Arts

LOUANN GLOEKLER
 Assistant Professor, Nursing

JOSHUA GOOCH, Ph.D.
 Assistant Professor, Liberal Arts

MARGARET GOODMAN
 Assistant Professor, Chemistry
 B.S., Ph.D., University at Buffalo

DAVID GORLEWSKI
 Assistant Professor, Education
 Ed.D., University at Buffalo

RACHEL GORODETSKY
 Clinical Assistant Professor, School of
 Pharmacy
 B.A., University of Georgia; PharmD, Albany
 College of Pharmacy and Health Sciences

JOSEPH A. GRANDE
 Professor, Emeritus, History
 B.S., SUCAB; M.A., University of Buffalo;
 Ph.D., Notre Dame University

STEPHEN GRANDE
 Assistant Professor, Chiropractic
 B.S., Allegheny College; D.C., Palmer College of
 Chiropractic

RUSSELL GULLEKSON
 Assistant Professor Math and Natural Sciences

CRISTIAN GURITA
 Assistant Professor, Mathematics
 B.Sc., M.Sc., University of Bucharest;
 M.A., PH.D., Temple University

PAUL HAGEMAN
 Professor, Holistic Health Studies,
 B.S.N., D'Youville College; M.S., University at
 Buffalo; Ph.D., New York University

JULIA HALL
 Professor, Sociology
 B.A., University at Buffalo; M.A., McGill
 University; Ph.D., University at Buffalo

MATTHEW HAMILTON, M.S., ATC
 Assistant Professor, Exercise and Sports
 Studies
 B.S., SUNY at Cortland, M.S., Canisius College

KUSHNOOD HAQ
 Associate Professor, Business
 B.S., Canisius College; M.B.A., St. Bonaventure
 University; Ph.D., University at Buffalo

JOHN C. HARRIS
 Assistant Professor, Mathematics
 B.S., University of Nebraska; M.S., Ph.D.,
 University of Chicago

D. EDWARD HART
 Professor, Biology
 B.S., M.S., University of Western Ontario;
 Ph.D., Carleton University

UNDERGRADUATE CATALOG 2013-2014
D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

AMANY HASSAN
Assistant Professor, School of Pharmacy
BS, University of Alexandria; Ph.D.,
University of Oklahoma

YASSER HEAKAL
Assistant Professor, Pharmacy
BS, Cairo University; MS, University of
Toledo; MBA, Ph.D., Penn State University

LAURA HECHTEL, Ph.D.
Assistant Professor, Math and Natural
Sciences

TIMOTHY HUTCHERSON
Clinical Assistant Professor, School of
Pharmacy
B.S., University of Missouri-Columbia;
Pharm.D., University of Missouri-Kansas
City

CHRISTOPHER JADOCH
Assistant Professor, School of Pharmacy
B.S., JD, University at Buffalo

PAUL R. JOHNSON
Professor Emeritus, Religious Studies
B.A., Bethel College; M. Div., Bethel
Theological Seminary; Ph.D., Duke
University

JOSEPH JURKOWSKI, Ph.D.
Assistant Professor, Business

JOSEPH KABACINSKI
Assistant Professor, Business
M.B.A., Canisius College

NANCY M. KACZMAREK, GNSH
Professor, Education
B.A., D'Youville College; M.A., Teachers
College, Columbia University; Ph.D.,
University at Buffalo

JAMES L. KARNES
Associate Professor, Physical Therapy
B.S., Ph.D., University at Buffalo

DAVID KELLY
Professor Emeritus, History
A.B., University of Chicago; M.A., Ph.D.,
Indiana University

MARTIN KELLY
Assistant Professor, Biology
B.S., University at Buffalo; M.S., University
of Indiana, Bloomington; Ph.D., University
of Texas, Austin

M. RUTH REILLY KELLY
Professor Emerita, History
B.A., D'Youville College; M.A., Ph.D.,
University at Buffalo; M.A.T., Christ the
King Seminary

MARY KENNEDY
Assistant Professor, Nursing

CHARLES J. KERRIGAN
Professor Emeritus, Business
A.B., Ph.L., Woodstock College; M.A.,
Georgetown University; S.T.L., College of
Immaculate Conception (Montreal)

PAULA GIACOBBE KERSCH
Assistant Professor, Spanish
B.A., Canisius; M.A., University of North
Carolina at Chapel Hill; Ph.D., University at
Buffalo

JULIE KIRSCH
Assistant Professor, Philosophy
B.A., SUC at Buffalo; Ph.D., University of
Toronto

HELENA KITTLESON
Assistant Professor, Nursing
B.S., University at Buffalo; M.S., Daemen
College

JOHN KOFORD
Assistant Professor, School of Pharmacy
B.S., MBA, University of North Carolina at
Chapel Hill

SUSAN KOWALEWSKI
Chair, Assistant Professor, Business
M.B.A., M.S., Ph.D., University at Buffalo

LESLIE C. KRENTZ
Clinical Assistant Professor, Occupational
Therapy
B.A., University at Buffalo; B.S./M.S.,
D'Youville College

HELEN KRESS
Assistant Professor, Education
B.A., M.A., Ph.D., University at Buffalo

JEROME T. KRESSE
Professor Emeritus, Chemistry
B.S., Michigan State University;
Ph.D., University of Florida

JAMES P. LALLEY
Associate Professor, Education
B.A., M.A., Ph.D., University at Buffalo

CATHERINE LALONDE
Assistant Professor, Education
B.A., Hobart and William Smith Colleges;
M.A., Ph.D., University at Buffalo

STACIE LAMPKIN
Clinical Assistant Professor, School of
Pharmacy
PharmD, LECOM School of Pharmacy

ROBERT LEOPOLD
Associate Professor, School of Pharmacy
B.S., Long Island University; M.S. St Johns
University; PharmD, Shendoah University;
MD, Medical University of the Americas

JUDITH H. LEWIS
Dean, School of Nursing
B.S.N., M.S., The Ohio State University; Ed.D.,
University of Cincinnati

HILARY LOCHTE
Associate Professor, Chair, Education
B.A., M.A., University at Buffalo, Ph.D.,
University at Buffalo

WILLIAM LOEFFLER
Clinical Assistant Professor, School of
Pharmacy
PharmD, University at Buffalo

MICHAEL MACEVOY
Clinical Assistant Professor, School of
Pharmacy
PharmD, University at Buffalo

EDITH MALIZIA
Associate Professor Emerita, Nursing
B.S., M.S., M.Ed., Ph.D., SUNYAB

SHARON MANG
Assistant Professor, Nursing
M.S., University at Buffalo; DNP, Chatham
University

SHARON MANNING
Assistant Professor, Nursing
B.S., M.S., Daemen College

CANIO MARASCO
Professor, School of Pharmacy
B.S., D'Youville College; Ph.D., University of
North Carolina at Chapel Hill

CATHLEEN C. MARCH
Associate Professor, Education
B.S., Edinboro University; M.S., Ph.D. University
at Buffalo

WILLIAM J. MARIANI
Associate Professor, Business
B.S., M.S., Ed.D., D'Youville College

KATHLEEN MARIANO
Associate Professor, Nursing
B.S., University of Pittsburgh; M.S., D.N.S.,
University at Buffalo

PATRICIA MATLOCK
Assistant Professor, Nursing
B.S.N., University at Buffalo; M.S., University at
Stony Brook

MARGARET ASALELE MBILIZI, Ph.D.
Associate Professor, Education Policy and
Research,
B.Ed., University of Malawi; M.S.Ed., Ph.D.,
Indiana University

SHANNON McCRORY-CHURCHILL
Assistant Professor, Nursing
B.S., M.S., University at Buffalo;
DHEd., A.T. Still University

UNDERGRADUATE CATALOG 2013-2014
 D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

MARGARET McGEACHY
 Associate Professor, English
 B.A., Laurentian University; M.A., Ph.D.,
 University of Toronto

ARTHUR M. MICHALEK
 Director & Professor, Health Policy/Health
 Education
 B.A., Canisius College; M.S., Ph.D.,
 University at Buffalo

THOMAS MILANO
 Assistant Professor, Math and Natural
 Sciences

ERIC R. MILLER
 Associate Professor, Physical Therapy
 B.S., Ithaca College; M.S., Canisius College;
 D.Sc., Rocky Mountain University

PAMELA MILLER
 Assistant Professor, Nursing

ELIZABETH G. MIRANDA
 Assistant Professor, Health Services
 Administration
 B.A., J.D., University at Buffalo

ABIGAIL MITCHELL
 Assistant Professor, Nursing
 B.S., Niagara University; M.S., University of
 Phoenix; DHEd, A.T. Still University

LINDA MOCNY
 Clinical Assistant Professor, Dietetics
 B.S., SUC at Buffalo; M.S., D'Youville
 College

MICHELLE MOLLICA
 Assistant Professor, Nursing
 B.S., Canisius College; B.S.N, Columbia
 University; M.S., Daemen College

MUDIT MUDIT
 Assistant Professor, School of Pharmacy
 B.S., University of Saugar; Ph.D., University
 of Louisiana-Monroe

STEPHANIE MUSSMANN, DC
 Assistant Professor, Chiropractic

LAURINE NEAL
 Assistant Professor, Nursing
 B.S., M.S., Daemen College

CHAU NGUYEN
 Assistant Professor, School of Pharmacy
 B.Sc., University of Western Ontario; Ph.D.,
 Purdue University

ROBERT NIELSEN
 Professor Emeritus, Philosophy
 B.A., M.A., The Catholic University of
 America

PATRICIA NOWAKOWSKI
 Director of Clinical Education & Associate
 Professor, Physical Therapy
 B.S., University at Buffalo; M.S., University
 of Pittsburgh; Ph.D., University at Buffalo

AMY NWORA
 Department Chair, Associate Professor,
 Occupational Therapy
 B.S./M.S., D'Youville College, Ph.D.,
 University at Buffalo

MARION PACE OLIVIERI
 Department Chair, Mathematics and
 Natural Sciences
 Professor, Chemistry
 B.A., D'Youville College; Ph.D., University
 at Buffalo

KAREN PANZARELLA, Ph.D.
 Assistant Professor, Physical Therapy

SARAH PICTOR
 Clinical Associate Professor, Physical
 Therapy
 B.S., University of Vermont; D.P.T.,
 D'Youville College

KAREN PIOTROWSKI
 Associate Professor, Nursing
 B.S.N., D'Youville College; M.S., University
 at Buffalo

PHILLIP PIOTROWSKI
 Assistant Professor, Education
 B.S., SUNY Fredonia; M.S., Buffalo State
 College; Ed.D., University at Buffalo

PATRICIA PITTS
 Clinical Assistant Professor, School of
 Pharmacy
 B.S., Portland State University; PharmD,
 Pacific University

SHERRY POMEROY, Ph.D.
 Associate Professor, Nursing

LYNN POWNALL, DCN
 Assistant Professor, Chiropractic

PENELOPE PRENTICE
 Professor Emerita, English
 B.S., Miami University of Ohio;
 M.A., Ph.D., Loyola University

BERNADETTE PURSEL
 Assistant Professor, Nursing
 B.S.N., D'Youville College; M.S., University
 at Buffalo

ELIZABETH QUINLAN-BOHN
 Clinical Coordinator, Physician Assistant
 B.S., M.S., University of Rochester, B.S.,
 Hahnemann University

LISA RAFALSON
 Chair and Assistant Professor, Health
 Services Administration
 B.A., Loyola University of Chicago; M.S.,
 Ph.D., University at Buffalo

PETER RECZEK, Ph.D.
 Professor, Health Services Administration

MADONNA REDDINGTON
 Assistant Professor, Nursing
 B.S., M.S., D'Youville College

WILLIAM REED III
 Assistant Professor, Fine Arts
 B.S., B.F.A., M.A., SUNY College at Buffalo

ELEANOR RICHARDS
 Professor Emerita, Nursing
 B.S., Western Reserve University;
 M.S., Syracuse University

PAMELA RIESTER
 Instructor, Nursing
 B.S.N., M.S., University at Buffalo

LYNN C. RIVERS
 Department Chair, Associate Professor,
 Physical Therapy
 B.S., University at Buffalo; M.S., SUC at
 Buffalo;
 Ph.D., University at Buffalo

APRIL ROCKWOOD
 Associate Professor, Occupational
 Therapy
 B.S., M.S., Ph.D., University at Buffalo

JOHN G. ROUSSELLE
 Associate Professor, Physical Therapy
 B.S., Valparaiso University; B.S./M.S.,
 D'Youville
 College; Ed.D., University at Buffalo

LINDA RUSS
 Assistant Professor, Occupational Therapy
 B.S./M.S., Ph.D., University at Buffalo

DONALD F. SABO, JR.
 Professor Emeritus, Sociology
 B.A., M.Ed., M.A., Ph.D., University at
 Buffalo

RONALD SANTASIERO, M.D.
 B.A., M.D., University at Buffalo
 JENNIFER SCARPENA
 Assistant Professor, Nursing

KENDRA SCHMITZ
 Assistant Professor, Nursing
 B.S.N., Daemen College; M.S., University of
 Phoenix

TERRIANNE K. SCHULTE
 Assistant Professor, History
 B.A., M.S., SUC at Buffalo;
 M.A., Ph.D., University at Buffalo

DAVID SCHUSTER, Ph.D.
 Assistant Professor, Chemistry

ARUP SEN
 Vice President for Academic Affairs
 Associate Professor, Business
 B.S., Hampton University; M.S., Virginia
 Commonwealth University; Ph.D.,
 University at Buffalo

CAREN SHAPIRO
 Professor, Biology
 B.A., University of California at Davis; M.S.,
 Ph.D., University of Wisconsin

VICTORIA SHIMANOVICH
 Assistant Professor, Mathematics
 Ph.D., University of Iowa

TINA SINATRA-WILHELM
 Assistant Professor, Nursing
 A.A.S., Trocaire; B.S., M.S.N., Daemen
 College; DNP, Chatham University

GREGORY SOJA, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

FRANK STEPHEN
 Assistant Professor, Biology
 B.A., Canisius College; Ph.D., University at
 Buffalo

GARY STOEHR
 Professor, School of Pharmacy
 B.S., University of Pittsburgh; PharmD,
 Duquesne University

CATHERINE SZABO
 Assistant Professor, Nursing

JOHN TAYLOR, DCBR
 Professor, Chiropractic

SARAH TOMLINSON
 Emerita, Assistant Professor, Biology
 B.A., Kalamazoo; B.S., North Carolina
 State;
 M.S., Ph.D., University of Michigan

CRAIG TYSON, Ph.D.
 Assistant Professor, Liberal Arts

THERESA VALLONE
 Clinical Fieldwork Coordinator, Clinical
 Associate Professor, Occupational
 Therapy
 B.S., University at Buffalo; M.S., D'Youville
 College; Ed.D., D'Youville College

JAMES VELASQUEZ
 Assistant Professor/ Coordinator
 Exercise and Sports Studies
 B.S., Canisius College, M.S., Syracuse
 University, Ed.D., D'Youville College

DOMINIC VENTURA
 Assistant Professor, Chemistry
 B.S., Ph.D., University at Buffalo

CHRISTINE VERNI
 Assistant Professor, Nursing
 B.S.N., M.S., D'Youville College

ROBERT WAGNER
 Professor Emeritus, Mathematics
 B.A., M.A., Ed.D., University at Buffalo

REBECCA WAITE
 Clinical Assistant Professor, School of
 Pharmacy
 B.S., SUNY-Oswego; PharmD, University
 of Maryland

CHRISTINE WALAWANDER
 Assistant Professor, Psychology
 B.B.A., B.A., Niagara University; M.S., Ed.D.,
 Northern Illinois University

JASON WALLACE, Ph.D.
 Assistant Professor, Math and Natural
 Sciences

TODD WALTER
 Assistant Professor, Psychology
 B.A., Niagara University; M.A., University at
 Buffalo; Ph.D., University of Florida

IAN WALTERS
 Professor, Mathematics
 B.A., Indiana University; Ph.D., Western
 Michigan University

EDWARD WEISS, III
 Professor, Dietetics
 B.A., Gettysburg College; M.A., Duke
 University; Ph.D., Pennsylvania State
 University

MARTA WERNER
 Professor, English
 B.A., Ithaca College; M.A., Ph.D., University
 at Buffalo

MEGAN WHELAN
 Clinical Assistant Professor, Dietetics
 B.S., University of Massachusetts; M.S.,
 University at Buffalo

RONALD WHITE, DPT
 Clinical Assistant Professor, Physical
 Therapy

STEPHEN WILLIAM.S.
 Professor, Education
 B.A., University of Montreal; M.Ed.,
 Bridgewater State College; Ed.D., Clark
 University

BRIAN H. WROTONIAK
 Professor, Physical Therapy
 B.S., SUNY at Geneseo; B.S., Daemen
 College; M.S., University of Indianapolis,
 Ph.D., University at Buffalo

MARTHA J. YINGLING
 Professor Emerita, Nursing
 B.S., Niagara University; M.S., Canisius
 College

SHOSHANNA ZUCKER
 Assistant Professor, School of Pharmacy
 BS, Iona; MS, Ph.D., Albert Einstein College
 of Medicine

ADJUNCT FACULTY

MATTHEW ANTALEK
 Assistant Professor, Physician Assistant
 B.S., SUNY Albany, D.O., NYCOM

EDWARD ARNOLD
 Instructor, Business
 B.S., University at Buffalo; M.S., D'Youville
 College

SUSANNAH BARTLOW
 M.A., University at Buffalo

JULIE BAUDO
 Instructor, Dietetics
 B.S., SUC at Buffalo

JOSEPH BAUMGARDEN
 Assistant Professor, Physical Therapy
 B.S./M.S., D.P.T., D'Youville College

KAREN BECKMAN
 Assistant Professor, Nursing
 B.S., M.S., Daemen College; M.S., University
 of Pheonix

JOHN C. BELLASSAI
 Assistant Professor, Physical Therapy
 B.S./M.S., D.P.T., D'Youville College

ANNETTE BOIES-LOBL
 Assistant Professor, Nursing
 B.S., D'Youville College; M.S., University at
 Buffalo

UNDERGRADUATE CATALOG 2013-2014
D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

GEORGINA BOJCZUK
Instructor, Dietetics
B.S., SUC at Buffalo

BERNARD BONEHILL
Student Supervisor, Education
DeLaSalle Teachers; B.Ed., University of
Toronto; B.A., McMaster University

TIMOTHY BRENNAN
Instructor, Business
M.B.A., University at Buffalo

STEPHEN BRESLIN
M.A., University at Buffalo

BARBARA BROWN
Assistant Professor, Nursing
B.S., D'Youville College; M.S., University at
Buffalo

DEBRA BROWNSEY
Assistant Professor, Nursing
B.S., SUNY at Binghamton; M.S., Daemen
College

LYNN M. BRUNNER
Instructor, CDP
B.A., The College of Wooster;
Ed.M., Ph.D., University at Buffalo

DONNA BRZYKCY
Instructor, Occupational Therapy
B.S./M.S., D'Youville College

GAIA BISTULFI
Assistant Professor, Biology
B.A., Falcone Borsellino High School
Arese Milan, Italy; Ph.D., University of Milan

JOSEPH CALDARELLI
Instructor, Business
B.S., M.B.A., Canisius College

LEAH CARUSO
Instructor, Dietetics
M.S., University at Buffalo

BONNIE CASS
Instructor, Dietetics
B.S., University at Buffalo

DAWN CERCONI
Assistant Professor, Nursing
B.S., D'Youville College; M.S., University at
Buffalo

MELISSA CHABOT
Instructor, Dietetics
M.S., University at Buffalo

ROBERT CHAMBERS
Instructor, Music
B.A., M.Ed., Canisius College

COLLEEN CORCORAN
Clinical Assistant Professor, Physical
Therapy
B.S./M.S., D.P.T., D'Youville College

CHRISTINA COYLE
Instructor, Business
B.S., M.S., M.B.A., University at Buffalo

LINDA CRONIN
Assistant Professor, Nursing
B.S., Villa Maria College; M.S., University at
Buffalo

ERIC DesSOYE
M.A., University at Buffalo

RICHARD DiFILIPPO
M.S., Niagara University

GLADYS DIJI
Assistant Professor, Nursing
B.S.N., M.S., D'Youville College
DONNA JORDAN DUSEL
Instructor, Fine Arts
B.A., Daemen College; M.A., University at
Buffalo

HEATHER FERRO
Instructor, Occupational Therapy
B.S./M.S., D'Youville College

KELLY GASIOR
Instructor, Business
B.S., M.S., D'Youville College

ANNETTE GILLIES
Assistant Professor, Nursing
B.S., M.S., Daemen College

LAURA GRABLE
Instructor, Physician Assistant
B.S., D'Youville College, M.S., University of
Nebraska

KRISTINE HANSON
Assistant Professor, Nursing
B.S., University of Minnesota; M.S.,
University at Buffalo

JAMES HEALY
Instructor, Business
M.B.A., Saint Bonaventure

JUANITA HUNTER
Assistant Professor, Nursing
B.S., M.S., Ed.D., University at Buffalo

JOSEPH HUSTON
Instructor, Education
B.A., McMaster University

BRIAN JACKSON
Assistant Professor, Nursing
B.S., M.S., University at Buffalo

ALI JAFARI
Assistant Professor of Chiropractic
D.C., Palmer College of Chiropractic

KEVIN JENNEY
Instructor, Physical Therapy
B.S., University at Buffalo

MARY ANN KENDRON
Instructor
Ph.D., University at Buffalo

MARK KLYCZEK
M.S., D'Youville College

CECELIA KOHLMEIER
Assistant Professor, Nursing
B.S., M.S., D'Youville College

EDWARD KOWALEWSKI
Instructor, Business
M.S., D'Youville College

MAGDALENA KRIEN-HOEING
M.A., Ph.D. (ABD), Indiana University

RICHARD LAMBERT
Instructor
M.A., University at Buffalo

LYNNE LANDON
Instructor, Mathematics and Natural
Science
B.A., M.A., University of Nebraska, Omaha

JANET LARKIN
Ph.D., University at Buffalo

JULIANN LAZZARO
Assistant Professor, Nursing
B.S., University at Buffalo; SUNY at
Stonybrook

ELLIOT S. LEBEDIKER
Instructor
Ed.D., SUNY at Albany

XUEHONG LU
Instructor, Liberal Arts
Ph.D., University at Buffalo

CRISTINA MASUCCI
Instructor, Business
B.S., M.S., University at Buffalo

TIMOTHY ALEXANDER McCOOEY
Instructor, Health Services Administration
M.S., St. Louis Missouri

LYNN McIVOR
Instructor, Occupational Therapy
B.S./M.S., D'Youville College

NANCY McKELVEY
Instructor, Dietetics

UNDERGRADUATE CATALOG 2013-2014
D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

B.S., University at Buffalo
RICHARD MIDDAGH
Instructor, Business
B.A., M.S., St. Bonaventure University

THOMAS MILANO
Instructor, Mathematics and Natural
Science
B.A., M.S., D'Youville College

DAVID MILAZZO
Instructor, Business
B.S., M.S., University at Buffalo

BRETT MORGAN
Assistant Professor, Physical Therapy
B.S./M.S., D.P.T., D'Youville College

PATRICIA H. MULVEY
Assistant Professor, Nursing
B.S., Daemen College; M.S., University at
Buffalo

JOHN MURPHY
Instructor, Ed.D. Program in Health
Policy and Health Administration
Ph.D., University at Buffalo

CHRIS NENTARZ
Instructor, Physical Therapy
B.S., University at Buffalo

BARBARA OGOREK
Instructor, Physical Therapy
M.S., University at Buffalo

C. MICHAEL OSBORNE
Instructor, Health Services Administration
M.S., Rochester Institute of Technology

JAMES PANKOW
Instructor, Physical Therapy
B.S., C.P.O., New York University

ELAINE PANZICA
Assistant Professor, Nursing
B.S., D'Youville College; M.S., University at
Buffalo

THOMAS QUATROCHE JR.
Instructor
Ph.D., University at Buffalo

THOMAS REBHAN
Instructor, Business

ELIZABETH RESTER
Assistant Professor, Nursing
B.S., M.S., University at Buffalo

KERRY RING
B.F.A. /M.F.A., University of New Mexico

ANN ROBINSON
Ed.M., Columbia University

CYNTHIA RUSSELL
Instructor, Biology B.S., John Carroll
University; M.A., Roswell Park

LAURA RUSSILLIO
Instructor, Nursing
B.S., M.S., D'Youville College

MICHELLE SABIA
Instructor, Nursing
B.S., M.S., D'Youville College

CHERYL SARMAK
Instructor, Business
B.S., M.S., D'Youville College

TRACY A. SAWICKI
Instructor
B.S., University at Buffalo

JOSEPH SERGHANY
Clinical Associate Professor
B.S., M.D., American University of Beirut

KATHARYN SEXTON
Assistant Professor, Nursing
B.S., Niagara University; M.S., Case
Western Reserve University
VICTOR SHANCHUK
Instructor, Fine Arts
M.S., SUC at Buffalo

KATHLEEN SHERIN
Instructor, Fine Arts
B.A., Empire State College; M.F.A.,
University at Buffalo

AUDREY SMITH
B.S., D'Youville College

GARY SMITH
Assistant Professor, Chiropractic
B.S., M.S., D.C., New York Chiropractic
College

MICHAEL SMITH
Instructor, Business
B.S., M.S., D'Youville College

DIANE STONEMETZ
Assistant Professor, Nursing
B.S., Roberts Wesleyan; M.S., Drexel
University

MICHELLE SWYGERT
Assistant Professor, D'Youville College
B.S., D'Youville College; M.S., University at
Buffalo

ANTHONY SZARZANOWICZ
Assistant Professor, Nursing
B.S., D'Youville College; M.A., Columbia
University

JEFFERY VENTRE
Instructor
B.S./M.S., D'Youville College
RACHEL VENTURA
Assistant Professor, Chemistry
B.S., University of North Alabama; Ph.D.
SUNY@Buffalo

BRIAN VIOLANTI
Assistant Professor, Nursing
B.S., M.S., University at Buffalo

STEPHEN L. VOGEL
Instructor, Health Services Administration
B.S., M.S., University of Notre Dame;
M.S., University at Buffalo

MICHELLE WARNER
B.S., D'Youville College; MPAS, University
of Nebraska

CLEO WATKINS
Assistant Professor, Nursing
B.S., D'Youville College; M.S., University at
Buffalo

KATHLEEN WATSON
Assistant Professor, Nursing
B.S., M.S., University at Buffalo

DAVID WOJTOWICZ
B.S., Daemen College

STEPHEN ZAJAC
Associate Professor, Chiropractic
B.S., D.C., National College of Chiropractic

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.

CHIROPRACTIC

Kevin E. Cichocki, D.C.
 Lancaster/Depew Chiropractic
 Depew, N.Y.

Amy L. Schleicher, D.C.
 Private Practice
 Depew, N.Y.

Ali M. Jafari, D.C.
 Private Practice
 Cheektowaga, N.Y.

Greg I. Feld, M.D.
 WNY MRI Center
 Buffalo, N.Y.

Joseph Serghany, M.D.
 WNY MRI Center
 Buffalo, N.Y.

Lynn B. Pownall, D.C., D.A.C.N.B.
 Jamestown Chiropractic
 Jamestown, N.Y.

Joseph Kowalski, D.C., M.D.
 University Orthopedic Services
 Buffalo, N.Y.

DIETETICS

BEAM.S.VILLE MEDICAL CENTRE
 Beamsville, ON

BROTHERS OF MERCY
 Clarence, NY

BUFFALO PUBLIC SCHOOLS
 Buffalo, NY

CAO OF ERIE COUNTY, INC.
 Head Start Program
 Buffalo, NY

CATHOLIC CHARITIES WIC
 SUPPLEMENTAL NUTRITION PROGRAM
 Niagara Falls, NY

CATHOLIC CHARITIES WIC
 SUPPLEMENTAL NUTRITION PROGRAM
 Buffalo, NY

CATHOLIC HEALTH SYSTEM
 Kenmore Mercy Hospital
 Kenmore, NY

Mercy Hospital of Buffalo
 Buffalo, NY

Sisters of Charity Hospital
 Buffalo, NY

CATHOLIC MEDICAL PARTNERS, IPA, INC.
 Buffalo, NY

CORNELL COOPERATIVE EXTENSION
 ERIE
 Eat Smart New York
 East Aurora, NY

CORNELL COOPERATIVE EXTENSION
 NIAGARA
 Eat Smart New York
 Niagara Falls, NY

CUSTOM DIETETICS, PC
 Akron, NY

ERIE COUNTY HOME AND INFIRMARY
 Alden, NY

ERIE COUNTY MEDICAL CENTER
 Buffalo, NY

FOOD BANK OF WESTERN NEW YORK
 Buffalo, NY

INDEPENDENT HEALTH FOUNDATION
 Buffalo, NY

JEWISH HOME OF ROCHESTER
 Rochester, NY

KALEIDA HEALTH SYSTEM
 Buffalo General Hospital
 Buffalo, NY

Women and Children's Hospital
 of Buffalo
 Buffalo, NY

DeGraff Memorial Hospital
 North Tonawanda, NY

LAKESHORE HEALTH CARE CENTER
 Irving, NY

MCAULEY RESIDENCE
 Kenmore, NY

MCMASTER UNIVERSITY
 Hamilton, ON

MEALS ON WHEELS OF WESTERN NEW
 YORK
 Buffalo, NY

NATIONAL KIDNEY FOUNDATION OF
 WESTERN NEW YORK
 Buffalo, NY

NESTLE NUTRITION
 Buffalo, NY

NEW YORK STATE DEPARTMENT OF
 HEALTH
 Buffalo, NY

PERSONAL TOUCH FOODSERVICE
 Buffalo, NY

PROPEL HEALTH
 West Seneca, NY

SWEET HOME CENTRAL SCHOOL
 DISTRICT
 Amherst, NY

UNIVERSITY AT BUFFALO
 Buffalo, NY

WEGMANS FOOD MARKETS
 Buffalo, NY

NURSING

AMHERST SCHOOL DISTRICT
 Amherst, NY

BROTHERS OF MERCY REHABILITATION
 CENTER
 Clarence, NY

BUFFALO PSYCHIATRIC CENTER
 Buffalo, NY

UNDERGRADUATE CATALOG 2013-2014
D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

CATHOLIC CHARITIES
Buffalo, NY

CATHOLIC HEALTH SYSTEMS
Buffalo, NY

CHARTER SCHOOL FOR APPLIED
TECHNOLOGY
Buffalo, NY

CHC LEARNING CENTER
Williamsville, NY

COLVIN BRIGHTON CHILDCARE
CENTER
Tonawanda, NY

COMMUNITY HEALTH CENTER OF
BUFFALO
Buffalo, NY

EDUKIDS
Buffalo, NY

ELDERWOOD , CRESTWOOD,
MAPLEWOOD, RIVERWOOD
Buffalo and Amherst, NY

ERIE COUNTY DEPARTMENT OF
HEALTH
Buffalo, NY

ERIE COUNTY MEDICAL CENTER
Buffalo, NY

HEALTH ASSOCIATION OF NIAGARA
COUNTY
Niagara Falls, NY

HIGGINS KANE LAW GROUP
Buffalo, NY

HORIZON HEALTH SERVICES
Buffalo, NY

HOSPICE & PALLIATIVE CARE
Cheektowaga, NY

JERICO ROAD FAMILY MEDICINE
Buffalo, NY

KALEIDA HEALTH
Buffalo, NY

KEN-TON SCHOOL DISTRICT
Buffalo, NY

NIAGARA FALLS MEMORIAL HOSPITAL
Niagara Falls, NY

PEOPLE INC
Buffalo, NY

ROSWELL PARK CANCER INSTITUTE
Buffalo, NY

SCHOFIELD LONG TERM HOME HEALTH
CARE
Kenmore, NY

ST. MARY'S GENERAL HOSPITAL
Niagara, NY

ST. MARY'S SCHOOL FOR THE DEAF
Buffalo, NY

STANLEY G. FALK SCHOOL
Buffalo, NY

TONAWANDA PEDIATRICS
West Amherst, NY

VA MEDICAL CENTER
Buffalo, NY

WNY IMMEDIATE CARE
West Amherst, NY

OCCUPATIONAL THERAPY
CHRISTOPHER ALTERIO, OTR
ABC Therapeutics
Clarence, NY

BARBARA ARCHER, OTR
Plymedco
Williamsville, NY

DONNA M. BAUER, OTR
CHS: Sister's of Charity Hospital
Buffalo, NY

SHARON BAXLEY, OTR
Springfield Hospital Center
Sykesville, M.D.

TRACY BENTLEY-ROOT, M.S., OTR
Brothers of Mercy Nursing and
Rehabilitation
Clarence Center, N.Y.

RANDI BERGMAN, OTR
Buffalo Board of Education

PHILIP N. BONNER, OTR
WNY Development Disabilities Services
Office
West Seneca, N.Y.

JOHN BORCZUCH, OTR
Buffalo General Hospital
Buffalo, NY

DIANNE BOWES-BAILEY, OTR
Summit Educational Program
Tonawanda, N.Y.

ANN BRUSCIA, OTR
Williamsville Central Schools
Williamsville, N.Y.

JANICE CATALANO, OTR
Lakeshore Central Schools

ALLYN CHRISTOPHER, OTR
Medina Memorial Health Care System
Albion, N.Y.

GAIL CLAKELEY, OTR
Associate Occupational Therapists
Coraopolis, Pa.

MARYLOU CLARK, OTR
Medina Health Care System
Corfu, N.Y.

MATthew Clifford
CHS: Mercy Hospital
Lackawanna, NY

Maura Clune
CHC: Learning Center
Williamsville, NY

JOANNE COPLEY-NIGRO, OTR
Visiting Nursing Association of WNY
Depew, NY

JANET CRAFT, OTR
Brothers of Mercy Nursing and Rehab.
Clarence Center, N.Y.

Maria Czechowski
Aspire Center for Learning
Cheektowaga NY

AARON DECKERT, OTR
Catholic Health System: McAuley Seton

Lindsey DeLange
Our Lady of Peace Nursing Care
Residence
Lewiston, NY

LISA M. DISCRISTOFARO OTR
Child-Pro of Western New York
Lackawanna, NY

JANICE DURSKI, OTR
Erie County Medical Center
Buffalo, N.Y.

MARY DZIAKASZEK, OTR
Summit Educational Program
Tonawanda, N.Y.

SUSAN ELSAESSER
Williamsville Central Schools
Williamsville, NY

PATRICIA FARINO
Erie I BOCES
Amherst, NY

PATRICIA FATUROS, OTR
DeGraff Memorial Hospital
N. Tonawanda, N.Y.

UNDERGRADUATE CATALOG 2013-2014
 D'YOUVILLE COLLEGE • 1.800.777.3921 • WWW.DYC.EDU

LINDA J. FISHER, OTR
 Strong Memorial Hospital,
 Rochester, N.Y.

FAITH L. FOSER, OTR
 West Seneca DDSO
 West Seneca, N.Y.

SUSAN GANS, OTR
 AECOM-JOCBI Hospital
 Bronx, N.Y.

MARY GAVICS, OTR
 Shriners Hospital
 Erie, Pa.

MARY ANN GOSHLESKI, OTR
 West Seneca Development Center
 West Seneca, N.Y.

TANA L. HADLOCK, OTR
 UT Medical Branch
 Galveston, Texas

CAROLE HAYS, OTR
 Springfield Hospital Center
 Sykesville, M.D.

ROSALIE HERRMAN, OTR
 Catholic Health System
 Buffalo, N.Y.

JAMES M. HERZOG, OTR
 Mead Westvaco
 Sidney, NY

EILEEN HODSON, OTR
 Williamsville Central Schools
 Williamsville, N.Y.

KATHLEEN HOLOWKA, OTR
 Optimal Therapy Associate Services
 Buffalo, N.Y.

MARIA HURREN, M.S., OTR
 Brothers of Mercy Nursing and
 Rehabilitation
 Clarence Center, N.Y.

WILLIAM M. HYLAND III, OTR
 Catholic Health System
 Buffalo, N.Y.

MARY IWANENKO
 Child-Pro of Western New York
 Lackawanna, NY

REBECCA JAEGOW
 Western New York OT/OT
 Tonawanda, NY

CATHERINE JOHNSON
 La Vida Felicidad, Inc.
 Los Lunas, NM

CAROLE A. JOSEPH, OTR
 Cheektowaga-Sloan School District
 Cheektowaga, NY

LISA KEMPKE
 Kaleida: Sterling Medical Park
 Orchard Park, NY

MARIA KIEFFER, OTR
 Oakwood Health Care Center
 Williamsville, NY

JOANNE KLINE, OTR
 Summit Educational Program
 Tonawanda, N.Y.

CHERYL J. KLYCZEK, OTR
 Brothers of Mercy Nursing and
 Rehabilitation Center
 Clarence, N.Y.

PAUL P. KOERNER, OTR
 WNYDDSO-South
 Perrysburg, N.Y.

MARIA KOPCHO, M.S., OTR
 Brothers of Mercy Nursing and
 Rehabilitation Center, Clarence, N.Y.

CHRISTINE A. LAWRENCE, OTR
 West Seneca Developmental Services
 Office
 West Seneca, N.Y.

Karen Kunz
 University of Texas Medical Branch
 Galveston, TX

Christine Lawrence
 West Seneca Developmental Disabled
 Service Office
 West Seneca, NY

NATALIE LEVAN, OTR
 Aspire Center for Learning
 Cheektowaga, N.Y.

GLORIA R. LUCKER, OTR
 Occupational Therapy Associate Services
 Buffalo, N.Y.

AMY MARCINIAK
 Our Lady of Peace Nursing Care
 Residence
 Lewiston, NY

MARTHA MARTIN, OTR
 Erie II BOCES
 Orchard Park, N.Y.

LYNNE MASON-WICKS, OTR
 Catholic Health System: Kenmore Mercy
 Hosp.
 Buffalo, N.Y.

COLLEEN MATTHEWS
 Summit Educational Program
 Tonawanda, NY

KRISTEN MAYROSE
 Optimal Therapy Associate Services
 Buffalo, NY

KEVIN K. McCLEARY, OTR
 Buffalo Psychiatric Center
 Buffalo, N.Y.

CARRIE McCOY
 Brothers of Mercy Nursing & Rehab
 Center
 Clarence, NY

SIOBHAN McMAHON, OTR
 Summit Educational Program
 Tonawanda, N.Y.

MELANIE GRABAN MERRILL, OTR
 Robert Warner Rehab Center
 Buffalo, N.Y.

PATRICIA MIGAJ, OTR
 ECMC-Pediatric Home Care

MICHAEL A. NARDONE, OTR
 Rhode Island Hospital
 Providence, R.I.

SUZANNE NEELEY, OTR
 Catholic Health System: McAuley Seton
 Kenmore, N.Y.

MARIA A. NIEDZIELSKI, OTR
 Erie County Home and Infirmary
 Clarence, N.Y.

SUSAN OAKLEY
 Grace Manor Health Care Facility
 Buffalo, NY

BETH O'CONNOR, OTR
 Medina Health Care System
 Medina, N.Y.

MARY ORRANGE, OTR
 Buffalo Ergonomics
 Buffalo, NY

CHRISTINE PALLANTE, OTR
 Erie-Chataqua-Cattaraugus BOCES II
 Eden, N.Y.

JENNIFER PETERSON, OTR
 Jewish Home for Elderly
 Fairfield, C.T.

DEBORAH E. PISKOR, OTR
 Erie County Medical Center
 Buffalo, N.Y.

LORI POSLUSZNY, OTR
 Horizon Human Services
 Buffalo, N.Y.

DIANNA D. PUCCETTI, OTR
 University of Texas Medical Branch
 Galveston, Texas

ROSALIE PYRA, OTR
 Erie County Medical Center - Behavioral
 Health
 Buffalo, N.Y.

JANET OLDENBURG RAISOR, OTR
 Welborn Baptist Hospital,
 Evansville, I.N.

JANET RICE, OTR
 Brothers of Mercy Nursing and Rehab.
 Clarence, N.Y.

BARBARA ROSEN, OTR
 Kaleida: Millard Fillmore Hospital
 Buffalo, N.Y.

DIANNE RUSEK, OTR
 Williamsville Central Schools
 Williamsville, N.Y.

MARY ANN SALOMAN, OTR
 Buffalo Hearing and Speech
 Cheektowaga, N.Y.

VICKI SCHALERTH
 Stanley G. Falk School
 Kenmore, NY

AMY SCHULZ
 Episcopal Church Home
 Buffalo, NY

SHELBY SEYMOUR
 Rochester Psychiatric Center
 Rochester, NY

TRACY -LYNN SIRACUSE
 Erie County Medical Center - School #84
 Buffalo, NY

ROSE SPINO, OTR
 Orchard Park Central School
 Orchard Park, N.Y.

CAROL STEIN, OTR
 West Los Angeles Veterans
 Administration Medical Center
 Los Angeles, Calif.

ELLEN STERNS-PAQUIN, OTR
 OTAS
 Buffalo, N.Y.

GARY R. STILLMAN, OTR
 Kaleida: Millard Fillmore Gates Hospital
 Buffalo, N.Y.

KATHLEEN B. STOKLOSA, OTR
 Strong Memorial Hospital
 Rochester, N.Y.

DIANE SWATSWORTH, OTR
 McAuley Seton Homecare
 Cheektowaga, NY

LISA THORPE
 Erie County Medical Center
 Buffalo, NY

DEBORAH TORRES, OTR
 Crestwood - HCC
 Niagara Falls, N.Y.

CHARLENE TOY-KOWALCZEK, OTR
 Lakeshore Central Schools
 Angola, N.Y.

NICOLE TOWERS
 Summit Educational Program
 Tonawanda, NY

MICHAEL TRIPI, OTR
 NYS Veterans Home at Batavia
 Batavia, N.Y.

JOAN USIAK, OTR
 Veterans Administration Medical Center
 Buffalo, N.Y.

DEBORAH A. VOKES, OTR
 Children's Hospital of Buffalo
 Buffalo, N.Y.

KATHRYN WAGNER, OTR
 Lakeshore Central Schools
 Angola, N.Y.

SHELLY WALD, OTR
 Kaleida: Millard Fillmore Hand Therapy
 Center
 E. Amherst, NY

DEBORAH WEINREBER, OTR
 Erie County Medical Center
 Buffalo, N.Y.

CRAIG WESTON, OTR
 Erie County Medical Center
 Buffalo, N.Y.

LISA S. WHIPPLE, OTR
 WNY Developmental
 Disabilities Services Office,
 Perrysburg, N.Y.

DAWN WIKAR M.S., OTR
 Brothers of Mercy Nursing and
 Rehabilitation Center
 Clarence, N.Y.

MARY JO WILLIAM.S.
 Elderwood Healthcare @ Crestwood
 Niagara Falls, NY

SANDRA WOLF, OTR
 Kenmore Mercy Hospital
 Kenmore, N.Y.

TINA YOX, OTR

SUSAN ZELAZNY, OTR
 Medina Memorial Health Care System
 Medina, N.Y.

SUSAN ZELAZNY
 Autumn View Health Care Facility
 Hamburg, NY

GINA ZIBLUT
 Cerebral Palsy Association of Rochester
 Rochester, NY

BRENDA ZIMMERMAN, OTR
 Medina Memorial Health Care System
 Gasport, N.Y.

SANDRA ZION, OTR
 Williamsville Central School District
 Williamsville, N.Y.

*(For a complete listing of occupational
 therapy clinical affiliations, please contact
 the department toll-free at 1-800-777-
 3921.)*

SCHOOL OF PHARMACY

*(For a complete listing of School of
 Pharmacy clinical affiliations, please
 contact John Koford, director of
 experiential education at 716.829.8430.)*

PHYSICIAN ASSISTANT DEPARTMENT

(Selected New York Sites Only)

SHANTI RAJENDRAN, MD
 Akron Family Care

RICHARD BUCKLEY, MD
 Amherst Surgical Associates

JOE ASKAR, MD

GEORGE DANAKAS, MD
 Aurora Care of WNY

LALIT JAIN, MD
 Batavia Pediatrics

CHRISTOPHER BENEY, MD

JONATHAN HOLT, MD
 Buffalo General Hospital, Dept. of
 Psychiatry

BUFFALO MEDICAL GROUP

JOAN CALKINS, MD
 Village Pediatrics and Rheumatology

ANTHONY VETRANO, MD
 Century Airport Pediatrics

WILLIAM FLYNN, M.D.
 EAMON MCCALLION, RPA-C
 Erie Co. Medical Center- Dept of Surgery

JOSEPH TREANOR, RPA-C
 Erie County Medical Center, Dept. of
 Orthopedics

AMANDA CHAUNCEY RPA-C

TODD ROLAND, RPA-C
 Erie County Medical Center Dept. of
 Emergency Med.

VITO PALUMBO, DO
 JOHN LEONE, MD
 Family Care Physicians, PC

JAMES PANZARELLA, DO
 Family Care Medicine

MATTHEW LANDFRIED, MD
 GREGORY BRANCHE, RPA-C
 Genesee Orthopedics and Sports Med.,
 LLP

DOUGLAS HAGE, MD

KEITH STUBE, MD
 MICHAEL PARENTIS, MD
 Knee Center of WNY

LAKESHORE BEHAVIORAL HEALTH

RODNEY LOGAN, MD
 THOMAS REAGAN, MD
 Letchworth Family Medicine

STEPHEN SCRIVANI, MD
 IHAB SHAFIK, MD
 Limestone Primary Care Physicians

LUIS MELGAR, MD

KENNETH GARBARINO, MD
 Millard Fillmore Gates Hospital Dept of
 Acute Geriatrics

MARK MOYER, MD
 ROGER BADGLEY, RPA-C
 Northtown Orthopedics

MARY OBEAR, MD
 Pembroke Family Medicine

ISRAR ABBASI, MD
 Psychiatric Network-Jamestown

JONATHAN C. REYNHOUT, MD, P.C.

JEROME ULATOWSKI II, MD
 TEJ KAUL, MD
 Summit Pediatrics

KURT LUCAS, PRA-C
 United Memorial Medical Center
 Dept. of Emergency Medicine

JAMES SLOUGH, MD
 STEFANI HAGGLUND, RPA-C
 Excelsior Orthopedic Group, PC

DAVID TERP, RPA-C, PRAC.
 White Pines Medical Group

UNIVERSITY ORTHOPEDIC SERVICES

MARK WILKOWSKI, RPA-C
 Buffalo Emergency Association

*(For a complete listing of physician
 assistant clinical affiliations, please contact
 the department toll-free at 1-800-777-
 3921.)*

PHYSICAL THERAPY

DAWN REZAK, PT, MBA
 Greenfield Rehabilitation & Rehab Center
 Lancaster, N.Y.

ANDREW BEAN, PT, NCS
 Millard Fillmore Gates Hospital
 Buffalo, N.Y.

SUSAN BLACK, PT
 Roswell Park Cancer Institute
 Buffalo, N.Y.

JENNY BRADLEY, PT
 Autumnview Healthcare Facility
 Hamburg, N.Y.

CAROLYN TETER
 Kaleida Health System - Buffalo General
 Hospital
 Buffalo, N.Y.

DAVID BROWN, Ph.D.
 Northwestern University
 Chicago, Il

KRISTINA BROWN
 The Arch of Monroe
 Rochester, N.Y.

RUSSELL CERTO, PT
 Grand Island Physical Therapy
 Grand Island, N.Y.

WILLIAM CONNOR, PT
 Bass Physical Therapy & Rehab
 Swainsboro, Ga

CARRINE ARCANGEL
 WNY DDSO
 West Seneca, N.Y.

PATRICK VanBEVEREN
 St. Camillus Health
 Syracuse, N.Y.

GAIL SZUCS, RN
 Children's Hospital
 Buffalo, N.Y.

KIMBERLY MERK, PT
 Catholic Health System, Athleticare
 Kenmore, N.Y.

RICHARD SZABALA, PT, OSC, CCCE
 Athleticare
 Orchard Park, N.Y.

JULIE STYN, PT, CCCE
 Ken-Ton Physical Therapy
 Kenmore, N.Y.

JOSEPH STUPSKI, PT, CCCE
 St. Joseph Hospital
 Elmira, N.Y.

DEBORAH BEDARD, PT
 Kenmore Mercy Hospital
 Kenmore, N.Y.

KAREN HUGHES, PT
 Sportsplus Physical Therapy
 Batavia, N.Y.

DEBRA HAYNES, PT, CCCE
 Aspire
 Cheektowaga, N.Y.

KAREN JARMUSZ, PT
 Rosa Coplon Jewish Center
 Amherst, N.Y.

JUDY LINSENBIGLER, PT, CCCE
 Brothers Of Mercy Nursing Home/Rehab
 Center
 Clarence, N.Y.

DANA MANDEL, PT
 Mandel Therapy Group
 King Ferry, N.Y.

SYLVIA MARZULLO
 Amherst Orthopedic Physical Therapy
 Buffalo, N.Y.

SHEREEN MORRIS, PT
 DeGraff Memorial Hospital
 North Tonawana, N.Y.

FRANK NANI, PT
 Frank Nani PT
 New City, N.Y.

JEFF KAPLAN, PT, CCCE
 Samaritan Medical Center
 Watertown, N.Y.

THERESA PALMIERI, PT
Mercy Hospital of Buffalo
Buffalo, N.Y.

PAUL O'KEEFE, PT, CCCE
Sportsfocus PT
Orchard Park, N.Y.

JOHN REPSHER, PT
The Athletic Training Room
Albany, N.Y.

MOLLY HENRY, PT, CCCE
Rochester Rehabilitation Center
Rochester, N.Y.

JOSEPH STUPSKI, PT
St. Joseph Hospital
Cheektowaga, N.Y.

RICHARD SZABALA, PT
Athleticare
Orchard Park, N.Y.

CATHERINE TALBETT, M.S.PT
Jones Memorial Hospital
Wellsville, N.Y.

ELLEN WILSON, PT, CCCE
Creekside Physical Therapy
Collins, N.Y.

JAMES TURCER, PT
Summit Physical Therapy and Sportscare
Batavia, N.Y.

LUIS D'AGUIAR, PT, CCCE
Veteran Affairs Medical Center
Buffalo, N.Y.

CAROLE DRAKE, M.S.PT, CCCE
FF Thompson Hospital
Canandigua, N.Y.

*(For a complete listing of physical therapy
clinical affiliations, please contact the
department toll-free at 1-800-777-3921.)*

TITLE IX & RETENTION

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. § 1681 *et seq.*, is a federal civil right law that prohibits discrimination on the basis of sex in education programs and activities. All public and private elementary and secondary schools, school districts, colleges, and universities (hereinafter "schools") receiving any federal funds must comply with Title IX. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence, such as rape, sexual assault, sexual battery and sexual coercion. Inquiries concerning the application of Title IX may be referred to the college's Title IX coordinator, located in the College Center, Room 111 or by calling 716.829.8198, or e-mail at titleXcoordinator@dyc.edu.

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 2006, the percentages of those completing their degree program by August 2012 are the following:

Full-time, first-time college students	45%
Transfer students.....	55%

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 combined.

If you desire more information, please contact the director of retention services at 716. 829.7625.

ACCREDITATION AND MEMBERSHIPS

D'Youville College is accredited by the Middle States Commission on Higher Education, 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 Commission on Collegiate Nursing Education. Courses of instruction are registered with the Office of Higher Education of the New York State Education Department.

- Accreditation Council for Education in Nutrition and Dietetics
- Accreditation Council for Occupational Therapy Education
- Accreditation Council for Pharmacy Education
- Accreditation Review Commission on Education for the Physician Assistant
- 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 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
- Association of Colleges and Universities of the State of New York
- Association of Governing Boards
- College Entrance Examination Board
- College Stores Association of New York State
- College Student Personnel Association
- Commission on Accreditation for Physical Therapy Education
- Commission on Accreditation of the Council on Chiropractic Education
- Commission on Collegiate Nursing Education
- Commission of Independent Colleges and Universities of the State of New York
- Continuing Education Association of New York
- Council for Advancement and Support of Education
- Council of Deans and Directors of Nursing Senior Colleges and Universities in New York State
- Independent College Fund of New York
- International Assembly for Collegiate Business Education
- Kappa Gamma Pi
- Lambda Sigma Society
- Medical Library Association
- Middle States Association of Collegiate Registrars and Admissions Officers
- Middle States Commission on Higher Education
- 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 League for Nursing
- National Organization of Nurse Practitioner Faculties
- National Student Financial Aid Association
- New York State Library Association
- New York State Personnel Guidance Association
- New York State Regents Accreditation of Teachers Education
- 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

INDEX

A

Academic Advisement	11
Academic Advisement Center	11
Academic Advisor	37
Academic Computing	47
Academic Integrity	34
Academic Policies And Procedures	34
Academic Probation	40
Academic Programs	43
Accounting	50-53
Accounting/International Business	52
Accreditation and Memberships	171
Achievement Scholarship	23
Administration	154-156
Admission	14
Adult Student	16
Freshman Admission	14
International Student	16
Senior Citizen	16
Transfer	15
Admissions Procedures and Policies	14
Admission to a Major	36
Advance Program	74
Aid	28
Aid For Part-Time Study	23
Alumni Association	
Board Members	9
Annual Events	13
Application Process	
Freshman	15
Transfer	15
Athletic Programs	11
Attendance	34

B

Biology	53-56
Board of Trustees	153
Business Department	45

C

Calendar	2
Campus	7, 8
Campus Ministry	11
Career Discovery Program	47, 56
Career Discovery Program	36
Career Services Center	11
Certified Graduate Members	156
Challenge Examinations	39
Change of Advisor	37
Change of Major	36
Charges	18
Chemistry	57
Chiropractic	58
Chiropractic Department	46
Clinical Affiliations	164
Clubs	13
Community	6
Community Service	6
Continuous Registration	37
Core Curriculum	43
Core Values of D'Youville College	5
Cost of Education	22
Course Audit	37
Course Load	37
Course Explanations	109
Credit by Examination for	
Advanced Standing	36
Cross-Listed Courses	37
Cross Registration	38

D

Dean's List	39
Directed Study	38
Dismissal From Major	40
Double Major	36
Drop/Add Procedure	37
D'Youville Today	
Core Values of D'Youville College	5
Heritage	4
D'Youville Grant	23
D'Youville Out-of-State Grant	23
Day Care Centers	11
Degree Programs	49
Departure From D'youville College	32
Dietetics	59-61
Dietetics Department	45
Directories	153
Disability Statement	13

E

Education	62
Education Department	45
Employer Tuition Assistance	21
English	63
Events	13
Examinations	39
Exercise & Sports Studies	64-66
Expenses	18

F

Faculty	157
Federal Parent Loans for	
Undergraduate Students	25
Federal Supplemental Educational	
Opportunity Grants	23
Federal Work-Study Program	23
Fees	18
FERPA	42
Financial Agreement	21
Financial Aid	29
Financial Aid	2, 11, 18, 29, 30, 33, 171
Financial Aid Application Process	29
Financial Aid Glossary	33
Financial Aid Office	22
Fresh Start Rule	15
"Fresh Start" Rule	41

G

Global Studies	66-67
Grade Point Average	35
Grading	39
Graduation	41
Graduation Honors	41
Grants	23
Grievance Procedure	12
Guiding Principles	
Commitment	5
Concern For Environment	5
Continuity	5
Cooperation	5
Diversity	5
Equity And Fairness	5
Faculty Role	5
Health	5
Individuality	5
Pursuit of Excellence	5
Responsibility	5
Service To Students	5
Shared Decision Making	5

H

Health Services	12, 68-69
Health Services Administration	
Department	46
Heop	15
Heritage	4
Higher Education Opportunity	
Program (HEOP)	15
History	70-71
Honorary Awards	6
Honors Convocation	6
Housing Charges	19

I

Incomplete Grades	32
Independent Study	38
Instant Scholarships	23
Insurance	19
Interdisciplinary Studies	75-76
International Business	72-74
International Student Scholarships	17

K

The Kavinoky Theatre	13
----------------------------	----

L

Learning Center	12, 48
Leave of Absence	40
Liberal Arts Department	46
Loans	24

M

Management	77-78
Mathematics	79-81
Mathematics and Natural Sciences	
Department	46
Mcconville Student Loan Fund	25
McTaggart-D'Youville Student Loan Fund ..	25
Memberships	177
Mentor Program	11
Military Leave of Absence	40
Military Science	82
Minors	83-88
Moodle	48
Multicultural Affairs	12

N

Nursing	89-92
Nursing Department	46
Nursing Student Loan	24

O

Occupational Therapy	93-96
Occupational Therapy Department	47
Organizations	13
OSAP	29

P

Pass/Fail	38
Payment Policy	20
Pell Grants	23
Perkins Loan	24
Personal Counseling	12
Personal Interview	15
Philosophy	97
Physical Therapy	98-100
Physical Therapy Department	47
Physician Assistant	101-105
Physician Assistant Department	47
Placement	170
Policies And Procedures	34
Policy on Academic Integrity	34
President's Message	3
Presidential Honors Scholarship	23
Psychology	106-107

R

Re-Admission	15
Refund Policy	20, 33
Registration	37
Religious Holidays	41
Repeating a Course	38
Residential Living	10
Residential Requirements	10
Retention	170
Retention Services	40
Room Deposits	19
ROTC	48

S

Satisfactory Academic Progress for	
Financial Aid From New York State ..	30
Satisfactory Academic Progress	
Regulations Governing Title IV	
Federal Aid Recipients	
Grace Period And Loss of Title IV Aid ..	32
Scholarships	22, 27
Second Bachelor's Degree	36
Security	12
SEOG	23
Services To Students	11, 23
Sociology	108
Student Life	10
Student Activities	12
Student Association (SA)	13
Student Employment Program	24
Study Abroad	26
Study Abroad Through Other Colleges	26
Subsidized Federal Stafford Loans	24

T

Tap	23
Transcript of Academic Record	42
Transfer Achievement Scholarship	23
Transfer Credit	35
Transfer Credit Policy	15
Tuition And Fees	18
Tuition Assistance Program (Tap)	23
Tuition Liability	20

U

Unsubsidized Stafford Loan Program ..	25
---------------------------------------	----

V

Veterans Affairs Office	13
Veterans Benefits	26

W

Waivers, Tuition	27
Withdrawal From A Course	39
Withdrawal From The College	41
Withdrawal Policy	20
Work-Study	
Federal Work-Study Program	23
Student Employment Program	24
Writing Intensive Program (Wip)	44