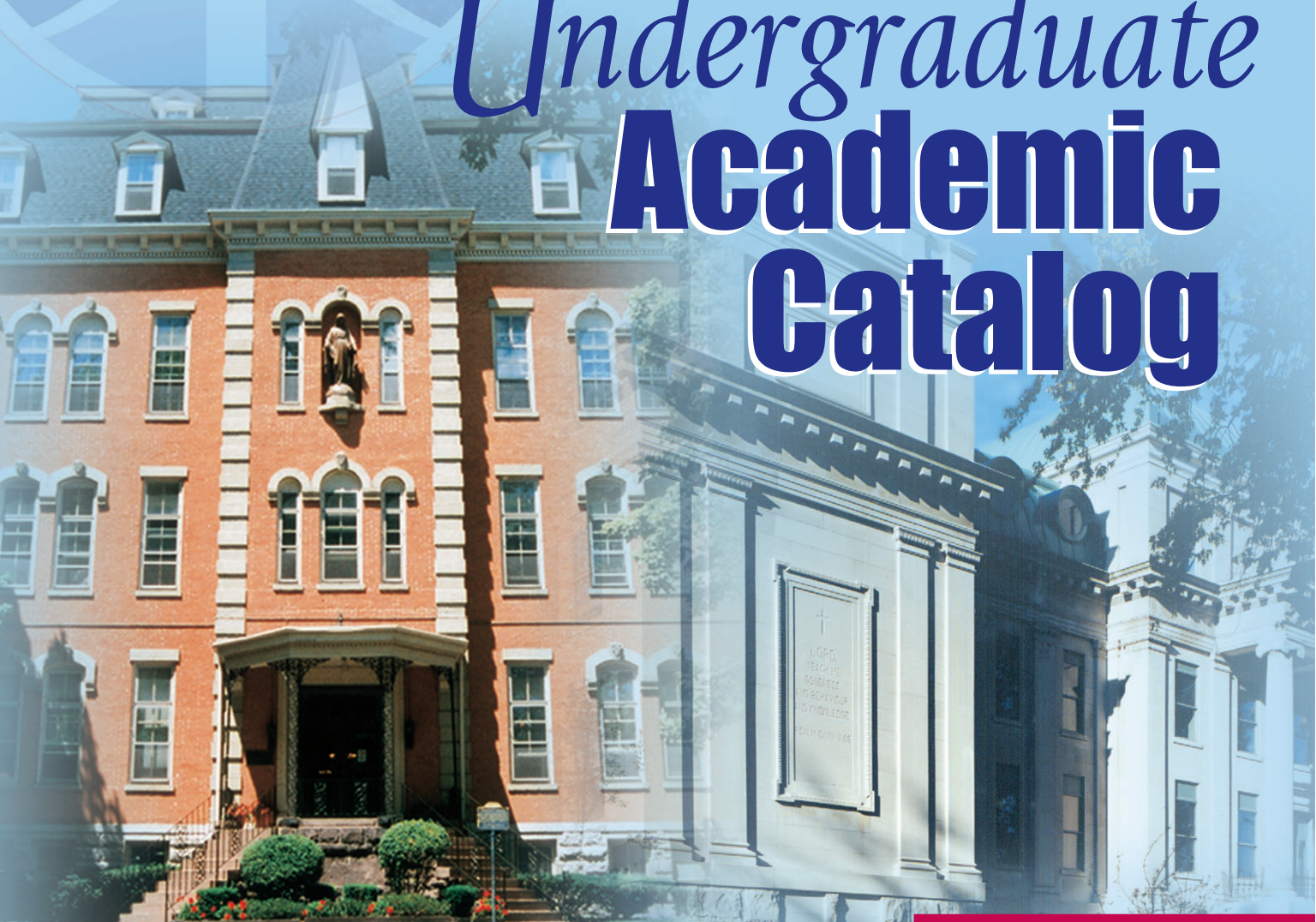




**D'Youville**  
COLLEGE

*Educating for Life*

*Undergraduate*  
**Academic  
Catalog**



2004-2005

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. D'Youville College is an equal opportunity employer. Further, it admits students of any race, color, age, national or ethnic origin, to all rights, privileges, programs and activities generally accorded its students. In conformance with Title IX, 1972 Educational Amendments, it does not discriminate on the basis of gender, race, color, handicap, national or ethnic origin, age, religion or creed in the administration of its educational policies, scholarships, programs, and athletic or other institutionally administered programs.



**D'Youville**  
C O L L E G E

# **Undergraduate Academic Catalog**

*2004-2005*

D'YOUVILLE COLLEGE  
One D'Youville Square  
320 Porter Avenue  
Buffalo, NY 14201  
(716) 829-8000

# 2004-2005 Calendar

## FIRST SEMESTER 2004

August 30	First Day of Classes
September 6	Labor Day (college closed)
September 24-25	Alumni Homecoming Weekend
October 11	Columbus Day (observed), Canadian Thanksgiving (college closed)
November 24-28	Thanksgiving Holidays
November 29	Classes Resume
December 13-18	Final Examinations
December 18	Final Day of Semester

## SECOND SEMESTER 2005

January 17	Martin Luther King Day (obs. - college closed)
January 18	First Day of Classes
February 21	Presidents' Day (observed - college closed)
February 22	Winter Break (no classes)
March 25	Good Friday (college closed)
March 25-April 3	Spring Break (no classes)
April 4	Classes Resume
May 7	Last Day of Classes
May 9-14	Final Examinations
May 14	Final Day of Semester
May 20	Baccalaureate Service
May 21	Commencement

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# President's Message

Dear Friends,

The challenge of making good choices is a part of our everyday experience and gives us an opportunity to strengthen our life goals. It is for this reason that selecting a college becomes so critical to each of us. It is a decision that ultimately impacts our future professionally, economically, socially, personally, and spiritually and helps us to have a basis for facing those choices and meeting those challenges.

For nearly a century, D'Youville College has provided a quality education for students seeking choices that translate into successful careers and personal satisfaction. The faculty and staff are devoted to helping students achieve their academic goals in a supportive and energized atmosphere. This effort, added to a limited class size and the opportunity to interact personally with faculty and students alike, forms 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. 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 all through your life.

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 — these are the ingredients of our success. The formula is simple and has withstood the test of time. You choose D'Youville, 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*

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

# D'Youville Today

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

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

The college offers baccalaureate, master's-level, post-baccalaureate and doctoral programs as well as advanced certificate programs in health-related professions. Graduate programs include community health nursing, family nurse practitioner, nursing (choice of clinical focus), early childhood education, childhood education, adolescence education, special education, health services administration, international business, occupational therapy and physical therapy. Five-year programs leading to dual degrees have been established in dietetics, international business and occupational therapy. A six-year program in physical therapy (D.P.T.) is also offered, as well as an R.N.-B.S./M.S. degree in nursing. Additionally, certificate programs are offered in advanced orthopedic physical therapy, clinical research associate, family nurse practitioner, health services administration, long-term care administration and manual physical therapy.

Post-baccalaureate teacher certification programs are also available in early childhood, childhood, and adolescent education.

D'Youville is accredited by the Middle States Association of Colleges and Schools. The undergraduate and graduate programs in nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). The combined B.S./M.S. in occupational therapy and the M.S. in occupational therapy program are accredited by the Accreditation Council for the Occupational Therapy Association. The D.P.T. and M.S. programs in physical therapy are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE/APTA). The M.S. in international business program is accredited by the International Assembly for Collegiate Business Education (IACBE). The combined B.S./M.S. dietetics program is accredited by the American Dietetic Association Council on Education. Programs of study are registered with the Office of Higher Education of the New York State Education Department. The college offers an Ed.D. in health policy, health education and educational leadership, and a doctor of chiropractic program.

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 received state approval for teacher education programs for special, early childhood, childhood and adolescent education.

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

## Heritage

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

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

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

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

## Core Values of D'Youville College

As a community of scholars, 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; we never refuse to serve.

## The Vision of D'Youville College

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

## Mission Statement

D'Youville College 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 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.

## 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 a Campus Compact and continues to enhance service learning opportunities for students. Specific and committed service projects are many and include the following. The college engages in cooperative programs with the Buffalo Public School System on the childhood, adolescent and special education levels. Students from the D'Youville-Porter Campus School #3, a K-8 school, receive computer library and science laboratory instruction on the college campus. D'Youville faculty provide a specialized reading program to these children at School #3, which also provides an opportunity for D'Youville students to tutor one-on-one. The 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. In addition, a satellite of the City As School program for at-risk students is located at D'Youville.

Just this past spring semester, students enrolled in "Cross-Cultural Seminar: Panama" served for three days at a rural health center and at a rural school in Coclé province. They carried out three projects with the 7th-12th graders at Instituto Carmen Conte Lombardo: design and execution of a large mural, crafts workshops for puppet making, decorating pots, and cooking "mud pies," and American dance lessons. At the clinic they assisted with the collection of medical histories, vaccinations and dental work.

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 5-7 day community service endeavor), and a variety of fundraisers for local community agencies. Campus Ministry also assists in connecting NYC persons to local agencies with volunteer opportunities in Buffalo's West Side community.

## Location

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

## The Campus

### KOESSLER ADMINISTRATION BUILDING (1874)

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

### MONTANTE FAMILY LIBRARY (1999)

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

### MADONNA HALL (1959)

This five-story building houses the Leonardo daVinci High School, part of the City of Buffalo Public School System, on three floors, a Gait Lab for physical therapy, a dietetics lab/kitchen, archives 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 seven-story, air-conditioned building. It also houses a curriculum resource center for the faculty of the division of nursing, established with funds from the James H. Cummings Foundation.

### COLLEGE CENTER (1969)

The center lives up to its name as the hub of campus social, cultural and athletic events. Its gymnasium, swimming pool, game area, fitness/wellness

area, dining rooms, snack areas, and meeting rooms also make it a popular site for community activities. Student organizations and publications have their offices there. Main dining facilities, a spacious lounge, some administrative offices and the college store are also located in the center.

### MARGUERITE HALL (1969)

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

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

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

### ACADEMIC CENTER (2001)

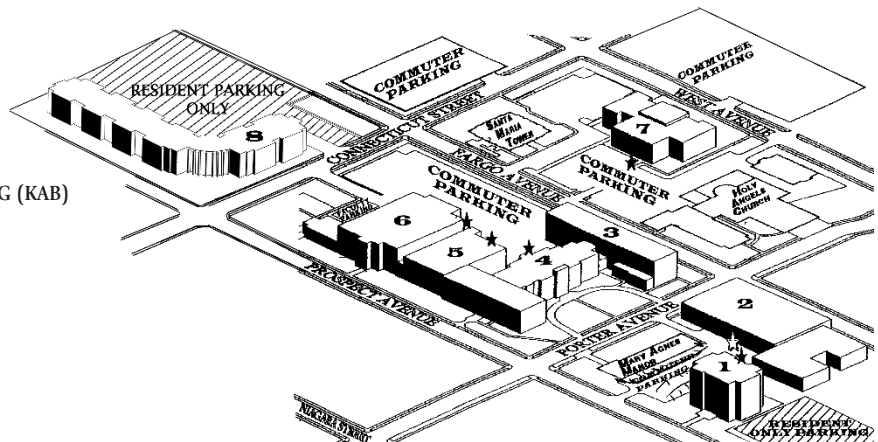
The new 57,000 square-foot, five-story Academic Center provides new state-of-the-art classrooms, laboratories, faculty offices and flexible space for future needs. It is an excellent new learning environment for students.

### STUDENT APARTMENT COMPLEX (2005)

A new student housing complex will open in January 2005. Fully furnished one- and four-bedroom apartments with cooking facilities will be available to juniors, seniors, graduate students and students over 21 years of age. Each apartment will have kitchen facilities; cable and computer hookups; secure, off-street parking and laundry facilities. A computer lab will also be available.

## Campus Map

1. MARGUERITE HALL (MGT)
2. COLLEGE CENTER (CC) GYM & POOL
3. MADONNA HALL (MAD)
4. KOESSLER ADMINISTRATION BUILDING (KAB)
5. ACADEMIC CENTER
6. ALT BUILDING
7. MONTANTE FAMILY LIBRARY (LIB)
8. STUDENT APARTMENT COMPLEX





## Alumni

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

Graduates have given strong support to the college through the Alumni Loyalty Fund and through capital campaigns. Their gifts of time and money and their personal involvement in college activities over the years have helped make D'Youville a respected institution. Since the late '50s, the Annual Fund (formerly the Alumni Loyalty Fund) has provided budget-relieving money that is used by the college for financial aid to students and capital improvements. Alumni continue to participate in college-wide activities, serving on the Board of Trustees, and various event committees.

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

## Alumni Association

The Alumni Association is composed of more than 13,000 graduates. Criterion for membership in the association is graduation from the college. The purpose of the Association is to promote fellowship among the alumni and to assist in advancing the best interests of D'Youville College. The Association is led by an elected board of directors consisting of at least 15 members representing a spectrum of class years and disciplines. Included as non-voting members are the alumni director and two student representatives.

Knowing that involvement with students is not only rewarding but necessary for the vitality of the association, alumni leadership has made a commitment to admissions recruitment, sponsorship of career programs and recognition of student leadership and achievement. The association funds the Sister Mary Charlotte Barton Kinship Scholarships and has established an endowed scholarship to broaden the alumni's support of current students. The Board sponsors various fund-raising projects annually to underwrite the scholarships.

The Association presents special awards annually. The Lee Conroy Higgins Award, the highest student honor, and the Alumni Service Award, recognition of alumni community involvement, are given at Honors Convocation.

## Driving Directions

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

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

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

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

Membership in Delta Sigma, the Marguerite D'Youville Honor Society is conferred jointly with the college board of trustees. The Anne Lum Award presented at Homecoming is the most prestigious honor bestowed on an alum.

## Alumni Association Officers for 2004-2005

### PRESIDENT:

Dolores Gaeta Prezyna, '70

### VICE PRESIDENT:

Jean Knopinski, '48

### TREASURER:

Martha Fildes Falzarano, '77

### RECORDING SECRETARY:

Patricia Tomabene Guenther, '95

### CORRESPONDING SECRETARY:

Cynthia Wierzba DeLuca, '75

### BOARD MEMBERS:

Louise Balling, '60

Jane A. Bigelow, '67

Thomas DeLuca, '76

Jean Roth Duffy, '51

B. Jean Harrington Duggan, '48

Roberta Rozek Evans, '62

Susan Jablonski Fiden, '69

Sarah Hilborn, '98

Timothy Kennedy, '99

Colleen Collins Matthews, '97

Judith Merrill, '61

Carol A. Milazzo, '00

Michelle Murtha-Kraus, '99

Laurie Hooser Rosso, '97

Joan Planz Spencer, '63

Rose Greirson St. Pierre, '83

Patricia Marino Smyton, '65

*Director of Alumni Relations, ex officio*

Two Student Representatives

# Student Life

## New Students

New students will have many exciting challenges and opportunities as they begin their careers at D'Youville College. To assist in the transition, they may be invited to attend an orientation program specifically designed to meet their needs. There are orientation programs for freshmen, families, transfers, certificate and graduate students. At the orientation program, coordinated through Connections: Your Information and Resource Office (Academic Center, Room 101), one will learn what is required for their program, course selection with an academic advisor, registration, and information seminars.

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

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

## Residential Living

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

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

A number of housing options are available, including same-gender and coed (21 & over only) floors. Each living area of the residence hall has a study lounge, a TV lounge and a kitchenette. Other amenities include a Macintosh and IBM computer lab, laundry facilities and vending services, along with 24-hour security coverage.

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

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

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

A new, state-of-the-art residence apartment complex is scheduled to open in January of 2005. The fully furnished apartments will house 175 junior, senior and graduate students in one- and four-bedroom apartments. Rates are yet to be determined. A security deposit will be required.

## 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. Special exceptions to this rule can be applied for through the residence life office, although not all such requests will be granted.

## SERVICES TO STUDENTS

### Academic Advisement

Academic advisement is provided to each enrolled student directly by faculty either from the student's academic program or through the academic advisement center. 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 counselor is, contact your academic department, the advisement center or the registrar's office.

### Academic Advisement Center

The Academic Advisement Center (AAC) assists students in their majors as they fulfill the requirements of their academic programs and the college. Currently, the AAC provides academic advisement for students in Career Discovery, Health Services/Physical Therapy, Interdisciplinary Studies and Health Sciences (DPT). All students are welcome to make an appointment to discuss issues related to their academic challenges and interests. The Center provides information on all undergraduate programs for students, families, faculty and staff. Appointments can be scheduled to meet with any staff member of the Center. The Academic Advisement Center is located on the first floor of the Academic Center.

### Campus Ministry

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

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

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

## **Career Services Center**

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

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

Based on responses from the 2002 graduate survey, 96 percent of D'Youville graduates were successfully employed or attending graduate school.

## **Day Care Centers**

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

## **Financial Aid**

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

## **Freshman Mentor Program**

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

## **Grievance Procedure**

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

## **Health Services**

The health center, on the first floor of Marguerite Hall, provides information, health counseling, emergency treatment, tuberculosis screening, immunizations, physical examinations, health insurance information and printed materials. Clinics are offered Monday through Friday. A full-time nurse practitioner staffs the center. A complete pre-entrance physical examination, which includes the New York State immunization requirement, is required of all students. D'Youville College strongly recommends that all full- and part-time students have medical insurance. Medical insurance can be purchased during the first six weeks of each semester. Contact the health

center at 829-7698 for information on individual and family policies. By federal law, all international students must carry health insurance coverage. International students will be billed directly by the college for this insurance, which will be managed through the health center.

## **Learning Center**

The Learning Center assists students in meeting their academic goals. Tutorial assistance, academic counseling, reading, writing and math skills instruction and assistance to students with disabilities are some of the many services that the Learning Center offers. For further information, students can visit the Learning Center on the fourth floor of the Koessler Administration Building or call 829-7690.

## **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. In addition, personal counseling has available SHELF-HELP, a resource library of self-help tapes, books, articles and brochures for an individual's private use. Programming, including seminar workshops and stress relief clinics, is provided throughout the year to promote student mental and emotional health and positive well being.

## **Athletic Programs**

D'Youville, in cooperation with the Student Association, provides 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 North Eastern Athletic Conference (NEAC), and the Eastern College Athletic Conference (ECAC). D'Youville student-athletes are eligible for championship opportunities at the conference, regional and national levels. The college sponsors 11 intercollegiate sports teams. Men's: soccer, basketball, volleyball, baseball and golf. Women's: soccer, basketball, volleyball, softball, cross country and rowing. Intramural offerings for students include flag football, volleyball, basketball, and ultimate Frisbee.

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 new gymnasium opened with spectator seating for 500, indoor batting cages and new locker rooms.

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

## Student Association

### Recognized Clubs and Organizations

Alliance	Programming Committee
Asian Student Union	Psychology Club
Athletic Committee	Public Relations Committee
Biology Club	Residence Council
Black Student Union	Ski Club
Campus Ministry Club	S.T.A.R., Striving to Achieve and Reach Out
Catalyst (student newspaper)	Student Association
Commuter Council	Student Athlete Advisory Committee
D'Youvillian (yearbook)	Student Dietetics Association
D'Youville Business Club	Student Nursing Association
D'Youville Chorale	Student Occupational Therapy Association
D'Youville Drama Club	Student Physical Therapy Association
Issues Committee	Student Physician Assistant Association
Kappa Delta (History Club)	The Phoenix Society
Lambda Sigma Honor Society (sophomores)	
Latin American Student Organization	
Pi Theta Epsilon	
Poet (student writings)	

## Annual Events

Welcome Week Events	Bellypalooza
International Luncheon	Black History Month
Club Day	Leadership Conference
Welcome Back Blast	Theatre Nights
Gospel Sensations	Spring Fling
Moving-Up-Days	Halloween Monster Mash
Women's History Month	
Family & Friends Weekend	
Kwanzaa Celebration	
Sporting Event Excursions	
Coffeehouses	

## 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. To this end, the office of multicultural affairs provides a range of programs and activities that includes 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.

## CONNECTIONS: Your Information and Resource Center

Connections is located on the first floor of the Academic Center, Room 101, the heart of student academics. The office accommodates all students and functions as a general student affairs office. Office hours during the fall and spring semesters are from 8:30 a.m. to 7 p.m., Monday through Thursday, and from 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. Students needing forms, applications, brochures, catalogs, etc., are able to stop by the office and collect what they need. Additionally, students are able to return required forms to the office. The office will then deliver the information to the correct location the next day.

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

Suggestions, comments or concerns are welcomed. Students may stop by Connections or set up an appointment by calling (716) 829-7766. This number may be used 24 hours a day and callers will receive a response the next business day.

## The Kavinoky Theatre

The Kavinoky Theatre, owned and sponsored by D'Youville College to promote the cultural richness of both the campus and the wider community, is a fully professional company presenting a season of five plays each year in its beautifully restored Victorian auditorium. Winner of more awards for excellence than any theater company in the region, The Kavinoky presents a wide variety of works, from classic dramas and musicals to world premiere performances 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.

## Campus Security

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

# Admission

## Admissions Procedures and Policies

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

Full-time enrollment or status means the student is registered in a specific degree program and 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 effect the status of their financial aid.

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

1. D'Youville College maintains a "rolling admissions" policy whereby applications are processed continually throughout the year, except for the physician assistant program, which requires deadline dates for administrative purposes. Decisions under rolling admissions are normally mailed within three weeks after the office of admissions receives and recognizes all necessary forms, test scores and transcripts.
2. Acceptance is conditional until final semester/year grades have been submitted.
3. A non-refundable reservation deposit of \$100 (\$150 for chiropractic, occupational therapy, physical therapy, dietetics, and physician assistant) must be paid in U.S. funds by the date and/or time indicated on the acceptance letter. This deposit will be applied to the first semester's tuition.
4. A completed physical examination form (including documentation or records of immunization) is required of all students prior to registration. The college reserves the right to refuse admission to classes or to the residence hall to any student who fails to comply with this policy.
5. All entering freshman and first-time transfer students who have not completed a bachelor's degree will be required to take D'Youville's Skills Assessment Inventory (SAI) examination prior to registration. The SAI is used as an advisement tool to help identify any academic deficiencies of the student.
6. Applications and all supporting 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. Official transcripts from post-secondary schools are also required if the student has completed coursework for advanced college credit through an institution of higher learning.
3. Scores from the Scholastic Aptitude Test (SAT) and/or American College Test (ACT).
4. Rank in class (if provided by high school).
5. Recommendations\* (optional).

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

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

## Freshman Application Process

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

1. A D'Youville College application form or online application and a \$25 (U.S. funds) non-refundable processing fee. Checks payable to: D'Youville College—Application Fee.
2. Official high school transcripts and/or proof of completion of the GED, as well as any transcripts for any post-secondary courses completed.
3. Results of the SAT or ACT testing (SAT or ACT test scores are often recorded on the student's high school transcript).

## Higher Education Opportunity Program (HEOP)

The Higher Education Opportunity Program is sponsored jointly by D'Youville College and New York State Education Department. This program provides financial aid, academic, personal and career counseling to academically and financially disadvantaged students for up to five years of study. Students who demonstrate potential and motivation 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.

## Transfer Admission

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

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

## Transfer Application Process

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

1. A D'Youville College application form or online application and a \$25 (U.S. funds) non-refundable processing fee. Checks payable to: D'Youville College-Application Fee.
2. Official transcripts from any and all colleges and universities previously attended.
3. Letters of recommendation (for certain majors).
4. A personal interview (for certain majors).

## Transfer Credit Policy

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

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

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

## Re-Admission

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

Previously enrolled students who have been dismissed from the college may not apply for readmission 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 course work attempted in the student's previous residency. If the petition is approved, all courses taken will remain on the permanent record. Those with grades of C- or higher or S (satisfactory) will be counted for credit, all others will not.
2. If the petition is approved, the student resumes his/her academic program with no cumulative quality point ratio and, therefore, is subject to the conditions of warning, probation, and dismissal that govern all students.
3. Under the provisions of this rule a student, prior to graduation, must be re-enrolled for a minimum of 30 credit hours.
4. All courses ever taken at D'Youville College will be used in the calculation of the cumulative quality point ratio required for graduation with honors.

## Adult Student Admission

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

1. Returning adults may choose to apply to any of the degree programs now offered or through the college's ADVANCE Adult Degree Completion Program (see business management on page 55).
2. SAT and/or ACT scores are not required for students who have been out of high school for one year or more. For students who have been out of high school for five years or more and who are applying to physical therapy, occupational therapy, dietetics or the physician assistant programs, these scores are not required. Prior experience and strength of recommendations will replace standardized tests.
3. Notification of veteran status (if applicable) is required on the application. Letters of recommendation from an employer, former employer or supervisor, and a personal interview are optional. The exception to this requirement is in the physician assistant program which requires three letters of recommendation. If qualified, PA applicants will be contacted on an individual basis for a personal interview.

## International Student Admission

D'Youville College is home to students from several countries. International students are regulated by the same procedures as American nationals with the exception of a required Test of English as a Foreign Language (TOEFL) score for admission.

### INTERNATIONAL STUDENT FULL-TIME ENROLLMENT REQUIREMENTS

According to 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

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

International Admissions  
D'Youville College  
320 Porter Avenue  
Buffalo, New York 14201  
Tel: 716-829-7600  
Fax: 716-829-7900  
E-mail: [admissions@dyc.edu](mailto:admissions@dyc.edu)

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

1. D'Youville College application
2. \$25 application fee in international money order or check drawn on a United States bank
3. Foreign Student Application/Data Form
4. Complete U.S. Department of Justice Affidavit of Support
5. An evaluation of all official transcripts/school records of secondary education and university work must be translated into English. Evaluations may be accomplished by completing the World Education Services(WES) application provided by D'Youville College or contacting the following:

World Education Services, Inc.  
Post Office Box 5087, Bowling Green Station  
New York, New York 10274-5087  
Tel: 212-966-6311  
Fax: 212-739-6100  
E-mail: [info@wes.org](mailto:info@wes.org)  
Web Page: [www.wes.org](http://www.wes.org)

Test of English as a Foreign Language (TOEFL) results should be sent directly from the Educational Testing Service. Satisfactory completion an English language program at ELS Language Centers will be accepted in lieu of the TOEFL. Students must achieve a minimum score of 500 written or 173 computer based on the TOEFL. To receive study materials and all information pertaining to the TOEFL, including how to schedule an appointment by telephone, visit the TOEFL Web Site at [www.toefl.org](http://www.toefl.org) or contact:

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

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

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

A \$500 tuition deposit, an affidavit of support and bank statements in U.S. funds must be submitted before any new international student (non-transfer) will receive a Federal Form I-20.

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

1. Directions on how to wire and transfer school fees into D'Youville College's account.
2. Directions on how to get to D'Youville College including airport information.
3. Mandatory Student Health Insurance Application (Must be completed and returned to D'Youville upon arrival).
4. Candidate's reply form.
5. Health information letter and directions from director of health services.
6. Health Center Immunization Report.
7. Athletic department information.
8. D'Youville College Guaranteed Tuition Plan.

With the exception of certain unforeseen circumstances, all international students arriving from a country outside the United States will receive a Federal Form I-20 for F-1 Student Visa purposes after the \$500 tuition deposit, affidavit of support and bank statements in U.S. funds are received. In the event that a student does not receive an F-1 Student Visa from the U.S. Consulate in their respective country, the student deposit will be refunded.

## Senior Citizen Admission

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

## Personal Interview

Although a personal interview in most programs is not required, it is highly recommended. Appointments can be made by writing, e-mailing or calling the office of admissions. The college admissions e-mail address is [admissions@dyc.edu](mailto:admissions@dyc.edu). Phone (716) 829-7600 or toll-free 1-800-777-3921. Candidates for the physician assistant program only will be contacted on an individual basis by the program director for a departmental interview during the application process.

# Expenses and Financial Aid

## Tuition and Fees—Undergraduate

Tuition, per semester, full-time .....	\$7,345
Tuition, per credit hour, part-time	
1-8 hours .....	\$405
9-11 hours and over 18 hours .....	\$440
Audit .....	\$435
Tuition, per credit hour, overload	
19 credit hours and above .....	\$440
General college fee:	
Full-time .....	\$60
Part-time .....	\$30
Student Association fee (assessed by Student Association):	
Full-time .....	\$40
Part-time, per credit hour .....	\$2

## Other Fees and Charges

Application fee payable with application, non-refundable .....	\$25
Acceptance deposit	
applicable to first semester tuition, non-refundable .....	\$100
(5-year undergraduate and masters) .....	\$150
New student orientation fee .....	\$25
Late registration fee .....	\$30
Late payment charge .....	\$50
Challenge examinations,	
Written exam, per credit hour .....	\$15
Clinical exam, per credit hour .....	\$50
Record fee, per credit hour .....	\$15
I.D. replacement fee .....	\$10
Returned check charge .....	\$28
Student Professional Liability Insurance .....	\$20
International Student Health Insurance (estimated)	
August 1, 2004 - August 1, 2005 .....	\$615
January 1, 2005 - August 1, 2005 .....	\$412
Graduation fee or degree in absentia .....	\$75
Academic gown, outfitters' price approx .....	\$65
Placement credentials folders, seniors entitled	
to 1 folder gratis, each additional folder .....	\$5
Transcript fee .....	\$5
Alumni audit fee:	
Undergraduate, per course .....	\$25
Laboratory Fees, per course	
Human gross anatomy .....	\$250
Adaptive interventions .....	\$65
Dietetics labs .....	\$25
Other OT/PT labs .....	\$40
Nursing clinical .....	\$60
PA clinical skills .....	\$71
PA senior seminar (fall) .....	\$240
PA senior seminar (spring) .....	\$40
Other labs .....	\$35
Student teaching field experience late application fee .....	\$50
NLN test for senior nursing students (except RN's) .....	\$35

All full-time students are included in the special group plan of accident insurance. The premium for each 12-month period is included in the general fee. Sickness and hospitalization insurance is available through the college for approximately \$659 for each 12-month period. Family coverage is also available at additional cost.

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

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

## Other Expenses

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

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

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

## Resident Students

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

Residence and board per semester (Marguerite Hall basic plan).....	\$3,670**
Room reservation deposit (nonrefundable after May 31)	
New students .....	\$100
Room damage deposit.....	\$50

Residents may occupy their rooms from the evening preceding the first day of classes to the day after the final examination period. The residence hall is generally closed during Thanksgiving, intersemester breaks and Easter vacation. Students who obtain permission to arrive before the opening of the semester or who are allowed to remain after the official closing date will be charged a residence fee of \$23 per day.

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

## Room Deposits

Students residing on campus for the first time are required to make a room deposit of \$100. For freshmen starting in the fall, this is credited on the fall semester's bill and is nonrefundable after May 31.

Continuing students intending to return for the fall semester should make a room deposit of \$50 in March or April. This is credited on the following semester's bill and is nonrefundable after May 31. Continuing students need to receive clearance from the student accounts office before receiving their room assignments.



## Summer Sessions

Tuition and fees for the summer sessions are the same as those charged for the regular semesters. For information on room and board, contact the director of residential life at (716) 829-7698. Some financial aid assistance may be available for the summer sessions if a student is matriculated and is registered for at least six credit hours. To be considered for financial aid, the student must contact the financial aid office at (716) 829-7691 for further information and requirements.

## Financial Agreements

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

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

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

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

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

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

## Deferred Payment Option

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

The college also participates in the following plans:

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

**Tuition Management Systems**—This company provides information about private educational loans, lines of credit and monthly billing options. Their 10-month installment plan costs \$55.

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

## College Policy for Employer Tuition Assistance

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

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

## Financial Arrangements

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

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

## Payment and Refund

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

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

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

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

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

### TUITION REFUND

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

### ROOM AND BOARD REFUND

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

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

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

## Federal Stafford Loan Refunds

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

### Financial Aid Office

The financial aid office is located on the second floor of the Koessler Administration Building. Normal office hours are Monday through Friday, 8:30 a.m. to 4:30 p.m. If a student is unable to meet with a financial aid counselor during these times, he or she can schedule an early evening appointment 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 March 15 of the year they will enter D'Youville College. Continuing students should complete and submit the FAFSA for receipt at the processor by April 15, for the following academic year. All students are advised to file the FAFSA electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

### Cost of Education

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

#### UNDERGRADUATE—DEPENDENT AND INDEPENDENT

	D'Youville Resident	Commuter Not Living With Parents	Commuter Living With Parents
Tuition	\$14,690	\$14,690	\$14,690
Fees	200	200	200
Sub-Total	14,890	14,890	14,890
Room and Board*	7,340	7,340	1,500
Transportation	640	640	640
Books*	850	850	850
Personal*	680	680	680
Origination Fee*	200	200	200
<b>TOTAL</b>	<b>\$24,600</b>	<b>\$24,600</b>	<b>\$18,760</b>

### TYPES OF FINANCIAL ASSISTANCE

#### D'Youville College Scholarships

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

#### Instant Scholarships

**PRESIDENTIAL HONORS SCHOLARSHIP:** For all students with 1100 SAT score or 24 ACT score. The award is for 50% of tuition and 25% of room and board if residing in the residence hall. The award is renewable for the standard duration of the specific academic program. The student must maintain a 2.75 grade point average.

**ACADEMIC INITIATIVE SCHOLARSHIP:** For students with 1000-1090 SAT score or 21-23 ACT score and an 85 high school average. The award is for 25% of tuition and 50% of room and board if the student resides in the residence hall. The award is renewable for the standard duration of the specific academic program. The student must maintain a 2.50 grade point average.

**ACHIEVEMENT SCHOLARSHIP:** For students with 900-1090 SAT score or 19-23 ACT and an 80-84 high school average, demonstrated leadership and community service. The awards range from \$1,000-\$4,000. They are renewable for the standard duration of the specific academic program. The student must maintain a 2.25 grade point average.

**TRANSFER ACHIEVEMENT SCHOLARSHIP:** For students with a GPA of 2.75 - 4.0 from previously attended institution(s). The award amounts range from \$2,500 - \$4,000. They are renewable for the standard duration of the specific academic program. The student must 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.

## Grants

**FEDERAL PELL GRANTS:** These grants are available for students without a previous bachelor's degree who demonstrate high financial need. The Federal Pell Grant Program is the largest federal student aid program. Federal Pell Grants are not repaid. Awards will range up to \$4,050 for 2004-2005. Enrollment eligibility begins at less than half-time enrollment. Financial eligibility is based on family income, assets, household size, and number of people in the household attending college, among other factors. Students must file a FAFSA.

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

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

**D'YOUVILLE OUT-OF-STATE GRANT:** This grant is offered to undergraduate full-time students from states other than New York. It is offered to help offset the state aid the students cannot receive from their home states.

**TUITION ASSISTANCE PROGRAM (TAP) GRANTS:** This is a grant for New York state residents attending college within New York state. Applicants must be full-time students, in good academic standing working toward a degree or certificate. Awards may range from \$275 to \$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 attend college full time to qualify for TAP. In addition to filing the FAFSA, the student must also file the TAP application. All students who have received four semesters of TAP (24 points) must have a 2.0 grade point average and have declared a major to be eligible for subsequent awards.

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

## Work-Study

**FEDERAL WORK-STUDY PROGRAM (FWS):** The purpose of FWS is to promote the part-time employment of students who need earnings to help meet their costs of attendance. Most employment opportunities are on campus and students are paid \$6.50 per hour. Community service placements are available in the vicinity of D'Youville College. Students must provide their own transportation. These positions are paid the same hourly rate as the on-campus positions. Students generally work about 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 March 15, and by April 15 each year thereafter.

**STUDENT EMPLOYMENT PROGRAM (SEP):** This is an on-campus employment opportunity similar to Federal Work-Study except the SEP is funded entirely by the college. Students work an average of 10 hours per week, earn \$6.50 per hour and are paid every four weeks. Students must complete the FAFSA to determine ineligibility for Federal Work-Study before they are eligible for SEP.

## Loans

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

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

### Sample Repayment Schedule - 5% Interest

Loan	Number of Quarterly Payments	Quarterly Payments	Finance Charge 5% Annual Percentage Rate	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

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

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

**Sample Repayment Schedule - Federal Stafford Loan**

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

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

**FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS):**

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

**MCTAGGART-D'YOUVILLE STUDENT LOAN FUND:**

Institutional loans to undergraduate and graduate students who are not eligible for sufficient federal, state or D'Youville College funds to meet their financial needs. The maximum loan for any one academic year is \$1,000. The loan must be repaid at the interest rate of the Federal Perkins Loan currently in effect. Repayment begins nine months after the borrower ceases to be a student. Some special considerations apply.

**MCCONVILLE STUDENT LOAN FUND:**

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

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

**VETERANS BENEFITS:** D'Youville College is approved by the New York State Division of Veterans Affairs for the training of veterans and other eligible people. Veterans and dependents of disabled or deceased veterans may contact the Assistant Registrar, Koessler Administration Building, Room 221, for an application and more information.

## Endowed, Restricted and General Scholarships

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

Pauline Alt, Ph.D. Endowed Scholarship  
 Alliance to the Medical Society  
 Dara Barker Scholarship  
 Sister Mary Charlotte Barton, GNSH, Alumni Kinship Scholarship  
 Dr. Charles A. Bauda Award in Health Services  
 Philomena V. Bauda Nursing Award  
 Norman T. and Rita A. Bauer Memorial Scholarship  
 Jennifer Berner Scholarship  
 Sally Jean Bilotta Scholarship  
 Black Student Union Scholarship  
 Bristol-Meyers Squibb Scholarship  
 Natalie and Virginia Carley Scholarship  
 Crane Scholarship for Widows and Orphans  
 Sister Margaret of the Sacred Heart Dooling Scholarship  
 Cathleen Dowling Scholarship  
 Sister Mary Sheila Driscoll Scholarship  
 Marguerite d'Youville Scholarship  
 D'Youville College Scholarship for a daVinci Graduate  
 Virginia K. Ego Memorial Scholarship  
 Faculty and Staff Scholarship  
 Beverly Fest Scholarship  
 Josephine Goodyear Foundation Scholarship  
 Hearst Scholarship  
 HSBC Scholarship  
 Mother Mary Ita, GNSH, Endowed Scholarship  
 Edward J. Johannes, Jr. Scholarship  
 Katherine G. Koessler Scholarship  
 Patricia J. Loser Scholarship  
 Alice M. and Charlotte M. Meagher Scholarship  
 Mount Mercy Graduate Scholarship  
 Moynihan Memorial Scholarship  
 Du Couet Musarra Scholarship  
 Marie Claire Gunning O'Leary Endowed Scholarship  
 Palisano Scholarship  
 Joseph Perna Family Scholarship  
 Eugene T. Reville Scholarship  
 Joan Robinson Scholarship  
 Mary Crehan Roche Scholarship  
 Sigma Theta Tau Zeta Nu Chapter Endowed Scholarship  
 Joseph Simon Scholarship  
 John Ben Snow Scholarship  
 Gertrude Lander Stein Scholarship  
 Sorg Endowed Scholarship  
 Student Association Scholarship  
 Irma Thiel Endowed Scholarship  
 Tiffany Endowed Scholarship  
 UPS Scholarship  
 Van Dyke Family Endowed Scholarship  
 Monica Clark Wallace Scholarship  
 Dr. Mark and Beulah Welch Scholarship  
 Sister M. Theodore Weppner Scholarship  
 Helen H. Zientek Endowed Scholarship

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

Sr. Mary Charlotte Barton Alumni Kinship Scholarships are available to students who meet the academic and financial criteria and that have been nominated by an alumni relative, such as a mother, father, grandparent or sibling. Application must be made to the Alumni Office by April 15.

## Tuition Waivers

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

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

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

**RELIGIOUS CREDIT FOR MEMBERS OF ORDERS OTHER THAN GREY NUNS OF THE SACRED HEART:** Orders listed in the National Catholic Directory. Tuition is discounted 75 percent after all other financial aid. All fees are the responsibility of the student. Applicants must complete the FAFSA and the TAP application.

**FAMILY TUITION WAIVER:** Families with two or more students attending D'Youville College on a full-time basis in the same year receive a reduction of \$400 per year on each student's tuition. Both students need to be members of the same household. Families with two or more students residing in the residence halls in the same year receive an additional \$150 per year reduction on each student's room and board. Applicants must complete the FAFSA and the TAP application

**Special Note:** All students who qualify for non-need based aid (e.g., Presidential Honors, Academic Initiative 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 discount recipients) In this way, students can be considered for all sources of assistance offered or administered by D'Youville. The amount of tuition remission will be determined after all private, state and federal awards have been allocated. Also, note that for the aid programs listed above, all recipients must be enrolled full time (12 credit hours or more per semester), with the exception of current employees and RN students. Employees and dependents of employees need to file a FAFSA to receive tuition waivers. Also, RN students who are registered for even one credit hour must file a FAFSA (as they may be eligible for a Pell Grant) to be given the RN tuition waiver.

## Outside Sources of Aid

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

[www.fastweb.com](http://www.fastweb.com)  
[www.fastweb.com/canada/scholarships.salliema.com](http://www.fastweb.com/canada/scholarships.salliema.com)  
[www.wiredscholar.com](http://www.wiredscholar.com)  
[www.collegeboard.org/toc/html/tocfinancialaid000.html](http://www.collegeboard.org/toc/html/tocfinancialaid000.html)  
[www.freschinfo.com](http://www.freschinfo.com)

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

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

The students make applications directly to these agencies.

**EMPLOYER TUITION ASSISTANCE:** The employers listed below provide some form of tuition assistance for their employees. If a student works for one of these organizations and is interested in their tuition assistance program, they 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  
Cingular Telephone  
Citibank  
Ford Motor  
Gaymar Industries  
General Motors  
Honeywell  
HSBC Bank  
Intercontinental Branded Apparel  
Kaleida Health  
Key Bank  
Lockport Memorial Hospital  
Mount St. Mary's Hospital  
Niagara Falls Memorial Medical Center  
Niagara Mohawk  
Outokumpo American Brass  
Rich Products  
Roswell Park Memorial Institute  
Sheehan Memorial Hospital  
TOPS Markets  
United Parcel Service  
Veridian  
Veterans Administration Medical Center  
Westwood-Squibb Pharmaceutical

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

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

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

**TUITION REDUCTION FOR CANADIAN STUDENTS AND GRADUATES OF SENECA HUMBER, AND NIAGARA COLLEGES IN ONTARIO**

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

**CANADIAN HIGHER EDUCATION LOAN PROGRAM (CanHELP)**

Designed to increase opportunities for Canadian citizens who wish to study at colleges and universities in the United States. Students must be Canadian citizens or permanent residents of Canada enrolled at approved colleges and universities. CanHELP loans are available to both undergraduate and graduate students. Applicants must satisfy credit approval criteria. Undergraduate students can borrow up to the total cost of education with a creditworthy Canadian citizen as co-borrower. Graduate students may borrow up to \$15,000 U.S. on their own good credit. Graduate students needing additional funds may borrow up to the total cost of education with a creditworthy Canadian co-borrower. Applications are available in the D'Youville financial aid office. The International Education Finance Corporation administers this program. For specific information on interest rates, contact IEFCA at 424 Adams Street, Milton, Mass., 02186. Phone: (617) 696-7840, fax: (617) 698-3001.

**ONTARIO STUDENT ASSISTANCE PROGRAM (OSAP)**

OSAP is available for Canadian students attending D'Youville College. Applications are available at your local Canadian college or university. You may also visit the OSAP Web site at [www.osap.gov.on.ca](http://www.osap.gov.on.ca). The D'Youville College Registrar will process OSAP applications after you are accepted.

**RN WAIVER FOR BSN COMPLETION PROGRAM**

Undergraduate students enrolled in the bachelor of science in nursing (BSN) completion program for RNs are eligible to receive a tuition waiver of 50 percent. The RN waiver is for 50 percent tuition only (no fees), after all 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 March 15, as a new student, and by April 15, each year thereafter.

**Financial Aid Application Process**

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

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

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

financial aid offices. The federal code number for D'Youville College is 002712. Electronic filing of the FAFSA is done at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

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

### Satisfactory Academic Progress for Financial Aid from New York State

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

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

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

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

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

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

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

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

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

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

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

### Satisfactory Academic Progress Regulations Governing Title IV Federal Aid Recipients

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

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



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

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

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

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

**Grace Period and Loss of Title IV Aid**

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

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

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

**Incomplete Grades**

If the student can convert an incomplete grade into a complete grade before the start of the next semester, the grade and credit hours will be counted in determining the student's academic progress. The student must submit to the financial aid office proof of the grade upon completion. According to the regulations, if the student does not convert the incomplete grade before the start of the next semester, the student is not making satisfactory progress. The student will be given a one-semester grace period for the duration of the coming semester and allowed to continue receiving Title IV assistance. At the end of this probationary semester, the student will once again be monitored for progress. If the student is not up to par, the student will lose Title IV aid eligibility.

**Departure from D'Youville College**

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

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

## Financial Aid Glossary

### AWARD PACKAGE:

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

### BUDGET:

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

### CAMPUS-BASED FUNDS:

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

### FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA):

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

### FAMILY CONTRIBUTION:

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

### FINANCIAL ELIGIBILITY:

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

### FULL-TIME:

12 credit hours or more per semester.

### GRANT:

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

### INSTITUTIONAL FUNDS:

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

### LOAN:

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

### PART-TIME:

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

### PRIORITY DEADLINE/DUE DATE:

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

### SCHOLARSHIP:

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

### TITLE IV AID:

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

# Academic Policies and Procedures

## Academic Standing

### General College Requirements

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

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

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

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

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

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

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

## Academic Year

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

## Academic Advisor

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

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

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

## Change of Advisor

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

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

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

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

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

## Change of Major

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

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

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

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

## Students Dismissed from Programs

A student dismissed from an academic major may transfer into another major before the beginning of the next semester, providing the student is qualified for and accepted by the new major. In the case of immediate transfer into a new major, the student's departmental file will be forwarded 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 in the Advisement Center. 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.

## 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:

- 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.

In certain majors, program requirements determine the level of the students within the major, regardless of the total hours completed. Therefore, the class year does not always indicate the graduation year.

Non-matriculating students have not been formally accepted into the college, whether they are attending undergraduate or graduate classes. Students dismissed from the college or placed on a leave of absence may not attend as non-matriculating students.

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

## Registration

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

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

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

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

## Continuous Registration

Once accepted into an academic program, 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.

## 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. However, a student may not become full time by means of the cross-registration course. Cross registration of D'Youville students is subject to approval of their department chair and course availability at the member college. To complete cross registration, students must obtain forms from the office of the registrar, who must sign the form before it is presented to the host institution.

## Course Load

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

Students with a Q.P.A. of 3.0 or above may elect to carry more than 18 hours a semester. Specific permission for this is obtained from the department 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 form to the registrar's office during the scheduled drop/add period at the beginning of each semester.

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

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

## **Attendance**

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

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

## **Audit**

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

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

## **Cross-Listed Courses**

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

## **Prerequisites and Corequisites**

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

Corequisite courses must be successfully completed either before a specific course is begun or at the same time as a designated course. If a corequisite has not previously been completed successfully, the student must register for both the designated course and the corequisite at the same time. Should a student withdraw from the corequisite, registration for the primary course will likewise be cancelled. 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 previous agreement of the instructor of the course in which the student wishes to remain. It is recommended in such a case that the student continue to audit the 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 corequisite to more than one course. In this instance, students may withdraw from a course but must successfully complete it prior to beginning the higher level course for which it is a prerequisite.

## **Directed Study**

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

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

## **Special Topics**

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

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

## **Independent Study**

A student pursuing an independent study is able to delve into some special area of interest 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 Option**

All pass/fail grades appear on the transcript as S (Satisfactory) or U (Unsatisfactory) with no quality 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. A maximum of eight courses during the college career may be chosen for an S/U grade.

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

Students must make application for an S/U grade by mid-semester as specified in the current college calendar. This is usually the eighth week of the semester. Once selected as pass/fail, a course may not be taken for a letter grade without previous permission of the instructor.

## Repeating a Course

1. Students may repeat any course once. In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the quality point average. Students must complete and submit the appropriate form at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York State will not allow the credit hours for the course to be included in the minimum course load required for financial aid purposes.

2. Students who fail a course or do not meet minimum course requirements for a division and/or program at D'Youville College may only replace the failure by taking/passing the course at D'Youville College. Only by special permission would a student be allowed to register off campus for a course failed at D'Youville College according to the following conditions:

- a. Permission must be secured beforehand.
- b. Permission must be recommended by the department chair and forwarded to the vice president for academic affairs for final decision.

## Withdrawal from a Course

In order to withdraw from a course at any time, a student must complete a course withdrawal ("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.

A grade of W appears on the transcript 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 do not follow this procedure but merely stop attending class will receive a grade of F for the course.

## 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 Friday following the end of classes. Examinations for Saturday classes are announced by the professor.

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

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

## Grading Grades and Quality Points

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

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

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

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

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

## Grade Reports

Approximately two weeks after the close of the semester, grade reports are mailed to students at the permanent address they have provided.

## **I Grade**

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

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

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

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

## **Grade Change**

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

## **Dean's List**

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

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

## **Honorary Awards**

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

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

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

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

## **Policy on Academic Integrity**

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

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

A breach of academic integrity as determined by the instructor 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 as defined below and to the vice president for academic affairs.

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 student's academic major program director. 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 College Judicial Review Board, then to the Academic Integrity Board, and then to the academic vice president, whose decisions 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 student's program director and the academic vice president. The program director will decide upon appropriate sanctions, and the matter will be reviewed by the Academic Integrity Board. The decision of the Academic Integrity Board can be appealed to the academic vice president 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. Forced leave of absence from the college for at least one semester and no more than two semesters. The term semester does not include summer sessions or courses. Any credit earned at another institution while a student is on a forced leave of absence will not be accepted by D'Youville College for any purpose.
- c. Dismissal from the college with no opportunity to reapply.

### **Transfer Credit**

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

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

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

### **Education Programs in Non-Collegiate Organizations**

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

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

### **Credit by Examination for Advanced Standing Advanced Placement Program**

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

### **College Level Examination Program (CLEP)**

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

### **Excelsior College**

#### *(formerly 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 College Proficiency Examination Program, State Education Department, Albany, New York, 12234.

### **Challenge Examinations**

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

The following limitations will apply:

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 course work.
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 discipline of the challenged course.

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

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

### **Candidacy for Graduation**

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



## **Verification for Graduation**

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

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

Commencement is held in May. Students are eligible to participate in commencement if all degree requirements are completed in December of the preceding year, in May, or in the following 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.

## **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.

## **Double Major**

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

## **Exceptions to Degree Requirements**

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

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

## **Graduation Honors**

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

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

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

## **Quality Point Average**

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

## **The "FRESH START" Rule**

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

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

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

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

## **Off-Campus Study**

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

In certain unusual circumstances, off-campus study may be allowed. Conditions which might facilitate permission for off-campus study include 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 through D'Youville's Distance Learning program.)
2. At this specific time, the course is necessary for the student to maintain appropriate progress toward a degree.

Students who believe they qualify to study off campus, must submit a request to the vice president for academic affairs whose decision is final. Permission may not be presumed until all necessary signatures have been obtained.

## **Leave of Absence**

Students who have attended classes and are granted a leave of absence from their studies at DYC (or have a leave of absence imposed on them by the Academic Policies Committee) are not permitted to take courses at another institution during the time of the leave. In the exceptional case where this might be allowed, it may only be done with previous permission (refer to off campus study form). Students can request a leave of absence for one or two consecutive semesters. Students who need additional semester(s) of leave must receive approval from the vice president for academic affairs.

## **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 fifth week of the semester or after dates stated in the summer session brochure.

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

## Religious Holidays

D'Youville College complies with state regulations regarding religious holidays. State Education Law S224-a, regarding students unable because of religious beliefs to attend classes on certain days 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, 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. Official transcripts bearing the college seal must be mailed directly to the agency or institution requiring them. College policy does not permit an official transcript to be issued to a student. Any transcripts issued directly to a student will be stamped "Issued to Student" and will lack the college seal and registrar's signature.

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

Transcript requests 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

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

## Degrees

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

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

A professional degree program is offered in chiropractic (DC). Doctoral programs are offered in health policy and health education (EdD), educational leadership (EdD) and physical therapy (DPT).

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

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

Students who consider themselves eligible for a degree must request a degree audit from the registrar's office no later than the fall semester preceding graduation. This is usually referred to as a "Clearing for Graduation." Final responsibility for fulfilling degree requirements rests with the student. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain financial aid awards.

## 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 have 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 or 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 our 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 life-long 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 course, any 100 level course excluding MAT 101, is required.

## COMPUTER SCIENCE

One course, any 100 level course, is required.

## NATURAL SCIENCE

Two courses at the 100 or 200 level are required, 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 BS/MS degrees) entering the college in the Fall 1999 semester and later must successfully complete two courses designed "Writing Intensive Program." English 111 is a prerequisite for all WIP courses.

A student may satisfy one-half (one course) of the WIP requirement by transfer credit from another 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. 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.

# Academic Departments

## Business Department

D'Youville College, under the auspices of the department of business, offers bachelor degrees in accounting and business management. An accelerated program, ADVANCE, in management is also offered to working adults. In addition, the department offers a combined five-year bachelor'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's 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's of science degree in accounting prepares the student to work in the fields of public accounting, private corporate accounting, and financial management. The student who selects accounting as the field of concentration is trained in advanced principles in various systems, in cost analysis, and in auditing and tax procedures. The program qualifies the student to sit for the Certified Public Accountancy examination in the majority of states, including New York.

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

## Dietetics Department

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

## Education Department

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

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

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

The department of education graduate:

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

## Health Services Administration Department

The health services administration department offers a bachelor's of science degree in health services, a master's 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.

## **Integrative Holistic Health Studies Department**

The Department of Integrative Holistic Health Studies offers academic programs for individuals pursuing careers in the holistic and/or complementary and alternative healthcare fields. The department currently offers a graduate certificate program in hospice and palliative care and a professional degree program for the doctor of chiropractic.

## **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, psychology, sociology, and philosophy. Requirements for these programs are listed in the courses of instruction section of this catalog. Courses are also offered in foreign languages, fine arts, gerontology and religious studies.

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

## **Nursing Department**

The undergraduate and graduate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). The basic professional program leads to the bachelor's of science in nursing (BSN) 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 course work in the sophomore year and complete a variety of clinical experiences before graduation.

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

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

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

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

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

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

## **Occupational Therapy Department**

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

The occupational therapy department offers a master's of science degree in occupational therapy.

## **Physical Therapy Department**

D'Youville College's physical therapy department offers a curriculum track which provides an opportunity for guaranteed early admission to a post-baccalaureate MPT curriculum. Under a unique admissions' policy, qualified D'Youville College undergraduate students are able to gain an early admission guarantee to the master's in physical therapy curriculum. Students interested in a career in physical therapy should request consideration for a guarantee of early admission to a post-baccalaureate MPT curriculum at the time of application to the college. Undergraduate majors that most readily accommodate courses of study leading to a bachelor's degree as well as completion of all pre-requisite MPT course work include biology, health services and sociology (see appropriate section of undergraduate catalog). This program has been approved and registered with the New York State Education Department and with the Commission on Accreditation of Physical Therapy Education. For a further description of the MPT curriculum and policies on guarantee of early admission, refer to the D'Youville College 2002-2003 graduate catalog.

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

## **Physician Assistant Department**

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

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

## **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 in them 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. We encourage scholarship, skeptical inquiry and the free exchange of ideas within our department and in the classroom and laboratory, and we promote the application of this knowledge beyond those settings. We seek to foster these principles in every one of our students, regardless of academic background, in ways that can both be measured and defy measurement.

All students take some science and mathematics. The department offers two bachelor's degrees in biology. Requirements for these programs are listed in the Courses of Instruction section of this catalog. The department offers structured minors in biology, mathematics and natural sciences. The department also provides the basic science courses for many programs, including nursing, occupational therapy and physical therapy.

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

## **Career Discovery Program**

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

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

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

## **Instructional Support Services and Distance Education**

The department of Instructional Support Services and Distance Education coordinates academic computer services, instructional media services and distance education. The department manages the academic computer labs and classrooms located in the new academic center (AC), and maintains hardware and software in those facilities. It maintains the distance education course management software, Blackboard, which is used to build "virtual classrooms," produces video conferences for those wishing to conduct off-campus meetings while remaining on campus, and supports all D'Youville distance education courses. It supplies students, faculty, staff and D'Youville organizations with web space for academic/campus-related activities. It provides technology in-service and user training to faculty, staff and students who use campus computing facilities and distance education services. It also supplies instructional media equipment to all college classrooms, supports videotaping and production in a state-of-the-art facility, and provides post-production video editing services for students, faculty and staff. In addition, the department supervises the end-of-semester student satisfaction survey, creates and supports on-line surveys used by other departments, analyzes student and faculty technology needs on a regular basis, and promotes the use of technology in academic areas.

## **D'Youville-Buffalo Public Schools**

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

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

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

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

## **Learning Center**

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

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

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

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

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

## **Reserve Officers' Training Corps (ROTC)**

D'Youville College has a special cross-enrollment, tuition-free arrangement with Canisius College for students desiring leadership education through the Reserve Officers' Training Corps (ROTC) Program. For more details on this program see Military Science under the Courses of Instruction section in this catalog and/or contact the Canisius College Professor of Military Science (PMS) at (716) 883-7000.

## **Service Members Opportunity Colleges (SOC)**

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

# Degree Programs

PROGRAM CODE	NAME	DEGREE	HEGIS CODE
83625	Accounting .....	BS .....	.0502
05873	Biology .....	BA .....	.0401
83459	Biology .....	BS .....	.0401
05872	Biology 7-12 .....	BA .....	.0401.01
28033	Biology (Chiropractic Pre-professional) .....	BS .....	.1221.00
83476	Business Management .....	BS .....	.0506
28033	Chiropractic .....	DC .....	.1221.00
88129	Dietetics.....	BS/MS .....	.1306
28672	Educational Leadership.....	EdD .....	.0827.00
<b>Education</b>			
22779	Interdisciplinary Studies .....	BA .....	.4901.00
22780	Early Childhood Education .....	MS .....	.0823.00
22781	Childhood Education .....	MS .....	.0802.00
22782	Middle Childhood Ed (Generalist) .....	MS .....	.0804.00
22783	Middle Childhood Ed (Specialist).....	MS .....	.0804.00
22784	Adolescence Education .....	MS .....	.0803.00
22785	Teaching Students with Disabilities in Early Childhood Education .....	MS .....	.0808.00
22786	Teaching Students with Disabilities in Childhood Education .....	MS .....	.0802.00
22787	Teaching Students with Disabilities in Middle Childhood Education Generalist.....	MS .....	.0808.00
22788	Teaching Students with Disabilities in Middle Childhood Education Specialist .....	MS .....	.0808.00
22789	Teaching Students with Disabilities in Adolescence Education .....	MS .....	.0808.00
05889	English.....	BA .....	.1501
28089	Exercise and Sports Studies.....	BS .....	.1299.00
20958	Family Nurse Practitioner .....	MS .....	.1203.10
24521	Global Studies .....	BA .....	.2210
27334	Health Policy and Health Education .....	EdD .....	.1299.00
89282	Health Services .....	BS .....	.1201.00
89282	Health Services Administration .....	MS .....	.1202
05897	History.....	BA .....	.2205
25170	Information Technology .....	BS .....	.0702.00
20843	International Business .....	BS/MS .....	.0513
21443	International Business .....	MS .....	.0513
05888	Nursing .....	BSN .....	.1203
21059	Nursing .....	MS .....	.1203.10
89578	Nursing/Community Health Nursing .....	BSN/MS .....	.1203.10
82478	Nursing/Community Health Nursing .....	MS .....	.1203.10
85292	Occupational Therapy .....	BS/MS .....	.1208
85292	Occupational Therapy .....	MS .....	.1208.00
05891	Philosophy .....	BA .....	.1509
86372	Physical Therapy .....	BS/MS .....	.1212
86372	Physical Therapy.....	MS .....	.1212.00
86372	Physical Therapy.....	MPT .....	.1212.00
28171	Physical Therapy.....	DPT .....	.1210.00
92142	Physician Assistant .....	BS .....	.1299.10
22775	Psychology .....	BA .....	.2001.00
05898	Sociology.....	BA .....	.2208
26610	Teaching English to Speakers of Other Languages.....	MS .....	.1508



# Degree Programs: Courses of Instruction

## ACCOUNTING

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

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

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

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

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

### 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: BS

#### COURSE REQUIREMENTS FOR THE MAJOR:

Core Requirements for all business administration majors:	Credits
ACC 211 Principles of Accounting .....	3
ACC 212 Principles of Accounting II .....	3
ACC 417 Personal Computers for Accountants .....	3
ACC 444 Internship.....	3
MGT 304 Communicating in Organizations .....	3
LAW 303 Business Law I .....	3
LAW 304 Business Law II .....	3
ECO 201 Principles of Economics - MACRO .....	3
ECO 202 Principles of Economics - MICRO .....	3
ECO 207 Statistics .....	3
MGT 411 International Business .....	3

#### REQUIREMENTS FOR THE ACCOUNTING MAJOR:

ACC 311 Intermediate Accounting I .....	3
ACC 312 Intermediate Accounting II .....	3
ACC 321 Tax Accounting .....	3
ACC 322 Cost Accounting .....	3
ACC 401 Auditing .....	3
ACC 404 Advanced Accounting.....	3
ACC 421 Corporate Finance.....	3
ECO 328 Money and Banking .....	3

#### TWO ELECTIVES FROM: .....

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

# BIOLOGY

**B.S. Program:** This program has been designed to satisfy the admission requirements of medical, dental and veterinary schools and provides a sound preparation for most graduate programs in biology. A total of 38 hours in biology, including BIO 101-102 or its equivalent, 302, 303 and 312 are required. BIO 302 should be taken in the second year, 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, 240, 242, 304, 310, 317, 320, 342, 389-390, 403, 407-410 and 479-480. CHE 101-102, 219-220, MAT 125-126 and PHY 101-102 are also required. 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 broadly and humanely educated applicants. After consulting their advisor, students should select courses in philosophy, ethics, history, and literature that will contribute to their liberal education. A pre-medical advisory committee, which is chaired by Dr. Richard E. Dowds, professor of biology, gives students current information about medical schools. A faculty advisor will advise students interested in graduate school possibilities.

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

**Admission Requirements:** The BIOBS in Biology is designed for students preparing for graduate school as well as for professional programs in medicine, veterinary medicine, dentistry, podiatry, optometry and pharmacology. It includes the following admission categories: BIOBS, PREMED, PREDENT, PREVET. The admission category BIOPT degree is designed for students preparing for graduate programs in physical therapy and other allied health fields. Admission into either program requires a minimum SAT score of 1000 (or ACT of 21), a high school average of 85%, and a rank in the top 50% of one's class. Transfer students are required to have a minimum GPA of 2.5.

Students nearly meeting these requirements will be considered for these programs by the department. Students denied immediate acceptance into the BIOBS or BIOPT will be accepted into the Biology BA program if they meet its requirements. These students will be promoted automatically into the BIOBS or BIOPT program after they have sufficiently demonstrated competence (usually after the completion of two semesters). The admissions standards for the BA in Biology and the BA in Biology for Secondary Education are an SAT score of 900, high school average of 80% and a transfer GPA of 2.0.

**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, they may have their record re-evaluated as a major in the B.A. program, and may be declared in good standing if their performance in the B.A. requirements justifies this.

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

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

## Course Requirements

### BIOLOGY DEGREE: BA

#### COURSE REQUIREMENTS FOR THE MAJOR:

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

BIOLOGY ELECTIVES CHOSEN FROM:	Credits
BIO 107/107L Human Anatomy and Physiology/Lab.....	4
BIO 108/108L Human Anatomy and Physiology/Lab.....	4
BIO 208 Microbiology .....	4
BIO 218 Invertebrate Zoology.....	4
BIO 229 Ecology.....	4
BIO 240 Human Gross Anatomy for PAs .....	4
BIO 242 Evolution .....	3
BIO 304 Microscopic Anatomy.....	4
BIO 310 Immunology .....	3
BIO 317 Comparative Anatomy .....	4
BIO 320 Developmental Biology .....	4
BIO 342 Endocrinology .....	3
BIO 389-90 Special Topics in Biology .....	3-4
BIO 403 Comparative Animal Physiology.....	3
BIO 407-410 Research .....	1-3
BIO 479-480 Independent Study .....	1-3

#### IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR:

CHE 101/101L General Chemistry/Lab .....	4
CHE 102/102L General Chemistry/Lab .....	4
CHE 219/219L Organic Chemistry/Lab .....	4

ONE OF: .....	3-4
MAT 117 Topics in Mathematics	
MAT 120 Elementary Practical Statistics	
MAT 122 Algebra and Trigonometry	
MAT 123 Introduction to Applied Statistics	
MAT 125 Calculus I	

MAJOR .....	49-50
CORE REQUIREMENTS AND ELECTIVES .....	70-71
TOTAL .....	120

**BIOLOGY**

**DEGREE: BA**

**HEALTH PROFESSIONS PREPARATION (BIOPT)**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
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 CHOSEN FROM: .....14**

BIO 107/107L	Human Anatomy and Physiology/Lab I.....	4
BIO 108/108L	Human Anatomy and Physiology/Lab II .....	4
BIO 339	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 .....	4

**ONE OF:**

MAT 122	Algebra & Trigonometry .....	3
MAT 125	Calculus I .....	4

**HEALTH PROFESSIONS PREPARATION OPTION:**

BIO 107/108	.....(included as electives in major)	
BIO 339	.....(included as elective in major)	
CHE 111/112/113L	.....(subsumed by chemistry requirement in major)	
MAT 122	.....(subsumed by mathematics requirement in major)	
SOC 101	Principles of Sociology .....	3
PSY 101	General Psychology .....	3
PSY 203	Developmental Psychology .....	3
BIO 307	Pathophysiology .....	3
PHY 111/111L	Intro to Physics I .....	4
PHY 112/112L	Intro to Physics II.....	4
	Exercise Science .....	3
	Kinesiology .....	3
MAT 123	Intro to Applied Statistics.....	4
RSC 450	Clinical Neuroscience.....	5
RSC 203	Medical Terminology .....	1

MAJOR .....49-50

**CORE REQUIREMENTS**

(in addition to courses subsumed above) .....42

HEALTH PROFESSIONS OPTION.....36

TOTAL ..... 127-8

**BIOLOGY**

**DEGREE: BS**

**PRE MED, VETERINARIAN, DENTAL**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		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	Microbiology .....	4
BIO 216	Marine Biology .....	3
BIO 218	Invertebrate Zoology.....	4
BIO 229	Ecology.....	4
BIO 240	Survey of Human Gross Anatomy .....	4
BIO 242	Evolution .....	3
BIO 304	Microscopic Anatomy.....	4
BIO 310	Immunology .....	3
BIO 317	Comparative Anatomy .....	4
BIO 320	Developmental Biology .....	4
BIO 342	Endocrinology.....	3
BIO 389-90	Special Topics.....	3-4
BIO 403	Comparative Animal Physiology.....	3
BIO 407-410	Research .....	1-3
BIO 479-480	Independent Study .....	1-3

**IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR:**

CHE 101/101L	General Chemistry/Lab .....	4
CHE 102/102L	General Chemistry/Lab .....	4
CHE 219/219L	Organic Chemistry I/Lab .....	4
CHE 220/220L	Organic Chemistry II/Lab .....	4
MAT 125	Calculus I .....	4
MAT 126	Calculus II .....	4
PHY 101/111L	General Physics .....	4
PHY 102/112L	General Physics .....	4

MAJOR .....70

CORE REQUIREMENTS AND ELECTIVES .....50

TOTAL ..... 120

# CAREER DISCOVERY PROGRAM

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

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

In the first year of the program, faculty advisors work with students individually and in small groups. At this time, the student is expected to be both maturationally and academically qualified to select a major. For more information, contact the program coordinator at (716) 829-8158.

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

# 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. A total of 27 credits in the biological sciences are applied to both degrees, allowing students to complete the two degrees in seven, rather than eight, years.

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% or 2.75 on a scale of 4.00 points
2. Combined SAT scores of 1000
3. Composite ACT scores of 21
4. Rank in upper half of graduating class

## Academic Regulations

These chiropractic academic policies are in addition to college policies:

1. Students must maintain a grade of B or better in all 500+ courses. No grade of less than B is transferable to the D.C. professional degree program.
2. Upon completion of this program, students who meet admission requirements for the D.C. professional program need not reapply and automatically will be admitted into that program.
3. Students in years one through four are classified as undergraduate students and therefore can apply for undergraduate financial aid.

## Course Requirements

### CHIROPRACTIC DEGREE: BS BIOLOGY (PRE-PROFESSIONAL)

#### COURSES REQUIRED IN BIOLOGY:

BIO 101	Introduction to Biology I .....	4
BIO 102	Introduction to Biology II .....	4
BIO 107	Human Anatomy and Physiology I .....	4
BIO 208/500*	Microbiology .....	4
BIO 242/501*	Evolution .....	3
BIO 302	Genetics .....	4
BIO 303/502*	Biochemistry .....	4
BIO 310/504*	Immunology .....	3
BIO 312/505*	Molecular Cell Biology .....	4
BIO 339/506*	Human Gross Anatomy .....	6
BIO 342/507*	Endocrinology .....	3

\* These biology courses (27 credits) will be applied toward completion of both the pre-professional bachelor's of science in biology degree and the professional doctor of chiropractic degree.

# DIETETICS

**COURSES REQUIRED IN OTHER ACADEMIC AREAS:**

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

**BIOLOGY AND OTHER RELATED AREAS..... 75**

**CORE REQUIREMENTS AND ELECTIVES ..... 50**

**TOTAL ..... 125**

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

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

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

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

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

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

## Mission Statement

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

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

## Admissions Requirements

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

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

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

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

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

### Academic Regulations

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

1. To be in good standing in the dietetics program in the first two years, students must maintain a cumulative G.P.A. of 2.5. Students who do not have the minimum average will not be allowed to progress to third year courses.
2. In the third and fourth years (junior and senior status) students must maintain a cumulative grade point average of 2.75. In addition, students must have a 3.0 average in dietetics courses.
3. Students must maintain a 3.0 average in 500- and 600-level courses. No more than two 500- and 600-level courses with grades less than a B are applicable to the degree. A grade of C- or lower is not applicable to any graduate degree.
4. A minimum of a C grade is required in all dietetics courses with the exception of clinical courses (DTC 420SP, DTC 511SP, DTC 512SP, DTC 631, and DTC 632). A minimum B grade is required in clinical courses. Students will be allowed to repeat a given course once, upon recommendation of the dietetics faculty. Students will be allowed to repeat only one clinical course.
5. A minimum of a C grade is also required in all prerequisite courses.
6. A student placed on probation must receive a minimum of a B in courses at the 500 or 600 level. In addition, the student must meet all academic standards within two semesters. Students not fulfilling these requirements may be dismissed from the program.
7. A student who has not registered for consecutive semesters in the dietetics 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 dietetics department chair. This interview must be conducted before a decision can be made regarding continuing with the program.
8. Failure to meet these academic standards will result in probationary status or dismissal.

### Course Requirements

#### DIETETICS DEGREE: BS/MS

##### COURSE REQUIREMENTS FOR THE MAJOR

In the specific area of concentration:		Credits
DTC 205	Food Science .....	3
DTC 210	Cultural Foods .....	2
DTC 306	Principles of Nutrition .....	3
DTC 309	Food Service Management I.....	2
DTC 309L	Quantity Food Preparation .....	2
DTC 319	Nutritional Biochemistry .....	3
DTC 327	Nutrition Throughout the Lifecycle .....	3
DTC 328	Nutrition for Fitness and Athletic Performance.....	2
DTC 410	Food Service Management II .....	2
DTC 410SP	Food Service Management Supervised Practice.....	1

DTC 420	Introduction to Nutrition Assessment .....	3
DTC 420SP	Introduction to Nutrition Assessment Supervised Practice .....	1
DTC 511	Applied Nutrition Therapy I .....	2
DTC 511SP	Applied Nutrition Therapy I Supervised Practice .....	2
DTC 512	Applied Nutrition Therapy II .....	2
DTC 512SP	Applied Nutrition Therapy II Supervised Practice .....	2
DTC 521	Community Nutrition .....	2
DTC 521SP	Community Nutrition Supervised Practice .....	1
DTC 526	Nutrition Education Methods .....	2.5
DTC 526SP	Nutrition Education Supervised Practice .....	0.5
DTC 620	Nutrition Seminar.....	3
DTC 631	Advanced Nutrition Practice I .....	8
DTC 632	Advanced Nutrition Practice II .....	8

##### IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:

BUS/MGT/ACC	elective at the 200 or higher level .....	3
BIO 107/107L	Human Anatomy & Physiology.....	4
BIO 108/108L	Human Anatomy & Physiology.....	4
BIO 208	Microbiology .....	4
BIO 303/303L	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
GRA 600	Theory Development .....	3
GRA 601	Research Methodology .....	3
GRA 610	Thesis Seminar.....	3
HSA 613	Management in Health Care Organizations .....	3
GRA 629	Thesis Advisement .....	3

UNDERGRADUATE MAJOR REQUIREMENTS .....	65
CORE REQUIREMENTS .....	48
GRADUATE MAJOR REQUIREMENTS .....	51
<b>TOTAL .....</b>	<b>164</b>

**NOTE:** These courses meet the knowledge and performance requirements for the standards of education set by the American Dietetic Association, and are subject to change.

The D'Youville College dietetics program is currently granted accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association (CADE). CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The address and phone number of CADE are: 210 South Riverside Plaza, Suite 2000, Chicago, IL, 60606, (312)899-4876.

# EDUCATION

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

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

Students who enter the five-year integrated BA/MS program follow a carefully sequenced curriculum in the liberal arts and sciences in order to insure they have the necessary knowledge base for teaching. Required courses include study in English literature and writing, philosophy, foreign language, fine arts, math and natural sciences, and history, sociology and psychology. These courses are taught by faculty from the departments of liberal arts and math and natural sciences. During their undergraduate years, students are guided by advisors in the Advisement Center.

## Admission Requirements

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

## Academic Regulations

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

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

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

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

### PHASE I:

#### *Entry into the BA/MS*

1. Students are admitted into the five-year integrated BA/MS program in education based on the criteria outlined in the D'Youville College undergraduate catalog.
2. Students who later plan to teach at the early childhood, childhood or middle-childhood/generalist level enter the interdisciplinary studies major.
3. Students who later plan to teach at the middle childhood/specialist (grades 7-9) or adolescence (grades 7-12) level must enter a major such as biology, English or history.
4. To be in good standing students must maintain a minimum Q.P.A. of 2.5. Students with less than a 2.5 Q.P.A. may be dismissed from the program. (Note: A Q.P.A. of 2.75 is required to begin taking graduate courses in the junior year.)

### PHASE II:

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

1. Students who have maintained a Q.P.A. of 2.75 or better begin taking graduate courses in education in the junior year.
2. Before registering for graduate coursework, students must meet with our Certification Officer.
3. No more than six credits of grades below a B (B-, C+, etc.) are applicable to the graduate degree.
4. Any graduate-level course in which the student receives a grade below a C (C-, D, etc.) must be repeated.
5. A course may be repeated only once.

### PHASE III:

#### *Candidacy for the master's of science degree*

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

## B.A. INTERDISCIPLINARY STUDIES/ M.S. EDUCATION Curriculum Sequence

### FIRST YEAR-FALL

ENG 111	English Communication I .....	3
PSC 201	American Government & Economics OR	
ECO 201	Principles of Economics-Macro .....	3
CSC 110	Computers and Computing OR	
CSC 161	Multimedia .....	3
PSY 203	Developmental Psych. ....	3
RS 201	Religion & Responsibility OR	
PHI 201	Ethics .....	3
EDU 101	Seminar in Education .....	1
<b>TOTAL</b>		<b>16</b>

### FIRST YEAR-SPRING

ENG 112	English Communication II .....	3
MAT 117	Topics in Math .....	3
CHE 142	Molecules .....	4
PHI 204	Logic .....	3
SOC 101	Principles of Sociology OR	
SOC 102	Social Problems .....	3
EDU 102	Seminar in Education .....	1
<b>TOTAL</b>		<b>17</b>

### SECOND YEAR-FALL

FL 101	Foreign Language I .....	3
BIO 105	Human Biology .....	4
FA 100 or >	Fine Arts Elective .....	3
ENG 231	Advanced Writing OR	
ENG 232	Creative Writing .....	3
MAT 389	Elementary Math .....	3
<b>TOTAL</b>		<b>16</b>

### SECOND YEAR-SPRING

HIST 203	American Economic & Social History to 1865 OR	
HIST 204	American Economic & Social History since 1865 .....	3
FA 100 or >	Fine Arts Elective .....	3
ENG 218	Minority Voices .....	3
FL 102	Foreign Language II .....	3
SOC 211	The Changing Social World .....	3
<b>TOTAL</b>		<b>15</b>

### THIRD YEAR-FALL

— —	Free Elective .....	3
BIO 215	Environmental Biology .....	4
ENG 215	World Literature I OR	
ENG 216	World Literature II .....	3
PHI 401	The Person .....	3
PSY 206	Abnormal Psychology .....	3
<b>TOTAL</b>		<b>16</b>

### THIRD YEAR-SPRING

MAT 120	Elem. Statistics .....	3
SPE 201	Speech .....	3
ENG 315	British & American Lit. OR	
	Any English at 300 level or above .....	3
PHY 389	Physics for Poets .....	3
EDU 622	Meeting the Needs of Exceptional Learners OR	
SED 643	Theoretical Perspectives on Individuals with Mild Disabilities .....	3
<b>TOTAL</b>		<b>15</b>

### FOURTH YEAR-FALL

ENG 406	Critical Theory .....	3
— —	Free Elective .....	3
SOC 311	The Family .....	3
BIO 210	Modern Topics in Biology OR	
BIO 223	Evol. & Human Heredity .....	3
HIST 300 or >	Any American History .....	3
EDU 621	Elementary School General Strategies OR	
SED 644	Theoretical Perspectives on Individuals with Severe/ Profound Disabilities .....	3
<b>TOTAL</b>		<b>18</b>

### FOURTH YEAR-SPRING

HIST 300 or >	any non American History .....	3
ENG 313	Contemporary Writers .....	3
RS 102	Belief and Unbelief .....	3
— —	Free Elective .....	3
EDU/SED 656	Philosophical Foundations of Education .....	3
EDU/SED 652	Curriculum Planning in Education .....	3
<b>TOTAL</b>		<b>18</b>

### YEAR FIVE

Course work will be planned with your academic advisor from the department of education.



# ENGLISH

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

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

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

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

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

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

## Course Requirements

### ENGLISH DEGREE: BA Literature Concentration

#### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		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 302	Shakespeare .....	3
ENG 406	Critical Theory .....	3
One of ENG 215, 216, or 218.....		3
Literature Courses (300-400 Level) .....		12
Two semesters of a foreign language or English electives, (if student has four semesters of high school foreign language) .....		6
ENG 444	Internship .....	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.

### ENGLISH DEGREE: BA Writing Concentration

#### COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		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 302	Shakespeare .....	3
ENG 406	Critical Theory .....	3

One of ENG 215, 216, or 218

AND

one other Literature Course (300-400 Level) .....

#### TWO OF THE FOLLOWING: .....

ENG 203	Short Story	3
ENG 213	Drama	3
ENG 217	Essentials of Poetry	3
ENG 221	The Novel	3
ENG 232	Creative Writing I	3
ENG 233	Journalism	3
ENG 234	Technical Writing I	3
ENG 235	Public Relations Writing	3

#### ONE OF THE FOLLOWING: .....

ENG 331	Advanced Writing II	3
ENG 232	Creative Writing I	3
ENG 332	Creative Writing II	3
ENG 432	Creative Writing III	3
ENG 234	Technical Writing I	3
ENG 334	Technical Writing II	3
ENG 233	Journalism	3

Two semesters foreign language or English electives.

(if student has four semesters of High School foreign language).....

ENG 444 Internship .....

MAJOR .....

CORE REQUIREMENTS AND ELECTIVES .....

TOTAL .....

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

# EXERCISE AND SPORTS STUDIES

The interdisciplinary program in exercise and sport studies leads to a bachelor of science degree of 121-124 credits and is designed to provide undergraduate students with the knowledge base and conceptual tools to understand the health, physical activity and social dimensions of exercise and sport. Students will be provided with a major foundation comprised of 20 credits in interdisciplinary coursework and be given the option to select from one of three areas of specialization. One will provide individuals with a focus on the health and fitness aspects of exercise (50 credits), a second on the social dimensions of exercise and sports (48 credits), and a third will provide students with critical coursework necessary for more advanced study in fields like physical therapy (50 credits).

Career objectives for these students include working in fields that involve physical activities, sports and recreational activities, and more advanced education in fields such as physical therapy.

The course of study is intimately related to the strong group of health-related programs currently offered at the college at both undergraduate and graduate levels, such as occupational therapy, physical therapy, as well as a focus on health and wellness in our sociology major.

As such, the proposed program is consistent with our educational mission and capabilities and provides students a new and attractive pathway for undergraduate studies in an area related to exercise and sport studies. The proposed program provides flexibility in its tracts to meet the needs of a variety of students interested in learning more about health, exercise and sports activities.

## Program Contents and Requirements:

The program in exercise and sports studies leads to a B.S. degree of between 122 and 124 credits, depending on area of specialization (track). The program includes three (3) tracks, each of which contains 17 courses that meet the D'Youville College Core Requirements, and 6 foundations courses. The three tracks then include additional coursework from a variety of disciplines that round out the student's educational experience.

Track 1 – Exercise Studies totals 124 credits

Track 2 – Sports Studies totals 122 credits

Track 3 – Health Professions totals 121 credits

## Course Requirements

### EXERCISE AND SPORTS STUDIES

#### DEGREE: BS

##### 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	
— —	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 (for Track 1 or Track 2) .....	3
OR		
MAT 122	Algebra and Trigonometry (for Track 3 only)	
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
— —	3 Free Electives .....	9
	<b>SUBTOTAL .....</b>	<b>59</b>

##### IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR:

ESS 101	Introduction to Exercise and Sports Studies .....	3
ESS 270	Exercise and Sports Studies: Practicum .....	3
SOC 312	Sociology of Sports and Physical Activity .....	3
ESS 410	Special Topics (Track 1 and Track 2 Only) .....	3
ESS 470	Exercise and Sports Studies: Internship .....	3
ESS 490	Exercise and Sports Studies Seminar .....	0
	<b>SUBTOTAL .....</b>	<b>15</b>

**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
RSC 406	Exercise Physiology .....	3
DTC 306	Principles of Nutrition.....	3
DTC 328	Nutrition for Fitness and Athletic Performance .....	2
— —	10 Electives .....	30
	<b>SUBTOTAL .....</b>	<b>50</b>

<b>CORE REQUIREMENTS .....</b>	<b>59</b>
<b>IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR .....</b>	<b>15</b>
<b>IN THE SPECIFIC AREA OF CONCENTRATION .....</b>	<b>50</b>
<b>TOTAL .....</b>	<b>124</b>

**ADDITIONAL COURSE REQUIREMENTS FOR TRACK 2 –  
SPORTS STUDIES:**

PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology .....	3
SOC 322	Health, Illness and Society .....	3
SOC 400	Social Epidemiology .....	3
— —	12 Electives .....	36
	<b>SUBTOTAL .....</b>	<b>48</b>

<b>CORE REQUIREMENTS .....</b>	<b>59</b>
<b>IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR .....</b>	<b>15</b>
<b>IN THE SPECIFIC AREA OF CONCENTRATION .....</b>	<b>48</b>
<b>TOTAL .....</b>	<b>122</b>

**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
HS 203	Medical Terminology.....	1
PSY 203	Developmental Psychology.....	3
PSY 204	Physiological Psychology .....	3
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
MAT 123	Introduction to Applied Statistics .....	4
RSC 203	Medical Terminology.....	1
RSC 406	Exercise Physiology .....	3
BIO 307	Pathophysiology.....	3
RSC 450	Clinical Neuroscience .....	5
BIO 339	Human Gross Anatomy .....	6
RSC 305	Kinesiology .....	4
— —	1 Elective .....	3
	<b>SUBTOTAL .....</b>	<b>50</b>

<b>CORE REQUIREMENTS .....</b>	<b>59</b>
<b>IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR .....</b>	<b>12</b>
<b>IN THE SPECIFIC AREA OF CONCENTRATION .....</b>	<b>50</b>
<b>TOTAL .....</b>	<b>121</b>

# GLOBAL STUDIES

The global studies major is an interdisciplinary program drawing on the diverse offerings of liberal arts at the college. The program prepares students to understand cultural differences from a broad interdisciplinary perspective and to examine more deeply a particular region of the world.

During their course of studies, students will be offered a study-abroad opportunity. We strongly recommend that students enter language-intensive programs abroad, during a summer semester or regular semester, thus possibly satisfying the language requirement of the program and the expectation of foreign study at the same time.

The program will provide students with a strong interdisciplinary background, global awareness, and hands-on regional knowledge sufficient to provide a working knowledge of the issues that face a particular region of the world. With globalization resettling the boundaries of commerce, culture and politics in the world around us, a global studies degree will be highly prized by international and nongovernmental organizations.

To fulfill the requirements for a bachelor of arts degree in global studies, students must complete the following courses: GLS 101, GLS 102, GLS 444, BIO 215, ENG 215, ENG 216, HIS 211, PHI 306, PSC 250, SOC 203, and GLS 344 or four semesters of a foreign language.

In addition, students choose from one of three regional concentration areas, and complete a minimum of 12-credit hours in that area, with no more than 9 hours from any one academic discipline. The areas and possible courses to choose from are as follows: Europe: ENG 300, 301, 308, 309, 310, 318, 344, FA 327, HIS 111, 329, 343, PHI 280, 305, 404, RS 209, SOC 211. The Americas: ENG 218, 323, 342, 343, 344, 409, HIS 231, 341, 313, SOC 211. The Non-Western World: ENG 344, 340, 341, HIS 103, 309, 350, HIS/SOC 420, PHI 308, SOC 211.

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

For further information, contact the chair of the liberal arts department at (716) 898-7608.

## Course Requirements

### GLOBAL STUDIES DEGREE: BA

#### COURSE REQUIREMENTS FOR THE MAJOR:

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

#### Regional Concentration (students choose one).

Minimum 12 hours in one area, with no more than 9 hours in any one discipline.

#### EUROPE

ENG 300	Women Writers
ENG 301	Romanticism
ENG 308	Medieval and Renaissance Literature
ENG 309	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
ENG 340	South Asian Literature in English
ENG 341	Sub-Saharan African Lit in Translation.
HIS 103	Comparing World Civilizations
HIS 309	The Far East
HIS 350	Islam and Africa
HIS/SOC 420	The Vietnam War
PHI 308	Eastern Religions
SOC 211	The Changing Social World
<b>SUBTOTAL.....</b>	<b>12</b>

#### 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 OR	Language (4 semesters)	
GLS 344	Study Abroad .....	12
<b>SUBTOTAL .....</b>	<b>34</b>	

<b>MAJOR .....</b>	<b>55</b>
<b>CORE REQUIREMENTS AND ELECTIVES .....</b>	<b>65</b>
<b>TOTAL .....</b>	<b>120</b>

## HEALTH PROFESSIONS

Students who are future health care professionals must understand the theoretical foundations of professional practice and health care delivery systems. Courses in the health professions are designed to introduce students to the use of concepts, theory development, and the research process in relationship to professional practice.

## HEALTH SERVICES

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

The degree conferred is the bachelor's of science in health services. The curriculum prepares the student by emphasizing a firm base of liberal arts and a common body of knowledge about health services. The program's first two years are devoted primarily to the study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the program curriculum. The remaining time is designed to provide a broad comprehensive base in specific areas of health-related knowledge and concepts, which serve as a foundation. Internships with affiliated health agencies are included in the program.

Admission to D'Youville College is competitive. The selection process attempts to identify those qualified men and women who will benefit most from the wide variety of academic and extracurricular programs that the college offers. D'Youville College does not require completion of specific high school subjects for admission to the health services program although a strong math and science background is important. It believes that the best foundation for college-level work is the traditional college preparatory high school program consisting of subjects in English, natural science, social science, mathematics and/or foreign language.

Individuals who have attended an institution of higher learning following high school graduation are considered transfer applicants if they have accumulated a minimum of 12 credit hours. Grades of P, S, and CR do not count as credit-bearing courses.

All health services students must maintain a minimum G.P.A. of 2.5 in the major, with no grade below a C. Students are allowed to repeat a major course only once in order to improve their major G.P.A. or their grades in a particular course. Academic standing of students is determined by the cumulative quality point average (Q.P.A.). Admission to the MPT 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, which serve as a foundation for the specialization.

#### *Health Education and Operations Track:*

Students in this option will enter the workforce as entry-level health care employees in hospitals, HMOs, long-term care, home care and community care. They will coordinate activities and communicate with diverse groups within the organizations and communities and focus on achieving specific group, organizational and community health goals.

#### *Health Sciences Track:*

Students choosing the science track will study advanced sciences, chemistry, physics, anatomy and physiology in preparation for entering licensing programs such as physical therapy, occupational therapy and chiropractic medicine. Direct admission to the master's in physical therapy (MPT) program is granted with no need for students selecting this track to reapply for graduate studies. A G.P.A. of 3.0 is required for this option with a 3.0 in all specific health science courses required for the major.

**Course Requirements**

**HEALTH SERVICES  
DEGREE: BS**

**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
MAT123 Introduction to Applied Statistics .....	4
PHI 201 Ethics in Theory and Action .....	3
OR	
RS 201 Religion and Social Responsibility .....	
PSC 201 American Government and Economics .....	3
OR	
ECO 201 Principles of Economics – Macro .....	
OR	
ECO 202 Principles of Economics – Micro .....	
PSY 101 General Psychology .....	3
SOC 101 Principles of Sociology .....	3
_____ 2 Humanities Electives .....	6
_____ 3 Free Electives .....	9
<b>SUBTOTAL .....</b>	<b>51</b>

**IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR:**

ENG 218 Minority Voices in American Literature .....	
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
PSY 309 Social Psychology of Disability and Rehabilitation .....	
OR	
SOC 322 Health, Illness and Society .....	3
RS 214 The Challenges of Death .....	3
SPE 201 Public Speaking .....	3
<b>SUBTOTAL .....</b>	<b>21</b>

**IN THE SPECIFIC AREA OF CONCENTRATION:**

FA 210 Design .....	3
HS 101 Introduction to Health Care Systems .....	2
HS 203 Medical Terminology .....	1
HS 210 Delivering Health Services .....	3
MGT 305 Principles of Management .....	3
MGT 435 Health Care Management .....	3
<b>SUBTOTAL .....</b>	<b>15</b>

**PRACTICE FOCUS (students choose one area)**

*Health Education and Operations*

HRM 309 Human Resource Management .....	3
HS 220 Community Health .....	3
HS 310 Quantitative Methods .....	3
HS 312 Health Education Program Planning and Evaluation .....	3
HS 314 Maximizing Health Organization Assets .....	
Coordination and Communication .....	2
HS 320 Health Services Internship .....	2
HS 406 Information Technology in Health Care .....	3
HS 408 Reimbursement Payment Systems .....	3
HS 410 Health Care Law .....	3
HS 414 Project Planning and Management .....	3
HS 420 Advanced Health Services Internship .....	2
MGT 318 Management Information Systems .....	3
<b>SUBTOTAL .....</b>	<b>33</b>

*Health Sciences*

BIO 307 Pathophysiology .....	3
BIO 339 Human Gross Anatomy .....	6
CHE 111 Chemistry for the Health Sciences I .....	3
CHE 112 Chemistry for the Health Sciences II .....	2
CHE 113 Chemistry for the Health Sciences Lab .....	1
MAT 122 Algebra and Trigonometry .....	3
OR	
MAT 125 Calculus 1 .....	(4)
PHY 111 Introduction to Physics I .....	3
PHY 111L Introduction to Physics I Lab .....	1
PHY 112 Introduction to Physics II .....	3
PHY 112L Introduction to Physics II Lab .....	1
RSC 305 Kinesiology .....	3
RSC 306 Exercise Physiology .....	4
RSC 450 Clinical Neuroscience .....	5
<b>SUBTOTAL .....</b>	<b>38-39</b>

<b>CORE REQUIREMENTS .....</b>	<b>51</b>
<b>IN OTHER ACADEMIC AREAS REQUIRED FOR THE MAJOR .....</b>	<b>21</b>
<b>IN THE SPECIFIC AREA OF CONCENTRATION .....</b>	<b>15</b>
<b>PRACTICE FOCUS .....</b>	<b>33-39</b>
<b>TOTAL .....</b>	<b>120-126</b>

# HISTORY

To fulfill the requirements for a bachelor of arts in history, students must complete the following history courses: 103 or 111, 203, 204, 211, 323, 326, 327, 328, 450 and a three-hour senior research project; three courses selected from 309, 325, 329, 343, 344, 350 or another non-North American history course; two courses from 320,330 341,342 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.

## Course Requirements

### HISTORY DEGREE: BA

#### 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
HIS 309	History of the Far East	
HIS 325	Modern World Revolutions	
HIS 329	Twentieth Century Europe	
HIS 343	Russia, The West and Change	
HIS 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 341	Canada in Transition	
HIS 342	Great Achievers	
*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
<b>TOTAL .....</b>	<b>120</b>

\* Courses may also be transferred in/or taken in the consortia.

# INFORMATION TECHNOLOGY (IT)

The information technology program at D'Youville is specially designed to offer a hands-on education on the application of computer technology in a business environment.

The program is different from the majority of computer science or computer engineering programs offered today as it is designed to meet the needs of industry as defined by the profession. In addition to computing theories, the program stresses the application of computer technology such as database, networking, system administration, multimedia and Web publishing, security, resource management, integration of technology and software development. The overarching objective of the program is to provide students with essential technical and communication skills and a solid theoretical foundation so that they are well prepared for professional employment and life-long learning in this ever-changing field.

Our undergraduate coursework, leading to a bachelor's of science degree in information technology, is organized into three levels. The first focuses on information systems fundamentals, personal productivity, systems theories and practices. The second level includes hardware and software programming, data, object structures, networks and telecommunications. The third level includes information systems development and management processes. Students in the bachelor's of science degree program also have the option to select one of four professional concentrations: (1) multimedia and web publishing (2) database information systems (3) networking and communication systems (4) systems integration and management. Offerings in these professional areas are constructed on various topics, and will vary according to changing technology trends and market demands.

Recognizing the global aspect of the current business environment, the information technology department, in conjunction with the department of business, also offers a five-year program leading to both a bachelor's degree in information technology and a master's degree in international business.

The department is guided by a group of business and academic leaders that make up the Information Technology Advisory Board. Their advice and guidance assure that students are learning up-to-date and relevant information as it pertains to industry today. Students also enjoy state-of-the-art lab facilities, modern equipment and current software.

## Admission Requirements

Information technology as a discipline requires skills in math, science, and communication. Although not part of admission requirements, the department suggests the following high school coursework as adequate preparation for the IT major:

1. Four years of English, with a substantial writing component.
2. Three years of college-preparatory science.
3. At least three years of college-preparatory mathematics

Freshman admission is based on equal consideration of grade point average, class rank, and SAT I or ACT score. The quality of the high school academic program is also considered. Any additional materials submitted by applicants, such as letters of recommendation and personal statements, are also reviewed by the admission committee.

Each year, the department reserves a limited number of seats for transfer students. The general admission requirements for transfer students are as follows:

1. Minimum G.P.A. of 2.5.
2. A cumulative average of at least B in all math and computer courses taken from the previous institution(s).

A transfer student who doesn't meet these requirements may still be admitted. However, he/she may be asked to retake some courses.

## Academic Policies

Students within the department must maintain a minimum 2.0 grade point average in the courses taken at D'Youville in course-work required for their major. Students who fail to do this will be placed on probation in the major for the forthcoming semester. Any student who is on academic probation in the major for more than two consecutive or three non-consecutive semesters will be dismissed from the major. Students may appeal the decision on academic status by submitting, in writing to the department chairperson, reasons why exceptional consideration may be justified.

Students in the IT program are also expected to use computers in a responsible and ethical fashion. The unethical use of computers includes, but is not necessarily limited to, any of the following activities: a) infringement on copyright laws such as the exchange of proprietary software, b) gaining unauthorized access to information which is of a sensitive nature, c) willfully causing data loss or corruption, d) willfully causing denial of services to other users, e) gaining unauthorized access to computer systems. A student found engaged in such activities will be subject to disciplinary action, including dismissal from the program at the discretion of the chairperson.



**Course Requirements**

**INFORMATION TECHNOLOGY**

**DEGREE: BS**

**COURSE REQUIRMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
IT 101	Introduction to Information Technology .....	1
IT 111	Java Programming I .....	3
IT 112	Java Programming II .....	3
IT 231	Computer Organization & Architecture .....	4
IT 241	Data Structures and Algorithms .....	3
IT 304	Object-Oriented Computing .....	3
IT 315	Interactive Interface Design .....	3
IT 323	Database Design and Implementation .....	3
IT 331	Internetworking and Communication .....	3
IT 338	Modern Operating Systems .....	3
IT 415	Systems Development Concepts and Methodologies .....	3

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

MAT 120	Elementary Practical Statistics .....	3
MAT 125	Calculus I .....	4
MAT 126	Calculus II .....	4
MAT 318	Discrete Math .....	3
PHY 103&103L	Physics for Engineers I & Lab .....	4
PHY 104&104L	Physics for Engineers II & Lab .....	4

**BUSINESS AND MANAGEMENT CONCENTRATION**

MGT 305	Principles of Management .....	3
MGT 401	Organizational Behavior .....	3
<i>Select any two of the following courses:</i> .....		6
MGT 318	Management Information Systems	
MGT 411	International Business	
MGT 315	Financial Management	
ACC 402	Managerial Accounting	
MGT 407	Decision-making in Organization	
ECO 201	Macroeconomics	
MGT 440	Intro. To Management, Marketing & Business Law	
IT 444	Information Technology Internship	

**PROFESSIONAL CONCENTRATION**

<i>Select 4 courses from at least two of the following areas:</i> .....		12
Multimedia and Web Publishing		
Database Information Systems		
Networking and Communication Systems		
Systems Integration and Management		

MAJOR REQUIREMENTS.....	32
OTHER MAJOR REQUIREMENTS .....	22
BUSINESS CONCENTRATION.....	12
PROFESSIONAL CONCENTRATION.....	12
CORE REQUIREMENTS AND ELECTIVES .....	45
TOTAL .....	123

# INTERNATIONAL BUSINESS (IB)

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 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 EXIM Bank;
- Management consulting firms and export management companies;
- Logistics and transportation companies; and
- Colleges and universities

Students combine theoretical concepts learned in 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 BS/MS program in international business and guarantees a place in the class as long as all of the academic requirements are met.

The program has been approved and registered by the New York State Department of Education. Students who successfully complete all requirements specified by the five-year course of study will be awarded B.S. and M.S. degrees in international business at the time of graduation. The international business program at D'Youville College 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 existing business core curriculum. Graduate courses in international business begin in the fourth year and contain relevant research, analytical and communications components.

Required international fieldwork begins in the summer session between the fourth and fifth years of study. Fieldwork assignments are arranged on an individual student basis. Assignments may involve the developing exporting or importing strategies, performing advertising or marketing research, 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 program at Seneca College with a G.P.A. of 3.0 or better will be eligible for acceptance into the third year of D'Youville's BS/MS combined international business program. Normal progression in the articulated program would allow the student to complete a two-year general arts and science program in two academic years, and the combined BS/MS in international business in three additional calendar years. Specific details are available in the department of business.

## Student Responsibilities

The international business program is a demanding program in course work and time commitment. Students enrolled in the program must complete two summer sessions, in addition to the 10 full semesters of coursework in order to complete the program in five years. Fieldwork assignments, scheduled in the fourth and fifth years of study, may be completed at home or abroad and may require an additional expense for travel and room and board.

## Admissions Requirements

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1000 (recentered) or ACT equivalent.
2. A high school average of at least 85 percent.
3. High school rank in the upper half of class.

Students must also demonstrate successful completion of two years of mathematics. One year of foreign language is recommended, but not mandatory. Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to the international business combined BS/MS program are strongly advised to include these documents with their application.

The admission requirement for transfer students is a minimum Q.P.A. of 2.5. Transfer students are also strongly advised to include letters of recommendation and a letter of intent with their application. Students with a Q.P.A. of lower than 2.5, may be considered for conditional acceptance on an individual basis. Conditionally accepted students can matriculate after completing four undergraduate or graduate courses, as appropriate, with a grade of B or better.

Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum. However, foreign language and economics requirements must be met prior to advancement to the fourth year of study. In addition, 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

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) Maintain semester 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 a IB prefix at the 500 and 600 levels until the course is repeated with a minimum grade of C. If space is available a course must be repeated with permission of the program faculty the next time it is offered. A course may be repeated only once.
- 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 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 have been successfully repeated with a minimum grade of C. If space is available the course must be repeated the next time it is offered.
- 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 two full-time semesters which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program

Academic deficiencies, which result in program probation, must be corrected within the two semesters that immediately follow the date of probation.

Students placed on academic probation are not permitted to advance to subsequent semesters of study until the academic deficiency, which resulted in the probation status has been remedied. The student will remain on probation for two semesters in which full-time coursework, or its equivalent, is satisfactorily completed.

Students may appeal the decision of dismissal from the international business program to the chair of the department of business. The appeal is initiated with a letter from the student to the department chair that describes the extenuating circumstances that limited academic performance. The department chair then presents the appeal to the business faculty for consideration. If the appeal is accepted, the student will remain on program academic probation for two full-time semesters and must satisfy the criteria of probation.

**Student Conduct**

Students enrolled in the D'Youville College international business program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and fieldwork assignments. Academic dishonesty of any form will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the international business program.

**International Business Courses**

Graduate courses (500- and 600-levels) offered by the international business program are listed below. Undergraduate college-core and business-core courses, such as management, law or foreign language, are described in the appropriate sections for each discipline. Graduate courses with the prefix GRA are described in the graduate catalog.

**Course Requirements**

**INTERNATIONAL BUSINESS  
DEGREE: BS/MS**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
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 300-400 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 .....	9
IB 630	International Business Fieldwork .....	3

**IN OTHER AREAS REQUIRED FOR THIS MAJOR:**

ECO 201	Macroeconomics .....	3
ECO 202	Microeconomics .....	3
	Foreign Language .....	12
MAT 123	Applied Statistics .....	4
GRA 600	Theory Development .....	3
GRA 601	Research Methodology and Design.....	3
GRA 610	Thesis Seminar.....	3
OR		
GRA 621	(International Business Project Seminar I)	
GRA 629	Thesis Advisement .....	3
OR		
GRA 622	(Int. Business Project Seminar II) .....	3

CORE REQUIREMENTS .....	57
OTHER 100-400 LEVEL REQUIREMENTS	
SPECIFIED BY THE PROGRAM .....	40
500-600 LEVEL REQUIREMENTS	
SPECIFIED BY THE PROGRAM .....	54
TOTAL .....	151

# MANAGEMENT

The management program provides students with the knowledge and skills necessary to become competent and responsible managers.

The degree conferred is the bachelor's 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. The student handbook for the ADVANCE program provides further details about the curriculum. For more information, contact the ADVANCE program coordinator at (716) 898-7600

Students who major in any area of management must take MGT 304, LAW 303, 304, ACC 211 and 212, ECO 201, 202 and 207, and MGT 316, 411 and 444. The remaining 30 credits are selected from upper-level management courses, depending upon the emphasis.

All management majors take MGT 316. All accounting majors take ACC 417. All management majors must take MGT 444 (Internship) for a minimum of three-credit hours. However, this course can also be taken for 6-credit hours or the student may take MGT 445 for 6 - 12 credit hours. A waiver of this requirement will be given only in exceptional circumstances as determined by the department chair. If a waiver is granted, the student must take another minimum 3-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 3-credit hours. MGT 316 or ACC 417 will NOT satisfy the computer requirement in the core.

Students must earn a C grade in each course in the major. One half of the major (30 credits) must be earned at D'Youville. Students may repeat a major course once. Students may repeat no more than three major courses in their total program.

## ADVANCE Program in Management

Along with the traditional B.S. in management, the department of business also offers a management degree specifically designed for the working adults who want to get ahead in their careers, broaden their credentials to have more career choices or those who want to earn a baccalaureate degree.

Department cohorts or class groups begin several times during the academic year. Courses are scheduled in the evenings to fit busy lifestyles. The program places particular emphasis on self development, communication, problem-solving competence, supervision, human resource management and ethical leadership. It also emphasizes critical thinking and written communication skills.

In addition to the following courses in the ADVANCE modular program, complete or transfer six additional business course credits as well as meet the requirements for the college core curriculum. These additional courses may be challenged or substituted by passing the CLEPP exam. Many of these courses are offered in modular format.

## ADVANCE Modules

Module 1	MGT 389 Special Topics: Adult Development and Management
Module 2	MGT 305 Principles of Management
Module 3	MGT 401 Organizational Behavior
Module 4	MGT 304 Communicating in Organizations
Module 5	MGT 407 Quantitative Management Decision-Making
Module 6	MKT 304 Principles of Marketing
Module 7	HRM 309 Principles of Human Resources Management
Module 8	MGT 411 International Business
Module 9	ECO 207 Business Statistics
Module 10	MGT 318 Information and Communication Technology Management
Module 11	MGT 412 Management Strategy and Policy
Module 12	ACC 212 Principles of Accounting II
Module 13	MGT 315 Financial Management
Module 14	PHIL 325 Business Ethics

## SEVEN ADDITIONAL BUSINESS COURSES:

ACC 211	Principles of Accounting I
ECO 201	Principles of Economics-Macro
ECO 202	Principles of Economics-Micro
LAW 303	Business Law I
MGT 316	Personal Computers and E-Commerce for Managers
Two MGT courses at the 300-400 level	

## 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	<i>Business Administration</i>
Erie Community College, New York	<i>Business Administration</i>
	<i>Business Transfer</i>
Bryant & Stratton, New York	<i>Business Management</i>
	<i>Marketing and Sales</i>
Trocaire College	<i>Transfer Concentration</i>
	<i>Hotel Management</i>
	<i>Sales and Marketing</i>
	<i>Health Information Technology</i>
	<i>Health Care Office Management</i>
Villa Maria College	<i>Business Management</i>

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

# MILITARY SCIENCE

Students from D'Youville College wishing to pursue a career in the United States 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 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) 883-7000.

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 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 catalogue.*

## Course Requirements

### MANAGEMENT

#### DEGREE: BS in BUSINESS MANAGEMENT

##### COURSE REQUIREMENTS FOR THE MAJOR:

For all business majors:		Credits
ACC 211	Principles of Accounting I .....	3
ACC 212	Principles of Accounting II .....	3
MGT 304	Communicating in Organizations .....	3
ECO 201	Principles of Economics-Macro .....	3
ECO 202	Principles of Economics-Micro .....	3
ECO 207	Business Statistics .....	3
LAW 303	Business Law I .....	3
MGT 316	Personal Computers and E-Commerce for Managers.....	3
MGT 444	Internship .....	3
MGT 411	International Business .....	3

##### IN THE SPECIFIC AREA OF CONCENTRATION:

HRM 309	Principles of Human Resources Management .....	3
MGT 305	Principles of Management .....	3
MKT 304	Principles of Marketing .....	3
MGT 401	Organizational Behavior .....	3
MGT 407	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 .....	6
	(Any 300-400 level MGT courses)	

MAJOR .....	63
CORE REQUIREMENTS AND ELECTIVES .....	57
TOTAL .....	120

A student must earn a C grade in each course in the major. One half of the major (30 hours) must be earned at D'Youville. A student may repeat a major course once. A student may repeat no more than three major courses in the total program.

*\* To qualify for an internship students must have achieved a G.P.A. of 2.5 and receive the recommendation of a faculty member in their major field. Students who do not meet these requirements may apply for a waiver. A waiver of the requirement will be granted only in exceptional circumstances as determined by the department chair. If a waiver is granted the student must take another minimum 3 credit course stipulated by the department chair in consultation with the student's advisor.*

# NURSING

Programs offered in the department of nursing include the four-year bachelor's of science in nursing program; the bachelor's of science in nursing completion program for registered nurses; a combined five-year bachelor's of science and master's of science in nursing; a combined bachelor's of science and master's of science in community health nursing for registered nurses; a combined bachelor's of science and master's of science in nursing for registered nurses; the master's of science family nurse practitioner program; the master's of science in nursing; master's of science in community health nursing with preparation in management, teaching, addictions nursing, holistic nursing or hospice and palliative care nursing; a post-master's family nurse practitioner certificate; a post bachelor's certificate in nursing and health related professions education; holistic nursing; and hospice and palliative care. All programs are approved by the New York State Education Department and accredited by the Commission on Collegiate Nursing Education (CCNE). Clinical affiliations are conducted with a majority of the health care institutions in Western New York.

## Bachelor of science in nursing—BSN

This four-year bachelor's of science in nursing program prepares graduates for the NCLEX Professional Nursing Licensing Examination. A minimum of 133 credits in nursing is required for the BSN degree. The community-based curriculum focuses on the knowledge and skills needed for the 21st century. Six credits of undergraduate management courses are required for management preparation. The clinical experience emphasizes collaboration and partnerships with clients, health-care professionals, and agencies. 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. Multiple options are available to link with the other graduate nursing programs.

## Five-year bachelor's of science in nursing/master's of science in nursing—BSN/MS

This program enables students to complete both the BSN and MS in nursing in a combined course of study. Upon completion of the baccalaureate component of the program, students receive the BSN and are eligible to sit for the NCLEX licensing exam. Upon completion of the master's in nursing portion of the program, students receive a master's of science in nursing degree. This new program is shorter in length than the two programs of study if pursued separately, that is, the credit hours for three courses will be double counted for both the undergraduate and graduate components of the program. This program further allows the students at the master's level to customize their clinical focus and provides them flexibility in pursuing their own career goals.

## Completion program for RNs—AD-RN BSN

This special curriculum for RNs is planned to meet the needs of students with an associate degree in nursing. RNs are advised on an individual basis and transcripts are evaluated for maximum transfer credits. ADN graduates either transfer in or are exempted from up to 65 credits of course work. Some humanities courses may be met by CLEP exams (see credit by examination). RNs applying with an AD can complete this program in two years of full-time study. Course schedules are flexible when possible for day or evening, full- or part-time study. A minimum of 135 credits is required for BSN completion. In the process, three credits can be earned toward the nursing master's degree. A 50 percent tuition savings is available for RN students. The office of admissions and financial aid must have all requested financial data to process the special tuition rate.

## Combined BSN/MS Program for RNs—AD-RN BSN/MS in nursing\*

This program is designed to allow associate degree registered nurses to complete the BSN and MS in a combined program of study. The program is shorter in length than the two programs of study if pursued separately. That is, the credit hours for three courses will be double counted for both the undergraduate and graduate components of the program. Students choose an area of clinical focus for the 9-credit clinical capstone course.

## Combined BSN/MS in community health nursing program for RNs\*—AD-RN BSN/MS

This program is designed to allow associate's degree registered nurses to complete the BSN and MS in a combined program of study.

The undergraduate clinical rotations are offered (based on enrollment) on either a day or evening format. The graduate component may be completed in the Friday program (all classes on Fridays based on enrollment). A 50 percent tuition savings is available for students for the undergraduate portion.

*\* Refer to the graduate catalog for information on the graduate portion of the program.*

## Articulation Agreements

D'Youville College has established articulation agreements with several associate degree in nursing programs in New York State and province of Ontario. Transfer credits are given for equivalent course work completed in the above programs.

## Admissions Requirements

### BASIC STUDENTS IN BSN OR BSN/MS PROGRAM\* FRESHMEN:

#### BSN/MS PROGRAM:

- Combined SAT scores of at least 1000
- 85 percent high school average
- High school rank in the upper half of class
- No students will be admitted on a discretionary basis.

#### BSN PROGRAM:

- Combined SAT score of at least 900
- 80 percent high school average
- Upper half of class
- May transfer into 5-year BSN/MS if a 2.5 Q.P.A. is attained after 24 credits
- May be admitted on a discretionary basis

#### TRANSFER:

- 2.5 Q.P.A.

\* 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.

Basic 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 failed more than two science courses will be reviewed on an individual basis regardless of Q.P.A.

Applicants holding other baccalaureate degrees at the time of admission are not required to meet the college core requirements. In order to register for 200 level nursing course work, students must be formally accepted into the program.

### ASSOCIATE DEGREE RN STUDENTS

#### BSN OR BSN/MS PROGRAMS:

1. 2.5 Q.P.A. Under 2.5, may be admitted on a discretionary basis to the BSN program only.
2. Current RN License or eligible to write NCLEX exam. Clinical courses may not be taken until licensed.

#### DIPLOMA PREPARED

*(Hospital or Non-Hospital Associate Degree)*

#### BSN OR BSN/MS PROGRAMS:

1. 2.5 Q.P.A. Under 2.5, may be admitted on a discretionary basis to BSN only.
2. Current RN License or eligible to write the NCLEX exam. Clinical courses may not be taken until licensed.
3. The NLN Mobility Profile II exam may be taken [twice] to receive credit for NUR 100, 230, 230L, 330, 330L, 333, 420, 420L (25 credits).

## Academic Regulations

### DOUBLE COUNTED COURSES

A. Students pursuing the combined BSN/MS program in nursing will take three graduate-level courses (9 credits) instead of three undergraduate courses (8 credits) on similar topics. The courses addressed in this policy are the following:

1. NUR 314 Nursing Research (3 credits) replaced by GRA 601 Research Methodology (3 credits).
2. MGT 435 Health Care Management (3 credits) replaced by HSA 613 or HSA 615 Health Care Administration (3 credits).
3. NUR 100 Introduction to Professional Nursing (3 credits) replaced by NUR 609 Professional Role Development (3 credits).

This policy will enable generic students to save 9 credits by completing the combined BSN/MS program on a continuum, instead of pursuing the degrees separately.

RN students who are pursuing the combined BSN/MS program in nursing will take two graduate-level courses (6 credits) instead of two undergraduate courses (6 credits) on similar topics. The courses addressed in this policy are the following:

1. NUR 314 Nursing Research (3 credits) replaced by GRA 601 Research Methodology (3 credits).
2. MGT 435 Health Care Management (3 credits) replaced by HSA 615 Health Care Administration (3 credits).

This policy will enable AD-RN BSN/MS students to save 6 credits by completing the combined BSN/MS program on a continuum, instead of pursuing the degrees separately.

### POLICY ON DOUBLE COUNTING

To qualify for the graduate-level courses rather than the undergraduate courses the student must:

1. Be classified as a third- or fourth-year student.
2. Demonstrate evidence of capability to succeed in a graduate-level program as shown by a cumulative undergraduate G.P.A. of at least 2.7.
3. Have completed an undergraduate course in applied statistics (MAT 123).
4. Have completed a computer science course (CSC 110).

B. Grade and Q.P.A. Requirements:

1. Undergraduate Courses
  - a. To be in good standing in the BSN program, seniors and juniors must maintain a Q.P.A. and semester average of 2.5; sophomores must maintain a Q.P.A. and semester average of 2.0; freshmen must maintain a Q.P.A. and semester average of 1.8.
  - b. Maintain a minimum grade of C in all 100 to 400-level courses required in the major and for all other courses required for the major.
2. Graduate Courses
  - a. To be in good standing, maintain a cumulative Q.P.A. of at least 3.0 for all 500- and 600-level courses in the program.
  - b. Maintain a minimum grade of B in all 500- to 600-level courses required in the major.
  - c. No more than a total of two courses at the 500- to 600-level with grades lower than B (B-, C+, C) are applicable toward the degree. A grade of C- or lower is not applicable to the degree.
3. A student who takes an incomplete grade in a prerequisite to a required nursing course will not be permitted to begin the subsequent nursing course until the prerequisite course is completed with an acceptable grade.
4. A required course in which an unacceptable (U) or failing grade is earned must be repeated.

**C. Progression Requirements:**

1. A minimum grade of C is required for any course in the major. Students who fail to obtain a grade of C in a required course will not be permitted to enroll in major courses having a NUR or GRA prefix offered in subsequent semesters.
2. Students must successfully complete all prerequisite course requirements in order to progress in the program
3. Students must achieve a Q.P.A. of 2.5 to be admitted into NUR 330/NUR 330L.
4. Students are permitted to repeat a course only once.
5. Permission to repeat a course must be obtained from the faculty in that course.
6. All course and thesis/project policies currently in existence regarding the graduate-level courses in the current MS in community health nursing and the MS in nursing programs will be followed for the graduate-level courses and thesis/project in the BSN/MS programs.

**D. Academic Warning, Probationary Standing and Dismissal:**

1. Students who are not in good standing in the department (fail to meet the required Q.P.A. for their class year), are placed on probation, and will remain on probation until they achieve the required Q.P.A. for their class year.
2. Failure to meet standards for two successive probation periods may result in dismissal from the program.
3. Students who do not meet the required semester average for their class year will be placed on warning and limited to 12 credits.
4. Students who have failed more than two science and/or nursing courses will be reviewed on an individual basis for retention and/or readmission, regardless of Q.P.A.
5. While enrolled in 100- to 400-level courses, a student placed on probation must receive no less than a C in all courses, achieve a semester average and cumulative Q.P.A. appropriate for their class year within the next two semesters (minimum of 15 credits).
6. Students who fail to achieve a grade of at least C on a second attempt (i.e., when repeating a course required for the major) will be dismissed from the program.
7. During the 500- or 600-level courses, a student placed on probation must achieve a semester average of at least 3.0, and achieve a cumulative G.P.A. of at least 3.0 within the next two full-time semesters. Failure to meet the conditions of probation may result in dismissal from the program.
8. In order to assure safe standards for the delivery of patient care, the following would constitute immediate dismissal from nursing courses: a level of theoretical knowledge which interferes with appropriate judgment in the delivery of patient care; unsafe performance in the delivery of patient care appropriate to student's level.
9. Students may be dismissed from the program for unprofessional conduct.

**Academic Regulations  
NCLEX Preparation**

1. Generic students must complete all steps of the educational resources program in conjunction with each of the required nursing courses in preparation for the NCLEX-RN exam. This includes, but is not limited to, all testing, remediation, workshops and self-study sessions. A minimum fee of \$56 per semester will be charged to each student.
2. Senior students are required to meet with the department chair in the spring semester to discuss their written plan for NCLEX-RN preparation.

**E. Program Completion:**

1. To complete the BSN program, basic students must complete 133 credits. To complete the MSN, a graduate student must complete 30-33 credits. To complete the BSN/MS program, students must complete 154-157 credits.\*
2. To complete the RN-BSN program, students must complete 135 credits. To complete the RN-BSN/MS program, students must complete 153-156 credits.\*
3. To complete the RN-BSN/MS in community health nursing, students must complete 171-177 credits.\*
4. A student, whether full- or part-time, must complete the BSN program in a maximum of eight academic years or the BSN/MS program in a maximum of 10 academic years. Under exceptional circumstances, students requiring more time may appeal for an extension to either the Student Affairs Committee or Graduate Policies Committee as appropriate.

*\*Credits vary with the project or thesis option.*

**F. Re-admission:**

1. A student who is dismissed from the nursing program because of academic difficulties may apply for readmission to the program after one year. To be considered, the student must show evidence of academic and/or personal growth.
2. Criteria necessary for readmission will be defined in the letter of dismissal.



G. 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. All students enrolled in clinical courses must have health insurance and be able to provide documentation of coverage prior to the start of the semester. Failure to do so will prohibit the student from going to the clinical agencies. College student health insurance is available for a nominal fee through the health center.
3. All students enrolled in clinical courses must have current health and immunization records on file in the health center and available to the health agencies used for student learning experiences. Students must have evidence of vaccinations for MMR, Chickenpox and Hepatitis B. Specific information regarding these and additional health requirements are in the undergraduate student handbook. Failure to comply with the health requirements will prohibit the student from going to the clinical agencies.
4. Current certification in adult and child CPR (cardiopulmonary resuscitation) is a requirement of all clinical courses starting with NUR 330.
5. Students are responsible for transportation and expenses to and from clinical sites. They may need access to a car for home visiting.
6. Any student enrolled in a clinical course who is absent from a clinical experience will be required to complete a make-up for the missed experience. Should it be determined by the instructor that a clinical experience will be required for the make-up assignment, the student is responsible for reimbursing the college for faculty cost prior to the scheduled makeup. The clinical grade will be withheld until payment and makeup are completed.

**Student Conduct**

Students enrolled in the nursing program are expected to exhibit professional behavior, demonstrating responsible and mature conduct in both the academic and clinical environments. Unprofessional conduct will not be tolerated: Regardless of previous grades earned, 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 department faculty. Policies specific to the department of nursing regarding grading, promotion, retention, dismissal and unprofessional conduct are available to students in the nursing student handbook.

**Course Requirements**

**NURSING  
NURSING DEGREE: BSN\***

COURSE REQUIREMENTS FOR THE MAJOR:

In the specific area of concentration:		Credits
NUR 100	Introduction to Professional Nursing.....	3
NUR 230	Professional Nursing II.....	3
NUR 230L	Clinical II .....	1
NUR 314	Nursing Research.....	3
NUR 330	Professional Nursing III .....	6
NUR 330L	Clinical III .....	3
NUR 333	Basic Pharmacology .....	3
NUR 420	Professional Nursing IV .....	5
NUR 420L	Clinical IV .....	3
NUR 430	Professional Nursing V.....	6
NUR 430L	Clinical V .....	3
NUR 450	Professional Nursing VI .....	6
NUR 450L	Clinical VI .....	3
<b>TOTAL CREDITS IN MAJOR.....</b>		<b>48</b>

IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:

BIO 107/107L	Anatomy & Physiology I/Lab.....	4
BIO 108/108L	Anatomy & Physiology II/Lab .....	4
BIO 208/208L	Microbiology/Lab .....	*
BIO 307	Pathophysiology .....	3
CHE 111	Chemistry for the Health Sciences I .....	*
CHE 112/113L	Chemistry for the Health Sciences II/Lab .....	3
NTR 325	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
HRM 309	Principles of Human Resource Management	
OR		
MGT 435	Health Care Management .....	3
PSY 206	Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>		<b>27</b>

<b>MAJOR .....</b>	<b>48</b>
<b>OTHER MAJOR REQUIREMENTS .....</b>	<b>27</b>
<b>CORE REQUIREMENTS AND ELECTIVES .....</b>	<b>58</b>
<b>TOTAL .....</b>	<b>133</b>

\* Credits are already counted as college core requirements.

\*\* Course was counted as 3-credit math requirement, but is a 4-credit course.

**NURSING**

**NURSING DEGREE: BSN/MS**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
NUR 100	Introduction to Professional Nursing .....	0
NUR 230	Professional Nursing II .....	3
NUR 230L	Clinical II .....	1
NUR 330	Professional Nursing III .....	6
NUR 330L	Clinical III .....	3
NUR 333	Basic Pharmacology .....	3
NUR 420	Professional Nursing IV .....	5
NUR 420L	Clinical IV .....	3
NUR 430	Professional Nursing V .....	6
NUR 430L	Clinical V .....	3
NUR 450	Professional Nursing VI .....	6
NUR 450L	Clinical VI .....	3
NUR 630	Professional Nursing VII .....	5
NUR 630L	Clinical VII .....	4
DCNUR 609	Professional Role Development (NUR 100) .....	3
DCNUR 314	Nursing Research .....	*
<b>TOTAL CREDITS IN MAJOR .....</b>		<b>54</b>

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

BIO 107/107L	Human Anatomy & Physiology I/Lab .....	4
BIO 108/108L	Human Anatomy & Physiology II/Lab .....	4
*BIO 208/208L	Microbiology/Lab .....	*
BIO 307	Pathophysiology .....	3
*CHE 111	Chemistry for the Health Sciences I .....	*
CHE 112/113L	Chemistry for the Health Sciences II/Lab .....	3
NTR 325	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
DCMGT 435	Health Care Management .....	0
PSY 206	Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>		<b>24</b>

**COURSES (MS) IN OTHER AREAS REQUIRED FOR THIS MAJOR:**

GRA 600	Theory Development .....	*
DCGRA 601	Research Methodology (NUR 314) .....	3*
GRA 610	Thesis Seminar .....	*
NUR 610	Project Seminar .....	*
GRA 629	Thesis Guidance .....	*
NUR 629	Project Advisement .....	*
DCHSA 613	Health Care Administration (MAT 435) .....	3
PHI 600	Philosophical Methods .....	3
SOC 600	Social Epidemiology .....	3
<b>TOTAL CREDITS (MS) OTHER THAN MAJOR .....</b>		<b>9</b>
<b>TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR.....</b>		<b>33</b>

MAJOR .....	54
OTHER MAJOR REQUIREMENT .....	33
<b>B.S. AND M.S. CORE REQUIREMENT</b>	
AND ELECTIVES .....	67-70
<i>(Project vs Thesis Option)</i>	
<b>TOTAL .....</b>	<b>154-157</b>

**NURSING**

**NURSING DEGREE: AD-RN BSN**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
NUR 100+	Introduction to Professional Nursing .....	3
NUR 230+	Professional Nursing II .....	3
NUR 230L+	Clinical II .....	1
NUR 314	Nursing Research .....	3
NUR 330+	Professional Nursing III .....	6
NUR 330L+	Clinical III .....	3
NUR 333+	Basic Pharmacology .....	3
NUR 420+	Professional Nursing IV .....	5
NUR 420L+	Clinical IV .....	3
NUR 440RN	Professional Nursing V .....	6
NUR 440RNL	Clinical V .....	2
NUR 460RN	Professional Nursing VI .....	6
NUR 460RNL	Clinical VI .....	3
NUR 609	Professional Role Development .....	3
<b>TOTAL CREDITS MAJOR .....</b>		<b>50</b>

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

BIO 107/107L+	Anatomy & Physiology I/Lab .....	4
BIO 108/108L+	Anatomy & Physiology II/Lab .....	4
BIO 208/208L+	Microbiology/Lab .....	*
BIO 307	Pathophysiology .....	3
CHE 111+	Chemistry for the Health Sciences I .....	*
CHE 112/113L+	Chemistry for the Health Sciences II/Lab .....	3
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 .....	3
PSY 206+	Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR.....</b>		<b>27</b>

MAJOR .....	50
OTHER MAJOR REQUIREMENTS .....	27
CORE REQUIREMENTS AND ELECTIVES .....	58
<b>TOTAL .....</b>	<b>135</b>

\* Credits are already counted as college core requirements.

\*\* Course was counted as 3-credit math requirement, but is a 4-credit course.

+ Courses marked with a '+' will likely be transferred in. RN-AD students may transfer up to 65 credits with grades of C or better.

**NURSING**

**NURSING DEGREE: AD-RN BSN/MS**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
NUR 100+	Introduction to Professional Nursing .....	0
NUR 230+	Professional Nursing II .....	3
NUR 230L+	Clinical II .....	1
NUR 330+	Professional Nursing III .....	6
NUR 330L+	Clinical III .....	3
NUR 333+	Basic Pharmacology .....	3
NUR 420+	Professional Nursing IV .....	5
NUR 420L+	Clinical IV .....	3
NUR 440RN	Professional Nursing V .....	6
NUR 440RNL	Clinical V .....	2
NUR 460RN	Professional Nursing VI .....	6
NUR 460RNL	Clinical VI .....	3
NUR 630 I & II	Professional Nursing VII .....	5
NUR 630L I & II	Clinical VII .....	4
DCNUR 314	Nursing Research .....	*
DCNUR 609	Professional Role Development (NUR 100) .....	3
<b>TOTAL CREDITS MAJOR</b>		<b>53</b>

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

BIO 107/107L+	Anatomy & Physiology I/Lab .....	4
BIO 108/108L+	Anatomy & Physiology II/Lab .....	4
BIO 208/208L+	Microbiology/Lab .....	*
BIO 307+	Pathophysiology .....	3
CHE 111+	Chemistry for the Health Sciences I .....	*
CHE 112/113L+	Chemistry for the Health Sciences II/Lab .....	3
NTR 325+	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
DCMGT 435	Health Care Management .....	0
PSY 206+	Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR</b>		<b>24</b>

**COURSES (MS) IN OTHER AREAS REQUIRED FOR THIS MAJOR:**

GRA 600	Theory Development .....	*
DCGRA 601	Research Methodology (NUR 314) .....	3*
GRA 610	Thesis Seminar .....	*
NUR 610	Project Seminar .....	*
GRA 629	Thesis Guidance .....	*
NUR 629	Project Advisement .....	*
DCHSA 613	Health Care Administration (MGT 435) .....	3
PHI 600	Philosophical Methods .....	3
SOC 600	Social Epidemiology .....	3
<b>TOTAL CREDITS (MS) OTHER THAN MAJOR</b>		<b>9</b>
<b>TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR</b>		<b>33</b>

<b>MAJOR</b>	.....	<b>53</b>
<b>OTHER MAJOR REQUIREMENTS</b>	.....	<b>33</b>
<b>CORE REQUIREMENTS</b>	.....	<b>67-70</b>
<b>TOTAL</b>	.....	<b>153-156</b>

- \* Credits are already counted as college core requirements.
- \*\* Course was counted as 3-credit math requirement, but is a 4-credit course.
- + Courses marked with a "+" will likely be transferred in. RN students may transfer in up to 65 credits with grades of C or better. DC indicates courses double counted for both undergraduate and graduate credit.

**NURSING**

**NURSING DEGREE:**

**AD-RN BSN/MS in Community Health Nursing**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration		Credits
NUR 100+	Introduction to Professional Nursing .....	3
NUR 230+	Professional Nursing II .....	3
NUR 230L+	Clinical II .....	1
NUR 330+	Professional Nursing III .....	6
NUR 330L+	Clinical III .....	3
NUR 333+	Basic Pharmacology .....	3
NUR 420+	Professional Nursing IV .....	5
NUR 420L+	Clinical IV .....	3
NUR 440RN	Professional Nursing V .....	6
NUR 440RNL	Clinical V .....	2
NUR 460RN	Professional Nursing VI .....	6
NUR 460RNL	Clinical VI .....	3
NUR 603	Community Health Nursing: Optimum Health .....	3
NUR 604	Community Health Nursing: Episodic Health Nursing .....	3
NUR 605	Community Health Nursing: Continuous Health Restoration .....	3
NUR 609	Professional Role Development .....	3
<b>TOTAL CREDITS MAJOR</b>		<b>56</b>

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

BIO 107/107L+	Anatomy & Physiology I/Lab .....	4
BIO 108/108L+	Anatomy & Physiology II/Lab .....	4
BIO 208/208L+	Microbiology/Lab .....	*
BIO 307+	Pathophysiology .....	3
CHE 111+	Chemistry for the Health Sciences I .....	*
CHE 112/113L+	Chemistry for the Health Sciences II/Lab .....	3
HRM 309	Principles of Human Resource Mgt .....	3
NTR 325+	Nutrition and Health .....	3
MAT 123	Introduction to Applied Statistics .....	1**
MGT 305	Principles of Management .....	3
MGT 435	Health Care Management .....	3
PSY 206+	Abnormal Psychology .....	3
<b>TOTAL CREDITS OTHER THAN MAJOR</b>		<b>30</b>

**COURSES (MS) IN OTHER AREAS REQUIRED FOR THIS MAJOR:**

GRA 600	Theory Development .....	*
GRA 601	Research Methodology .....	*
GRA 610	Thesis Seminar .....	*
NUR 610	Project Seminar .....	*
GRA 629	Thesis Guidance .....	*
NUR 629	Project Advisement .....	*
PHI 600	Philosophical Methods .....	3
SOC 600	Social Epidemiology .....	3
<b>TOTAL CREDITS (MS) OTHER THAN MAJOR</b>		<b>6</b>
<b>TOTAL CREDITS (BSN/MS) OTHER THAN MAJOR</b>		<b>36</b>

**NURSING****NURSING DEGREE:****AD-RN BSN/MS in Community Health Nursing***(continued)*

## FUNCTIONAL TRACKS (CHOOSE ONE):

**\*\*TEACHING**

GRA 606	Curriculum Development .....	3
GRA 607	Teaching Strategies .....	3
GRA 608	Teaching Practicum .....	3

**\*\*ADDICTIONS NURSING**

NUR 623	Addictions Nursing I .....	3
NUR 624	Addictions Nursing II .....	3
NUR 625	Addictions Nursing III .....	3

**\*\* MANAGEMENT**

HSA 615	Health Care Administration & Organization.....	3
HSA 616	Human Resource Management in Health Care.....	3
GRA 617	Financial Management of Health Care Systems .....	1
GRA 618	Effective Planning in Health Care Services.....	1
GRA 619	Funding of Health Care Facilities .....	1
GRA 620	Management Internship in Health Care .....	3

**\*\* HOLISTIC NURSING**

GRA 650	Holistic Nursing I .....	3
GRA 651	Holistic Nursing II.....	3
GRA 652	Holistic Nursing III .....	3

**\*\*HOSPICE AND PALLIATIVE CARE**

GRA 640	Hospice and Palliative Care I.....	3
GRA 641	Hospice and Palliative Care II .....	3
GRA 642	Hospice and Palliative Care III .....	3

TOTAL CREDITS IN FUNCTIONAL TRACK .....9-12

MAJOR .....	56
OTHER MAJOR REQUIREMENTS .....	36
B.S. AND M.S. CORE REQUIREMENTS .....	70
FUNCTIONAL TRACK REQUIREMENTS .....	9-12
TOTAL .....	171-177

**OCCUPATIONAL THERAPY (OT)**

The educational experience is a five-year entry-level master's program with direct admission at the freshman level. Both the bachelor's of science and master's 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 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, P.O. BOX 31220, Bethesda, MD, 20824-1220. The AOTA phone number is (301) 652-AOTA.

Once all requirements are completed, graduates are eligible to sit for the National Certification Examination for Occupational Therapists, administered by the National Board for the Certification of Occupational Therapists (NBCOT). 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's of science and master's 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 1000 (or ACT score of 21).
2. A high school average of at least 85 percent.
3. High school rank in the upper half of the class.

Students who do not meet these criteria are encouraged to apply to the Career Discovery Program and apply to OT after successfully completing two full time semesters.

Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to OT are strongly advised to include these documents with their application.

Students must also demonstrate successful completion of the following high school courses: two years of math, one year of biology, and one year of chemistry. Physics is strongly recommended. Students who have not taken high school chemistry will be considered for admission with the understanding that a college preparatory chemistry course must be taken before beginning the curriculum. Students are strongly encouraged to gain competence in word processing before entering the program.

Approximately 40 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 in either the second or third year of the BS/MS program (see requirements below). A minimum QPA 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.

Transfer students may enter the second year of the program in either fall or summer. Students who wish to enter in summer must meet the anatomy and physiology requirement listed below (#1).

Transfer students who wish to enter the third year of the program must begin in summer and meet the anatomy and physiology requirement listed below (#1), as well as the psychology requirements (#2 and #3).

1. Transfer Human Anatomy and Physiology I and II with labs or 6-8 credits of a combination of other biology courses that focus on anatomy and physiology such as: Comparative Primate Anatomy; Comparative Mammalian Anatomy and Physiology; Human Anatomy and Physiology; Anatomy and Physiology I and II or their equivalents at least one of which is a lab course as determined by the registrar and the department.
2. Transfer General or Developmental Psychology.
3. Transfer Abnormal Psychology.

In order to register for any OT courses, students must have been formally accepted into the program.

## **Academic Regulations**

Academic regulations for occupational therapy are in addition to general college policies for all part-time and full-time students. Further clarifications may be found in the OT Student Manual. OT students should refer to this manual for more definitive regulations. Full-time and part-time students must meet all the academic regulations listed below.

### **A. Grade and Q.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 a minimum of 2.5.
  - b. Maintain a minimum grade of "C" in all 100- to 400- level courses required in the major and for all other undergraduate course requirements for the major.
2. To be in good standing while enrolled in graduate courses (500- & 600- level), a student must:
  - a. Maintain a minimum semester and cumulative average of at least 3.0.
  - b. Maintain a minimum grade of "B" in all graduate-level work.
  - c. Have no more than a total of 2 courses (6 credits) of grades lower than B (B-, C+, C) applicable to the BS/MS degree. This policy applies to all 500- and 600- level courses. A grade of C- or lower is not applicable to the OT degree. Students who receive a second consecutive grade of "U" in GRA 629 or OT 623 will be dismissed from the program.

*\*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**

1. Students who are not in good standing in the department are placed on probation where they will remain until they meet the conditions of probation for two full-time semesters.
2. A dismissed student who appeals dismissal and is reinstated will be on probation for the remainder of the program.
3. A previously dismissed student who re-applies and is re-accepted will be on probation for the remainder of the program.

### **C. Dismissal**

While on probation, failure to meet the following conditions will result in dismissal from the program:

1. A student placed on probation must receive no less than a "C" in all courses at the 100- to 400- level, achieve a semester average of at least 2.5, and achieve a cumulative average of at least 2.5 within the next two full-time semesters; and receive no less than "B" in all courses at the 500- and 600- level, achieve a semester average of at least 3.0, and a cumulative average of at least 3.0 within the next two full-time semesters.
2. Probationary students on a decelerated or part-time schedule must continue to meet all conditions of probation while on a part-time schedule and will remain on probation until completion of their next two full-time semesters.
3. Failure to meet the conditions of probation will result in dismissal from the program. Within one year of dismissal, a student may reapply if he/she meets the criteria outlined for a student in good standing (see academic regulations). They may also be required to meet individualized criteria outlined during the dismissal meeting. If a student is dismissed from the program a second time, he/she cannot appeal that dismissal nor reapply to the program.
4. Within one year of dismissal, a student may reapply if he/she meets the criteria outlined for a student in good standing (see academic regulations). They may also be required to meet individualized criteria outlined during the dismissal meeting. If a student is dismissed from the program a second time, he/she cannot appeal that dismissal nor reapply to the program.

D. 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.

E. Students who receive less than a C in a Level II fieldwork course or who voluntarily withdraw from the course must receive approval from the faculty in the major before repeating the course. Students will not be allowed to repeat more than one level II fieldwork course.

Occupational therapy students may be required to sign up for occupational therapy courses at the departmental level in prearranged blocks. In these cases the block selected by the student is the official registration.

Occupational therapy courses are described following the curriculum 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.

## Curriculum Sequence

### FIRST YEAR-FALL

OT 101	OT Process & Theoretical Foundations I .....	2
ENG 111	English Communication I .....	3
BIO 107	Human Anatomy & Physiology I .....	4
SOC 101	Principles of Sociology .....	3
	OR	
SOC 102	Social Problems .....	3
	<b>TOTAL</b> .....	<b>12</b>

### FIRST YEAR-SPRING

ENG 112	English Communication II .....	3
CSC 110	Computers and Computing .....	3
BIO 108	Human Anatomy & Physiology II .....	4
PSY 101	General Psychology .....	3
	Free Elective .....	3
	<b>TOTAL</b> .....	<b>16</b>

### FIRST YEAR-SUMMER

OT 106	Occupational Development I .....	4
OT 109	Medical & Social Conditions I .....	2
	<b>TOTAL</b> .....	<b>6</b>

### SECOND YEAR-FALL

OT 210	Medical & Social Conditions II .....	2
OT 212	Occupational Development II .....	4
OT 214	Interpersonal Skills .....	2
	Humanities Elective .....	3
	Minor .....	3
	<b>TOTAL</b> .....	<b>14</b>

### SECOND YEAR-SPRING

OT 215	OT Delivery Systems .....	2
OT 217	Group Process .....	2
PSY 206	Abnormal Psychology .....	3
PHI 201	Ethics .....	3
	OR	
RS 201	Religion & Social Responsibility .....	3
	Political Science Elective .....	3
	OR	
	Economics Elective .....	3
	Free Elective .....	3
	<b>TOTAL</b> .....	<b>16</b>

### SECOND YEAR-SUMMER

OT 319	Functional Anatomy .....	5
	Minor .....	3
	<b>TOTAL</b> .....	<b>8</b>

### THIRD YEAR-FALL

OT 320	Neuroscience for Rehabilitation .....	5
OT 321	Fieldwork Seminar I .....	0
	Humanities Elective .....	3
MAT 123	Applied Statistics .....	4
	History Elective .....	3
	<b>TOTAL</b> .....	<b>15</b>

### THIRD YEAR-SPRING

OT 524	Research Seminar .....	2
OT 425	OT Process & Theoretical Foundations II .....	2
OT 427	Evaluation & Documentation I .....	2
OT 429	Child & Adolescent Intervention .....	4
	Humanities Elective .....	3
GRA 600	Theory Development .....	3
	<b>TOTAL</b> .....	<b>16</b>

### FOURTH YEAR-FALL

OT 433	Evaluation & Documentation II .....	2
OT 434	Adult & Geriatric Intervention .....	4
GRA 601	Research Methods .....	3
	Humanities Elective .....	3
	Free Elective .....	3
	<b>TOTAL</b> .....	<b>15</b>

### FOURTH YEAR-SPRING

OT 432	Fieldwork Seminar II .....	0
OT 635	OT Process & Theoretical Foundations III .....	2
OT 621	Project Seminar I .....	2
	OR	
GRA 610	Thesis Seminar .....	3
	Minor .....	3
	Minor .....	3
	Humanities .....	3
	<b>TOTAL</b> .....	<b>13-14</b>

### FOURTH YEAR-SUMMER

OT 640	Clinical Fieldwork I .....	4
GRA 629	Thesis Advisement .....	1
	<b>TOTAL</b> .....	<b>4-5</b>

### FIFTH YEAR-FALL

OT 641	Clinical Fieldwork II .....	4
OT 643	Management of OT Services .....	3
	<b>TOTAL</b> .....	<b>7</b>

### FIFTH YEAR-SPRING

OT 689	Professional Issues .....	2
OT 690	Community Practice .....	1-3
OT 622	Project Seminar II .....	2
	OR	
GRA 629	Thesis Advisement .....	3
GRA 630	Advanced Statistics (optional) .....	3
	Minor .....	3
	<b>TOTAL</b> .....	<b>9-14</b>

**Course Requirements**

**OCCUPATIONAL THERAPY  
DEGREE: BS/MS**

**COURSE REQUIREMENTS FOR THE MAJOR\***

In the specific area of concentration:		Credits
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 .....	2
OT 621	Project Seminar I .....	2
OT 622	Project Seminar II .....	2
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 .....	1-3

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

PSY 101	General Psychology.....	3
BIO 107/107L	Human Anatomy and Physiology/Lab.....	4
BIO 108/108L	Human Anatomy and Physiology/Lab.....	4
MAT 123	Applied Statistics .....	4
PSY 306	Abnormal Psychology .....	3
— —	Structured Minor** .....	12 [min]
GRA 600	Theory Development .....	3
GRA 601	Research Methodology .....	3
GRA 610***	Thesis Seminar.....	3
GRA 629***	Thesis Advisement.....	4
GRA 630	Advanced Statistics (elective) .....	3

UNDERGRADUATE MAJOR REQUIREMENTS .....	74
CORE REQUIREMENTS .....	45
GRADUATE MAJOR REQUIREMENTS: .....	35-39
TOTAL .....	154-158

- \* Subject to changes in New York State Education Department and/or American Occupational Therapy Association requirements.
- \*\* Courses and credits determined by host department.
- \*\*\* OT 621 and 622 may be substituted if the student chooses to do a project rather than a thesis.

# PHILOSOPHY

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 or 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 3-credit hour internship is also required.

## Philosophy Minor

Students may take a philosophy focus majoring in another subject by completing 15-credit hours in philosophy. This set of philosophical courses requires registration in PHI 201 and 204 with the remaining nine credits coming from any two 300-level and one 400-level philosophy course.

Students within the program must maintain a minimum G.P.A. of 2.0 in philosophy courses taken at D'Youville. Courses are available during a two-year cycle unless noted otherwise.

## Course Requirements

**PHILOSOPHY  
DEGREE: BA**

**COURSE REQUIREMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
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
MAJOR .....	45
CORE REQUIREMENTS AND ELECTIVES .....	75
TOTAL .....	120

- \* Undergraduate credit only will be awarded.

# PHYSICAL THERAPY (PT)

D'Youville's physical therapy department, in partnership with other academic departments, offers curricula tracks that provide a freshman student guaranteed early admission to the graduate professional phase of the program culminating in either a master's in physical therapy (MPT) or a doctor of physical therapy (DPT) degree.

You may choose to complete your undergraduate degree and pre-requisite course requirements in one of three distinct majors:

1. an accelerated, three-and-one-half-year BS in health science (as part of a six-year DPT curriculum) overseen by the PT department
2. BA in biology
3. BS in health services

Once you have successfully completed your bachelor's degree with PT prerequisite requirements, you will move directly into the graduate phase of the program. You will have the option of graduation with an entry-level master's in physical therapy (MPT) or completion of an additional year of study for the doctor of physical therapy (DPT) degree. The master's degree program in physical therapy has been approved and registered with the New York State Education Department and with the Commission on Accreditation of Physical Therapy Education (CAPTE). The newly developed doctor of physical therapy program has been approved by and registered with the New York State Education Department and is currently under review by CAPTE. For more information, refer to the D'Youville College 2004-2005 Graduate Catalog.

The physical therapy department continues to offer a fully accredited, five-year combined BS/MS degree curriculum until its full cycle of completion, which is in May 2006. Admission to this curriculum model concluded in spring 2002.

## Student Responsibilities

The physical therapy program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the professional program must complete two full-time summer sessions in addition to the four full semesters of course work in the two-year master's program. Clinical affiliations, which are 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 and completing the capstone portfolio including thesis or clinically applied project. Successful defense of the thesis or project, completion of the portfolio and successful performance on a comprehensive exam are required for graduation from this program. A few students in the physical therapy program may seek employment as work-study students on campus. Due to the time commitment to the program, part-time off-campus work during the program is not recommended.

## Admission Requirements

**FRESHMAN ADMIT:** *Early Admission Guarantee to the Graduate Program*

To be eligible for an early admission guarantee into the physical therapy graduate program in the freshman year, applicants must meet the following criteria:

1. Successful completion of the following high school courses: two years of math, one year of biology and one year of chemistry. High school preparation in physics is strongly recommended.
2. High school average of 85% or 2.85 on a four point scale.
3. Combined SAT scores of at least 1000 or composite ACT score of 21. (Applicants who have been out of high school for more than five years are not required to submit SAT or ACT scores. In these cases, selection is based on a student's high school average and class rank.)
4. Able to meet published technical standards.

## Undergraduate Transfer Students

The physical therapy program, at its discretion, annually allows an early admission guarantee to accepted undergraduate transfer students who demonstrate a cumulative undergraduate GPA of 3.0 or higher.

### TRANSFER STUDENTS HOLDING AN UNDERGRADUATE DEGREE

The physical therapy program, at its discretion, annually allows an early admission guarantee to qualified transfer students holding a bachelor's degree with an overall GPA of 3.0 who are qualified with the exception of completion of program required pre-requisite course work. Department faculty will provide pre-advisement for selected course work.

## Technical Standards

Because of the number of essential psychomotor competencies and level of communication and clinical decision-making requirements of clinical fieldwork, the following technical standards are applied to all applicants:

- Community-level mobility over a three city block area with or without accommodation of ambulation or mobility aid.
- From a seated position, the ability to lift a 10 lb. block a vertical height of 16 inches and replace it with precision to its initial resting position without accommodation.
- The ability to turn over five small disks equivalent to the size of five quarters with hand precision and efficiency without vision of the disks and without accommodation.
- The ability to orally communicate a grammatically correct and cogent interpretation of a common proverb within a time period of three minutes. Interpretation should describe the general meaning of the proverb rather than the literal meaning.
- The ability 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 DEGREE: 6-year DPT

#### COURSE REQUIREMENTS FOR THE MAJOR

In the specific area of concentration:		Credits
PT 500	Basic Skills I/Lab .....	4
PT 505	Introduction to PT and Health Care Systems .....	1
PT 507	Health and Wellness .....	1
PT 509	Life Span Development .....	2
PT 510	Basic Skills II/Lab .....	4
PT 513	Patient/Client Management Orthopedic Physical Therapy I/Lab .....	5
PT 515	Integration Seminar I .....	2
PT 547	Pharmacology for Rehabilitation Specialist .....	1
PT 552	Cardiopulmonary Evaluation and Treatment/ Lab/Seminar .....	3
PT 574	Clinical Fieldwork I .....	3
PT 603	Critical Thinking and Clinical Reasoning .....	2
PT 605	Neuromotor Development and Neuromuscular Physical Therapy/Lab .....	6
PT 612	Community Health and Wellness through the Lifespan .....	2
PT 613	Patient/Client Management in Orthopedic Physical Therapy II/Lab .....	5
PT 615	Integration Seminar II .....	1
PT 617	Rehabilitation I/Lab .....	2
PT 618	Rehabilitation II/Lab .....	2
PT 621	Project I .....	2
PT 622	Project II .....	2
PT623	Integration Seminar III .....	1

PT 648	Medical Screening and Radiographic Interpretation for Differential Diagnosis in Physical Therapy .....	3
PT 674	Clinical Fieldwork II .....	3-4
PT675	Clinical Fieldwork III .....	3-4
PT 703	Client Education, Advocacy and Consultation .....	3
PT 710	Integration Seminar IV .....	2
PT 712	Portfolio Seminar I .....	1
PT 713	Portfolio Advisement .....	1
PT 720	Clinical Fieldwork IV .....	7

#### IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:

BIO 107	Human Anatomy and Physiology I/Lab .....	4
BIO 108	Human Anatomy and Physiology II/Lab .....	4
BIO 307	Pathophysiology .....	3
BIO 339	Human Gross Anatomy .....	6
CHE 111	Chemistry for the Health Sciences I .....	3
ENG 111	English Communications .....	3
ENG 112	English Communications .....	3
GRA 601	Research Methodology and Design .....	3
HSA 613	Management in Health Care Organizations .....	3
MAT 122	Algebra and Trigonometry .....	3
OR		
MAT 125	Calculus I .....	4
MAT 123	Introduction to Applied Statistics .....	4
PHY 111	Introduction to Physics/Lab .....	4
PHY 112	Introduction to Physics/Lab .....	4
PSY 101	General Psychology .....	3
PSY 203	Developmental Psychology .....	3
PSY 309	Social Psychology of Disability and Rehabilitation .....	3
RSC 305	Kinesiology/Lab .....	4
RSC 406	Exercise Physiology .....	3
RSC 450	Clinical Neuroscience/Lab/Recitation .....	5
SOC 101	Principles in Sociology .....	3

Note: Course descriptions of graduate course requirements are published in the Graduate Catalog.

# PHYSICIAN ASSISTANT

The mission of the D'Youville College physician assistant program is to educate a competent, ethical, primary health-care provider serving a culturally diverse and medically underserved population in a supplementary and complementary role with a physician. The physician assistant graduate will be a community educator of preventive care, based on a personal philosophy of lifelong learning.

The physician assistant program is a four-year baccalaureate of science degree program with admission at the freshman year. All students admitted to the program are expected to complete the last two-and a-half-years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all studies required in the four year curriculum will be awarded a BS degree in physician assistant and will be eligible to sit for the National Certifying Examination for Primary Care Physician Assistants, developed and administered by the National Board of Medical Examiners.

The physician assistant program has been approved and registered by the New York State Department of Education and is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The program's 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 program curriculum. The third year, beginning the professional phase of study (Phase II), prepares the student with a broad, comprehensive base in clinical medicine, pharmacology, physical diagnosis, clinical laboratory medicine, clinical skills and preventive medicine. The professional phase also allows the student to develop the interpersonal skills, communication skills and critical thinking skills, which are essential to facilitate effective and empathetic relationships with patients and effective collaboration with other health care professionals. The final year of the curriculum allows the student to apply and refine his/her critical thinking and clinical skills while working under the guidance and supervision of clinical preceptors. Over the course of 48 weeks, students rotate through 10 mandatory medical and surgical disciplines with an opportunity to select further training in one elective discipline.

## Student Responsibilities

The physician assistant program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the program must complete three summer sessions in addition to the eight regular full-time semesters, for a total of 152-credit hours. Clinical rotations, which occur in a 48-week cycle in year four, will require additional expenses for travel and room and board. All fourth-year students are responsible for their own transportation to and from clinical rotations, which may be up to one hour driving distance from their homes. We recommend 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 of the program, part-time off-campus work is not recommended.

## Admissions Criteria

The program accepts applicants for study beginning in the freshman year. Students are admitted directly into the program curriculum at any point in Phase I of the curriculum. Transfer students may be admitted into the program at any point through the first three semesters on a competitive space-available basis. Transfer students are never directly admitted into the professional phase of the physician assistant program. The following courses must be taken at D'Youville College: BIO 303 (biochemistry), BIO 240 (human gross anatomy), and BIO 307 (pathophysiology). Credit may be given to transfer students who have satisfactorily completed these courses within 18 months prior to beginning the professional phase (Phase II). Qualified applicants are determined, via written application materials and personal interview, on the basis of several criteria: ability to master the rigorous academic content of the program, verbal and written communication skills, emotional maturity and understanding of and motivation to enter the profession. \*\* All students (general and transfer) must show evidence of a minimum of 30 hours of direct patient contact to be considered for admission.

## Financial Aid for Physician Assistant Students

D'Youville College's policy is to provide students with as much aid as is allowed by federal and state regulations.

All students who enter the PA program are undergraduate students. Students without a previous bachelor's degree are eligible to apply for all federal and state aid, including but not limited to, Federal Pell Grants, Federal SEOG, the undergraduate annual and aggregate limits of Federal Stafford Loans, and New York state undergraduate TAP (for NYS residents).

Students who enter the program with a previous bachelor's degree are ineligible to apply for Federal Pell and SEOG, and may have already used all NYS TAP eligibility and aggregate limits of Federal Stafford Loans. Those students are also undergraduate students in a second bachelor's degree program. Students who have reached their undergraduate aggregate limits for the Federal Stafford Loan may be limited to the alternative loan programs, which have higher origination fees and higher interest rates than the Stafford Loans.

## Minimum Academic Requirements

Each student applying for admission to the freshman class must meet or exceed each of the following criteria:

- A combined SAT score of at least 1100
  - Rank in at least the upper fourth of his/her graduating class
  - A class average of at least 85 percent
  - Three years of math, one year of chemistry and one year of biology. A grade of at least 83 percent must have been achieved in each course.
- Transfer students must meet or exceed each of the following:
- A G.P.A. of at least 2.75 on a 4.0 scale
  - A grade of at least B- in all college science courses and other college courses required by the program
  - Students may be required to repeat science courses taken six or more years prior to application to the program

## Patient Care Experience

To be considered for an interview, all applicants must accrue and provide official documentation of at least 30 hours of direct patient contact hours either through volunteer or employment activities. Applications without this documentation will not be considered for an interview.

All students are accepted on a competitive space-available basis, based upon the above criteria. Approximately 30 students are admitted to the freshman class. Maximum enrollment in year three of the program is approximately 40 students.

Following review of the written application materials, a pool of applicants are selected to be interviewed by program faculty and practicing physician assistants. Not all applicants satisfying minimum academic requirements will be selected for an interview. Interviews are scheduled between December and February. All application materials must be received by the office of admissions by the posted deadline. Late or incomplete written applications will not be considered for a personal interview.

## Academic Regulations

The physician assistant program is composed of two phases, which extend across four years. Phase I, the preprofessional phase, includes the first two years of study which is comprised of the prerequisites and core curriculum. Phase II is the third and fourth year, which is the professional phase, and includes the didactic preparation for practice and 48 weeks of clinical rotations. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.

In addition to general college policies and regulations, which apply to all students, academic regulations of the physician assistant program are applicable to both full- and part-time students. They include the following:

## Academic Requirements

### PHASE I

- a. Students enrolled in the first two years of the curriculum must maintain a semester and cumulative grade point average (G.P.A.) of at least 2.5. Achievement of the specific minimum Q.P.A. is required for advancement from Phase I to Phase II of the program curriculum and for enrollment in any major, professional foundation course specified in the program curriculum plan for year three having a PA prefix course number.
- b. A minimum grade of C for any course specified as Phase I prerequisite in the program curriculum plan. A grade of C must be achieved in all Phase I prerequisites prior to advancement to Phase II of the program.
- c. Prior to entrance into Phase II, all students are required to accrue 50 hours (paid or volunteer) of direct patient contact time during the preprofessional phase of the program (freshman and sophomore years). The student will be responsible for arranging this experience and providing official documentation. Each student should review the experience they have chosen with their academic advisor for approval. Students will not be permitted to advance into the professional phase of the program if she/he fails to accrue the required patient contact hours.

### PHASE II

- d. A minimum grade of C (73%) is required for all courses included in Phase II of the program curriculum plan, except for PA303/304 and PA 312/313. In the courses PA303 and 304 Clinical Medicine I and II, and PA 312/313 Physical Diagnosis I & II, a minimum grade of B- must be maintained to progress in the program curriculum. Students who fail to obtain the required grades in any Phase II course will not be permitted to enroll in 400-level courses of the program. Students will be permitted to decelerate and repeat 300-level courses on a case by case basis, depending on their past academic achievements. Any program-required course may only be repeated once. Second failure of the same course will result in automatic dismissal from the physician assistant program. Students who must repeat a 300-level course may be required to audit and demonstrate continued proficiency in any or all other 300-level courses prior to enrollment in 400-level courses. Any student who fails more than one 300-level course in the same semester will be automatically dismissed from the program.
- e. Students experiencing academic difficulties may be required to decelerate their progress through Phase I or Phase II until an acceptable level of performance is achieved.
- f. Students are required to obtain permission of program faculty prior to registration in clinical rotations included in Phase II of the program. Despite meeting minimum academic standards, permission to accelerate into the clinical year may be denied on the basis of demonstrated weakness or inability to meet the programs academic or professional standards.
- g. All clinical rotations must be completed with a minimum grade of C and a "Pass without reservation" recommendation from the clinical preceptor. Students who do not meet this minimum criteria in any 400-level course (clinical rotations) or who voluntarily withdraw from the clinical rotation must receive formal approval of the program faculty to repeat that course or to continue with subsequent rotations. Formal or informal remediation may be required prior to returning to the clinical experiences. All clinical rotations must be completed within 18 months of completion of didactic academic course work or repetition of academic courses may be required. A student will not be allowed to repeat more than one 400-level course required in the major without the permission of program faculty. Failure of a second clinical rotation may result in dismissal from the program.
- h. A student must possess current certification in adult and pediatric cardiopulmonary resuscitation (CPR), child abuse certification and New York state in-servicing on blood borne pathogens prior to admission into the professional phase. All junior and senior students must have professional liability insurance specified by the program. Students must also have evidence of vaccinations/immunization for MMR, Hepatitis B, Varicella and PPD testing.
- i. All senior-level students must satisfactorily complete a community service project with a corresponding poster presentation as outlined in the senior student manual.

## Academic Probation

A student will be placed on program academic probation when there is a failure to satisfy specific program academic standards or regulations. A student placed on academic probation will remain on probation for the two full-time semesters that immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification. Failure to meet the academic standards during a probationary period will result in dismissal from the program. Students who do not meet academic requirements for two science requirements in the same semester will be automatically decelerated into the next graduating class.

Students requiring a second probation period will be brought before the progress committee. Permission to continue in the program will be decided on a case-by-case basis and may result in dismissal from the program.

Academic deficiencies that result in program academic probation must be corrected within the two semesters that immediately follow the date of probation.

Probationary students on a decelerated or part-time schedule must continue to meet all conditions of the probation while on a part-time schedule and will remain on probation until the completion of their next two full-time semesters.

Failure to meet the conditions of probation will result in dismissal from the program.

Students may appeal the decision of dismissal from the physician assistant program to the department head. The appeal is initiated with a letter from the student to the department head describing extenuating circumstances that limited academic performance. The department head presents the appeal to the physician assistant faculty for consideration. If the appeal is accepted, the student may remain on program academic probation for two full-time semesters, and must satisfy the criteria of probation. For information on the appeal process beyond the department head, students should consult the college calendar or the Connections Office.

## Student Conduct

Students enrolled in the D'Youville College physician assistant program are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Dishonesty or misconduct, whether academic or professional in any form, will not be tolerated by the program faculty. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant program. Professional misconduct will be reviewed by the progress committee and may result in dismissal from the program. Unprofessional behavior in the clinical setting will result in failure of the practicum regardless of course mastery and may result in immediate dismissal from the program.

## Curriculum Sequence

### PHASE I - FIRST YEAR - FIRST SEMESTER

*BIO 107	Human Anatomy & Physiology.....	3
BIO 107L	Lab .....	1
CHE 101	General Chemistry .....	3
CHE 101L	General Chemistry I Lab .....	1
*ENG 111	English Communication .....	3
*CSC 110	Computers & Computing .....	3
*PSY 203	Developmental Psychology .....	3
<b>TOTAL</b>	.....	<b>17</b>

### PHASE I - FIRST YEAR - SECOND SEMESTER

*BIO 108	Human Anatomy & Physiology.....	3
BIO 108L	Lab .....	1
CHE 102	General Chemistry II .....	3
CHE 102L	General Chemistry II Lab .....	1
*ENG 112	English Communication .....	3
*MAT 120	Elementary Practical Statistics.....	3
*1 course	(SOC) .....	3
<b>TOTAL</b>	.....	<b>17</b>

### PHASE I - SUMMER PRE-SESSION

*3 courses	(HUM) .....	9
<b>TOTAL</b>	.....	<b>9</b>

### PHASE I - SECOND YEAR - FIRST SEMESTER

CHE 219	Organic Chemistry .....	3
CHE 219L	Organic Chemistry Lab.....	1
BIO 208	Microbiology .....	3
BIO 208L	Lab .....	1
*PHI 201	Ethics in Theory and Action OR	
*RS 201	Religion and Social Responsibility .....	3
RSC 203	Medical Terminology .....	1
1 course	(PSC/ECO) .....	3
1 course	(HIS) .....	3
<b>TOTAL</b>	.....	<b>18</b>

### PHASE I - SECOND YEAR - SECOND SEMESTER

BIO 303	Biochemistry .....	3
BIO 240	Survey of Human Gross Anatomy .....	4
*PHI/RS 214	Challenges of Death .....	3
*PHI/RS 312	Bioethics Seminar .....	3
BIO 307	Pathophysiology .....	3
<b>TOTAL</b>	.....	<b>16</b>

\* These courses must be taken at D'Youville College. However, transfer credit can be awarded if demonstration of successful completion within 18 months of enrollment into Phase II is given.

### PHASE I - SUMMER SESSION

3 Electives	.....	9
<b>TOTAL</b>	.....	<b>9</b>

\* Fulfills core curriculum requirements

**PHASE II - THIRD YEAR - FIRST SEMESTER  
(DIDACTIC YEAR)**

PA 303	Clinical Medicine I .....	5
PA 305	Behavioral Medicine I.....	2
PA 309	Clinical Laboratory Medicine I .....	2
PA 312	Physical Diagnosis I .....	2
PA 335	Pharmacology .....	3
<b>TOTAL</b>	<b>.....</b>	<b>14</b>

**PHASE II - THIRD YEAR - SECOND SEMESTER**

PA 304	Clinical Medicine II .....	5
PA 310	Clinical Laboratory Medicine II .....	1
PA 311	Clinical Skills.....	3
PA 313	Physical Diagnosis II.....	1
PA 336	Pharmacology II .....	3
<b>TOTAL</b>	<b>.....</b>	<b>13</b>

**FOURTH YEAR (CLINICAL YEAR)**

*The clinical phase of the program will consist of rotations in the following disciplines:*

PA 302	Professional Issues .....	1
PA 401B	Internal Medicine (4 wks) .....	3
PA 401C	Family Medicine (4 wks) .....	3
PA 402	General Surgery (4 wks).....	3
PA 403	General Pediatrics (6 wks).....	5
PA 404	Obstetrics and Gynecology (4 wks) .....	3
PA 405	Psychiatry (4 wks).....	3
PA 406	Emergency Medicine (4 wks) .....	3
PA 407	Geriatrics (2 wks) .....	1
PA 408	Orthopedics (4 wks).....	3
PA 409	General Practicum (4 wks) .....	3
PA 411	Primary Care Core (8 wks) .....	6
PA 420	Senior Professional Seminar I (1 wk).....	1
PA 421	Senior Professional Seminar II (1 wk) .....	1
<b>TOTAL (50 wks)</b>	<b>.....</b>	<b>39</b>

**OPTIONAL TRACK IN SPANISH**

*This track is available for students who plan to work in areas where Spanish is the language of choice. The courses listed in this track will count toward humanities or free electives in the core curriculum.*

*SPA 107	Spanish Level I.....	3
*SPA 108	Spanish Level II.....	3
*SPA 225	Spanish for the Professions .....	3
*SPA 226	Spanish for the Professions .....	3
<b>TOTAL</b>	<b>.....</b>	<b>12</b>

**Course Requirements**

**PHYSICIAN ASSISTANT  
DEGREE: BS**

**COURSE REQUIREMENTS FOR THE MAJOR:**

<b>In the specific area of concentration:</b>		<b>Credits</b>
PA 335	Pharmacology I .....	3
PA 336	Pharmacology II .....	3
PA 302	Professional Issues .....	1
PA 303	Clinical Medicine I .....	5
PA 304	Clinical Medicine II .....	5
PA 305	Behavioral Medicine .....	2
PA 309	Clinical Laboratory Medicine I .....	2
PA 310	Clinical Laboratory Medicine II .....	1
PA 311	Clinical Skills.....	3
PA 312	Physical Diagnosis I .....	2
PA 313	Physical Diagnosis II.....	1
PA 401B	Internal Medicine Practicum .....	3
PA 401C	Family Medicine Practicum .....	3
PA 402	General Surgery Practicum .....	3
PA 403	Pediatrics Practicum .....	5
PA 404	Obstetrics and Gynecology Practicum .....	3
PA 405	Psychiatry Practicum .....	3
PA 407	Geriatrics (2 wks) .....	1
PA 406	Emergency Medicine Practicum .....	3
PA 408	Orthopedic Practicum .....	3
PA 409	Elective Practicum .....	3
PA 411	Primary Care Core.....	6
PA 420	Professional Seminar I .....	1
PA 421	Professional Seminar II .....	1

**IN OTHER ACADEMIC AREAS REQUIRED FOR THIS MAJOR:**

BIO 107/107L	Human Anatomy & Physiology/Lab.....	4
BIO 108/108L	Human Anatomy & Physiology/Lab.....	4
BIO 208/208L	Microbiology .....	4
*BIO 240/240L	Survey of Human Gross Anatomy .....	4
*BIO 303	Biochemistry .....	3
*BIO 307	Pathophysiology .....	3
CHE 101/101L	General Chemistry I .....	4
CHE 102-102L	General Chemistry II .....	4
CHE 219/219L	Organic Chemistry .....	4
MAT 120	Elementary Practical Statistics .....	3
PHI/RS 214	Challenges of Death .....	3
PHI/RS 312	Bioethics Seminar .....	3
PSY 203	Developmental Psychology .....	3
RSC 203	Medical Terminology .....	1
<b>MAJOR</b>	<b>.....</b>	<b>66</b>
	Major requirements in other academic areas .....	47
	<b>REMAINING CORE REQUIREMENTS.....</b>	<b>39</b>
<b>TOTAL</b>	<b>.....</b>	<b>152</b>

*\* These courses must be taken at D'Youville College. No transfer credit will be given for courses completed over 18 months prior to beginning the professional phase courses.*

# PSYCHOLOGY

D'Youville College has offered a B.A. in psychology since the fall of 2000. This program provides students with a strong foundation of psychological knowledge that is valuable in any career requiring critical thinking and thoughtful understanding. In addition, the curriculum is designed to provide the student with ongoing guidance in the establishment and attainment of professional goals in the field of psychology. The student will be well prepared to gain employment or admission to graduate programs in psychology or related fields.

During the first two years of the program, students complete general education core courses in the arts, humanities and sciences, and program core courses in the foundation areas of psychology. These core courses prepare the student for advanced study.

In the last two years of the program, students are required to complete life science and social science psychology electives although they may choose specific courses from within these two groups. During the senior year, students complete an internship and senior seminar experience. There are two options to complete the internship. First, students may choose to work with a willing faculty member to complete a senior research project. This project may be developed by the student or ongoing by the faculty. Second, students may choose to volunteer in a community human service agency. Students will be required to help in a predetermined capacity and journal their experiences. All students will spend 15 hours per week in internship-related activities. In the senior seminar, students discuss issues related to their research or community experiences, prepare a senior paper on their research or volunteer work, and obtain guidance on applying to graduate schools. Students attend a non-credit GRE-prep course in the fall semester. The senior experience is designed specifically to promote the breadth and depth of psychological knowledge while encouraging research or community experience helpful in gaining admission to graduate programs.

## Admission Requirements

### FRESHMAN ADMISSION

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 900 (or ACT equivalent 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 Q.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 Q.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 10 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.
    - d. Students with probationary status must have the permission of the research internship supervisor before registering for PSY 459 or PSY 460. 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 re-apply 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: BA**

**COURSE REQUIRMENTS FOR THE MAJOR:**

In the specific area of concentration:		Credits
PSY 101	General Psychology.....	3
BIO 105	Human Biology.....	4

**PSYCHOLOGY COURSES REQUIRED BY PROGRAM:**

PSY 201	Research Methods and Statistics in Behavioral Sciences I .....	3
PSY 202	Research Methods in Behavioral Sciences II .....	3
PSY 203	Developmental Psychology .....	3
PSY 204	Physiological Psychology .....	3
PSY 205	Social Psychology .....	3
PSY 206	Abnormal Psychology.....	3
PSY 208	Psychology as a Profession.....	1
PSY 459/460	Research Internship	
OR		
PSY 469/470	Community Internship .....	8
PSY 489/490	Senior Seminar .....	4
	GRE Prep .....	0

PSY	Psychology Electives .....	30
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*(Ten courses with at least three courses from Group A - Psychology as a Life Science and at least three courses from Group B - Psychology as a Social Science)*

**GROUP A ELECTIVES- PSYCHOLOGY AS A LIFE SCIENCE**

PSY 301	Sensory & Perceptual Process .....	3
PSY 302	Biopsychology of Gender .....	3
PSY 303	Biopsychology of Learning .....	3
PSY 304	Biopsychology of Stress .....	3
PSY 305	Biopsychology of Mental Disorders .....	3
PSY 401	Cognitive Psychology .....	3
PSY 402	Biopsychology of Addiction .....	3
PSY 403	Neuropsychology .....	3
PSY 404	Psychopharmacology .....	3
PSY 405	Group A Special Topics Seminar .....	3
PSY 479-480	Independent Study .....	(1,2,3)

**GROUP B ELECTIVES- PSYCHOLOGY AS A SOCIAL SCIENCE**

PSY 306	Psychology of Human Relations .....	3
PSY 307	Social Psychology of Aging .....	3
PSY 308	Sociology of Deviant Behavior .....	3
PSY 309	Social Psychology of Disability & Rehabilitation .....	3
PSY 310	Human Sexuality .....	3
PSY 406	Theories of Counseling .....	3
PSY 407	Cross-Cultural Psychology .....	3
PSY 408	Group Dynamics .....	3
PSY 409	Behavior Modification Theories and Methods .....	3
PSY 410	Group B Special Topics Seminar .....	3
PSY 479-480	Independent Study .....	(1,2,3)

CORE REQUIREMENTS AND ELECTIVES .....	61
REQUIRED PSYCHOLOGY COURSES .....	31
ELECTIVE PSYCHOLOGY COURSES .....	30
<b>TOTAL .....</b>	<b>122</b>

# RELIGIOUS STUDIES

It is the conviction of the faculty of religious studies that no program in the liberal arts is complete without some study of the religious thought and the religious experiences of humanity.

The purpose of religious studies is to promote the understanding and critical appreciation of religious experience and thought in its historical and contemporary expressions.

Courses may be elected freely, subject only to restrictions noted. No concentration is offered in religious studies.

# SOCIOLOGY

The faculty of sociology offers a program of study leading to a bachelor of arts degree. Although the curriculum is designed to prepare the student for graduate study in sociology, a BA in sociology is preparatory to many beginning positions in the world of work and professional studies. Sociology students graduate from the program having developed skills in the analysis of social issues and problems, research and statistical methods used in the study of contemporary society, and have a sense of the responsibility of the social scientist for change in society.

Students must complete a 24-credit sociology core sequence composed of SOC 101, 102, 203, 205, 211, 215, 216, 410 and an internship. In addition, the student must complete MAT 123, 12 credits of sociology electives and have a related field or minor of at least 12 credits.

A minimum grade of C- must be earned in each required course in the sociology major or the course must be repeated. A course may be repeated only once. Failure to achieve a grade of at least C- on the second attempt will result in dismissal from the program.

## Course Requirements

### SOCIOLOGY DEGREE: BA

COURSE REQUIREMENTS FOR THE MAJOR:  
In the specific area of concentration:

	Credits
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 and Statistical Methods in the Social Sciences I .....	3
SOC 216 Research and Statistical Methods in the Social Sciences II.....	3
SOC 205 Introduction to Social Psychology .....	3
SOC 410 Senior Project/Internship .....	3(24 hrs.)
SOC Sociology electives (4) .....	12
Related field or minor .....	12
 MAJOR .....	 48
CORE REQUIREMENTS & ELECTIVES .....	72
TOTAL .....	120

# STRUCTURED MINORS

Structured minors are sets of courses designed to give the student marketable skills which could enhance a competency gained in any major. To take a structured minor which will be recorded on the transcript, the student must do the following:

1. Complete a statement of intent. Forms are available in the registrar's office.
2. Maintain a QPA of 2.0 in the required courses.
3. Complete a minimum of 12 credits as indicated in the chosen area.
4. Take at least nine of the needed credits at D'Youville.

Students may not minor in an area within their major discipline. However, in some instances courses taken for a minor may also be used to satisfy the core.

## ACCOUNTING MINOR

(12 credit hours)

The accounting minor is a useful complement to a major in management or general business. Like the other structured minors, it offers greater employment potential. It is particularly useful to someone working in or operating a small business.

*Required courses:*

ACC 211	Principles of Accounting I
ACC 212	Principles of Accounting II
ACC 311	Intermediate Accounting I

*One of the following:*

ACC 312	Intermediate Accounting II
ACC 321	Tax Accounting

## 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:*

Either BIO 101 (4) Introductory Biology I with lab and BIO 102 (4) Introductory Biology II with lab, or BIO 107 (4) Human Anatomy and Physiology I with lab and BIO 108 (4) Human Anatomy and Physiology II with lab

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

BIO 208	Microbiology with lab.....	4
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	Biochemistry with lab .....	4
BIO 304	Microscopic Anatomy with lab .....	4
BIO 307	Pathophysiology .....	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 339	Human Gross Anatomy with lab.....	6
BIO 342	Endocrinology .....	3
BIO 3-	Marine Biology.....	3
BIO 4-	Research or Independent Study .....	3



**BUSINESS ADMINISTRATION MINOR**

(18 credit hours)

The minor in general business provides courses in accounting, management and economics. Liberal arts majors and those working with small businesses will find this minor helpful. This minor is available only to students who are not accounting and/or management majors.

*Required Courses:*

ACC 211	Principles of Accounting I
ACC 212	Principles of Accounting II
ECO 201	Principles of Economics Macro
ECO 202	Principles of Economics Micro
ECO 207	Business Statistics
MGT 305	Principles of Management
OR	
MKT 304	Principles of Marketing

**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).

*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

**ENGLISH MINOR**

(15 credit hours)

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

**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

**HEALTH SERVICES ADMINISTRATION MINOR**

(12 credit hours)

This minor provides an opportunity for the development of specialized knowledge in the area of health services administration. A variety of students might seize this opportunity, e.g., nursing majors interested in administrative career tracks, sociology majors interested in doing graduate work in social and preventive medicine, business and/or management students interested in health services administration.

*Required Courses:*

MGT 305	Principles of Management
MGT 435	Health Care Management

*Two of the following:*

SOC 211	Social Inequality Organizational Life
SOC 322	Sociology of Medicine
SOC/PSY 205	Social Psychology of Disability and Rehabilitation

**MANAGEMENT MINOR**

(15 credit hours)

The management minor provides a foundation in management skills—a "plus" for career advancement. Management skills are extremely useful in any interpersonal job or in a job with advancement potential based on management ability. Many jobs, such as administrative assistant and social worker, require skills in management. Not only does this minor aid in career advancement, but it also provides a broader background for admission to graduate programs in different management areas.

*Required Courses:*

MGT 305	Principles of Management
MKT 304	Principles of Marketing

*Three courses from*

Management/Marketing/Human Resource Management

**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 Calculus I, Calculus II, Calculus III (MAT 125, 126 and 202) and two Mathematics courses at the 300 or 400 level.

**NATURAL SCIENCES MINOR***(21 credit hours)*

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

**Courses list:**

BIO 101	Introductory Biology I .....	4
BIO 102	Introductory Biology II .....	4
BIO 105	Human Biology or BIO 107 (4) and/or BIO 108 (4) Human Anatomy and Physiology .....	4
BIO 210	Modern Topics in Biology .....	3
BIO 215	Environmental Science with lab .....	4
BIO 223	Evolution and Human Heredity .....	3
CHE 101	General Chemistry I .....	3
CHE 101	General Chemistry I lab .....	1
CHE 102	General Chemistry II .....	3
CHE 102	General Chemistry II lab .....	1
CHE 142	Molecules with lab .....	4
PHY 101	General Physics I .....	3
PHY 111L	Intro. to Physics I lab .....	3
PHY 102	General Physics II .....	3
PHY 112L	Intro. to Physics II lab .....	3
PHY 142	Astronomy with lab .....	4
PHY 151	Physics for Poets .....	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	Cultural Foods .....	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 required total of five courses for 15-credit hours. It is designed to provide an acquaintance with critical analysis and an appreciation for the philosophical foundation of other disciplines.

The courses selected for the minor are regularly available so that there is ample opportunity for students to complete the required number of hours. Advisors should be made aware of a student's interest in declaring a minor.

**Required Courses:**

PHI 201	Ethics in Theory and Action
PHI 204	Logic and Practical Reasoning
Two 300-level courses	
One 400-level course	

**PRE-LAW***(15 credit hours)*

To provide the pre-law student with a range of courses that introduce legal thinking, acquaint the student with areas where a law background is often used, and prepare the student for successful entry into and completion of law school.

**Required Courses:**

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

**One of each of the following groups:**

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

Some of the above courses will be designated as writing intensive. The pre-law minor is expected to take four writing intensive courses, from the above or in the general curriculum. The minor also includes a LSAT (Legal Scholastic Aptitude Test) preparation course offered through continuing education. Students would have pre-law advisor with access to information on law schools and the LSAT examination.

**PSYCHOLOGY MINOR***(15 credit hours)*

The psychology minor is designed to enhance a student's academic experience and to provide background for those planning to pursue careers in any field that involves dealing with people. 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.

**Required Courses:**

PSY 101	General Psychology
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**Two of the following:**

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

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

## 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  
 SOC 102 Social Problems

**Additional Courses:**

Three additional sociology courses at any level, only one of which can be a cross-listed course with the student's major.

**Cross Listing:**

PSY 408 Group Dynamics (3) is cross-listed with Sociology as SOC 408.

**Rationale:**

This course contains content that is relevant in both disciplines and fits in with other PSY and SOC cross-listed courses. Indeed, the prerequisite for this course is the cross-listed social psychology course (SOC/PSY 205).

## SPANISH FOR THE PROFESSIONS

(12 credit hours)

Several major fields of study are enhanced by a minor in second language professional studies. Nursing, social work and business fields have a need for professionals who are able to communicate in Spanish. A minor in Spanish for the Professions makes a graduate more employable in many areas of the country where Spanish is spoken by a significant number of persons. This minor will provide not only linguistic competence but an understanding of sociocultural aspects of these ethnic groups which is essential to a professional's ability to work with Spanish-speaking persons.

**A. Students not exempt from SPA 101-102 will take the following courses:**

SPA 101-102 Level I and II  
 SPA 225-226 Spanish for the Professions

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

SPA 225-226 Spanish for the Professions  
 SPA 211 Composition & Conversation

AND

SPA 215 Hispanics in the U.S.

OR

Any Spanish course or any course pertaining to Hispanics in the United States or to Latin America.

## WRITTEN COMMUNICATION MINOR

(12 credit hours)

Skills in written communication are a plus for entering and advancing in most careers. Social agencies, medical facilities and school systems need people with writing ability. In addition, skills in technical writing are in demand in science, industry and other fields which need preparation of reports, grant proposals, manuals, etc. As a supplement to a professional degree program or as a means to add further marketable skills to a traditional liberal arts major, the minor in written communication can be a useful asset to a student's academic career.

**Required Courses:**

Three writing courses selected from:

ENG 231 Advanced Writing I  
 ENG 232 Creative Writing I  
 ENG 233 Journalism  
 ENG 234 Technical Writing I  
 ENG 235 Public Relations Writing

**One of the following:**

BUS 205 Spoken & Written Communication  
 ENG 331 Advanced Composition II  
 ENG 332 Creative Writing II  
 ENG 334 Technical Writing I  
 ENG 432 Creative Writing III  
 FA 105 Introduction to Photography  
 FA 205 Drawing  
 SPE 201 Speech  
 ENG English Literature Course

# Course Descriptions

## COURSE NUMBERS

000-099	Non-credit	Undergraduate
100-499	Credit	Undergraduate
500-above	Credit	Graduate

**PRE-REQUISITE:** A course or other requirement must be met prior to taking a particular course

**CO-REQUISITE:** Another course is to be taken with a particular course.

## COURSE ABBREVIATIONS

ACC	Accounting
ANT	Anthropology
ARA	Arabic
BIO	Biology
CDP	Career Discovery Program
CHE	Chemistry
CPC	College Prep Chemistry
CSC	Computer Science
DAN	Dance
DTC	Dietetics
ECO	Economics
EDU	Education
ENG	English
ESS	Exercise and Sports Studies
FA	Fine Arts (art, art history, design, drawing, painting, photography)
FRE	French
GER	Gerontology
GLS	Global Studies
GRA	Graduate Courses
HIS	History
HP	Introduction to Health Care
HRM	Human Resource Management
HS	Health Care
HSA	Health Services Administration
IB	International Business
IT	Information Technology
LAT	Latin
LAW	Law
LSK	Learning Skills
MAT	Mathematics
MGT	Management
MKT	Marketing
MUS	Music
NTR	Nutrition and Health
NUR	Nursing
OT	Occupational Therapy
PA	Physician Assistant
PHI	Philosophy
PHY	Physics
PSC	Political Science
PSY	Psychology
PT	Physical Therapy
RS	Religious Studies
RSC	Rehabilitation Sciences
SOC	Sociology
SPA	Spanish
SPE	Speech
THE	Theater

## 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.

*Prerequisite:* ACC 211.

## ACC 311 Intermediate Accounting (3)

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

*Prerequisite:* ACC 212.

## 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.*

## ACC 402 Managerial Accounting (3)

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

## 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, non-profit 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 indepth 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, non-profit 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, non-profit 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. *Prerequisite: none. 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. *Prerequisite: none. 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. At this beginning level, students will be exposed to authentic reading and listening material. *Prerequisite: Arabic 101. Offered as needed.*

**BIO 101 Introductory Biology (4)**

The lecture topics included are origins of life, prebiotic chemistry, surveys of the major plant, invertebrate and vertebrate phyla. The course also includes evolutionary principles governing taxonomic criteria and the physiology of movement of food and water in plants. A lab accompanies the above lecture. *Intended for 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 classical and molecular is also covered. A lab accompanies the above lecture. *Intended for biology majors and minors.*

**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 effect of drugs on the nervous system. This course is comprised 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 laboratory are required. This course is not eligible for elective credit in the major but is a required course in the Psychology and Interdisciplinary Studies (in Education) majors. *Offered spring semester.*

**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 is comprised of three lectures a week. *Prerequisite: high school chemistry. Offered both semesters.*

**BIO 107L Laboratory (1)**

To accompany BIO 107. This course is comprised of two hours of laboratory a week.

**BIO 108 Human Anatomy and Physiology II (3)**

This continuation of 107 emphasizes the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development. This course is comprised of three lectures a week. *Offered both semesters. Prerequisite: high school chemistry.*

**BIO 108L Laboratory (1)**

To accompany BIO 108. This course is comprised of three hours of laboratory a week.

**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 winemaking 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 is comprised of three lecture hours per week and one or more field trips to local wineries in Ontario and New York. *Prerequisites: high school chemistry. Students must be of legal drinking age in Canada. Not eligible for elective credit in the major. Offered in the fall semester.*

**BIO 208 Microbiology (3)**

This is an introduction to the classification, morphology and physiology of microorganisms, particularly of bacteria and viruses with laboratory emphasis on sterile technique, cultural characteristics and physiology of bacteria. The course is comprised of three lecture hours per week.

*Prerequisite: BIO 101-102 or BIO 107-108 and one year of chemistry. Offered in the fall and spring semesters as needed.*

**BIO 208L Laboratory (1)**

To accompany BIO 208. This course is comprised of three hours of laboratory a week.

**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 is comprised 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 the understanding and solution of current environmental problems. The course is comprised of three lectures per week and is not eligible for elective credit in the major. *Only offered in the day session of the fall semester.*

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

This is field and laboratory work designed to provide practical experience while investigating the basis for environmental principles. Students are directly exposed to the monitoring of environmental problems. The course is three laboratory hours per week and is not eligible for elective credit in the major. *Optional. Corequisite: BIO 215. Only offered in the day session of the fall semester.*

**BIO 216 Marine Biology (3)**

This is an introduction to marine biology. It begins with basic information about the chemical, physical and geological nature of the oceans. This is followed by consideration of all major marine communities, ranging from estuaries to coral reefs to the mysterious denizens 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 we 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 is comprised of three lectures and three hours of laboratory a week. *Prerequisites: BIO 101-102 or permission of instructor. Offered in the fall semester.*

**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 is comprised 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 is comprised of three lectures and three laboratory hours a week. *Prerequisite: BIO 101-102 or permission of instructor. Offered in the fall semester. This course is intended for biology majors.*

**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 equivalent 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 is comprised of three lectures and three hours of laboratory a week. *Prerequisite: BIO 101-102 and 2.2 G.P.A. or permission of instructor. Offered in the spring semester.*

**BIO 303/CHE 303 Biochemistry (3)**

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

**BIO 303L/CHE 303L Biochemistry Laboratory (1)**

*Offered both semesters.*

**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 is comprised of two lectures and four hours of laboratory a week. *Prerequisite: BIO 101 and 102, or BIO 107 and 108. Offered in the spring semester.*

**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 is comprised 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 310 Immunology (3)**

We are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial to us. 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 you 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 as needed.*

**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 department and protein synthesis. Chromosome organization, gene structure, RNA synthesis and regulation of gene expression are also considered. Discussions will emphasize techniques and key experiments that have helped in the development and formulation of contemporary concepts. This course is comprised of three hours of lectures and one discussion hour a week. *Prerequisite: BIO 102 or 108 and BIO 303. Offered as needed.*

**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 is comprised 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 is comprised of three lectures and three hours of laboratory a week. *Prerequisite: BIO 101-102 or permission of instructor. BIO 302 recommended. Offered in the spring semester.*

**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 is comprised of two lecture hours and eight lab hours a week. *Prerequisites: BIO 107/108 or equivalent and/or permission of instructor.*

**BIO 342 Endocrinology (3)**

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

**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 is comprised 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 per semester)**

Library or laboratory research problems are carried out under the direction of staff members on campus. *Prerequisite: junior or senior status in biology 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 (10-15), 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 work place visits or an equivalent amount of career work determined by the student's areas of career interest and based on work during the first semester course work. Contacts for these job shadowing assignments are arranged by the 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: one year high school chemistry and three years high school mathematics or MAT 117 or 122. Corequisite: CHE 101L. Offered in the fall semester.*

**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.*

**CHE 102L Laboratory (1)**

*Three hours of laboratory. Corequisite: CHE 102.*

**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 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.*

**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 we 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. *Corequisite: CHE 142L. Offered both semesters. Lab. must be taken concurrently.*

**CHE 142L Molecules Laboratory (1)**

Laboratory to accompany CHE 142. *Corequisite: CHE 142. Offered both semesters. Must accompany CHE 142.*

**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)**

*Six hours of laboratory. Corequisite: CHE 211.*

**CHE 219 Organic Chemistry (3)**

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

**CHE 219L Laboratory (1)**

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

**CHE 220 Organic Chemistry II (3)**

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

**CHE 220L Laboratory (1)**

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

**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 (catabolisms and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. *Prerequisite: BIO 101-102 and CHE 219. Offered both semesters.*

**CHE 303L Biochemistry Laboratory (1)**

*Offered both semesters.*

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

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



**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.

**CPC 022 College Prep Chemistry (noncredit)**

This is a course which prepares students without an 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. May be taken by any student with permission of instructor. *Offered in summer, fall and spring.*

**CSC 110 Computers and Computing (3)**

This is an introduction to the fundamental ideas of computers and their implementation: operating systems, software applications and some elementary programming. *Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered both semesters. (Not open to those with credit in CSC 151.)*

**CSC 151 Introduction to Computer Programming (3)**

This is an introduction to computer programming using Pascal: program structure, procedures, functions, loops, if-then-else, arrays and records. *Prerequisite: MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor. Offered as needed.*

**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 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. *Prerequisite: none. Offered as needed.*

**DTC 205 Food Science (3)**

This fundamental course explores the basic principles of food preparation. The emphasis of this course is food chemistry, the function of ingredients and food preparation skills. 2 lecture hours, 2 lab hours. *Prerequisite: high school chemistry. Open to all students. Offered in the fall semester.*

**DTC 210 Cultural Foods (2)**

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

**DTC 306 Principles of Nutrition (3)**

Fundamental knowledge and theory of nutrients, their metabolism, food sources, function and importance during all stages of the life cycle is taught. 3 lecture hours. *Prerequisite: CHE 102. Offered in fall and spring semesters. Crosslisted with NTR 325.*

**DTC 309 Food Service Management I (2)**

This introduction to the structure and function of a food service department discusses food service subsystems from a departmental perspective. Basic concepts of menu planning, purchasing, receiving, production and service are presented. 2 lecture hours. *Prerequisites: MGT 305, DTC 205. Offered in the fall semester.*

**DTC 309L Quantity Food Preparation (2)**

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

**DTC 319 Nutritional Biochemistry (3)**

This course explores the role of nutrients in the physiological and biochemical processes of the body as well as nutrient needs of healthy individuals. 3 lecture hours. *Prerequisites: BIO 303, BIO 108, DTC 306. Offered in the spring semester.*

**DTC 327 Nutrition Throughout the Lifecycle (3)**

This course examines the changing nutritional needs of humans throughout the age spans. Students explore normal nutritional needs from reproduction, initial growth and development, through final maturity. Specialized nutrition needs, as they relate to age, such as eating disorders, developmental delays and activity levels are also examined. 3 lecture hours. *Prerequisite: DTC 306 or NTR 325 or permission of the instructor. Offered in the fall semester.*

**DTC 328 Nutrition for Fitness and Athletic Performance (2)**

This course offers a practical introduction and application to basic sports and exercise nutrition. Nutritional needs and assessment for both the conditioned and non-conditioned athlete are addressed. In addition, conditions requiring special consideration are included, such as pregnancy, sports throughout the life cycle, cardiovascular diseases, hypertension, diabetes, osteoporosis, eating disorders, and physical and mental disabilities. Finally, controversial issues of sport and exercise nutrition are addressed and include nutritional and non-nutritional factors that may influence athletic performance. 2 lecture hours. *Prerequisite: DTC 306 or NTR 325 or permission of instructor. Offered in the spring semester.*

**DTC 410 Food Service Management II (2)**

This course reviews food service subsystems from an organizational perspective. Principles of financial control of food and labor, techniques for analyzing and managing costs, development of a business plan, and personnel selection, training and management are introduced. 2 lecture hours. *Prerequisites:* DTC 309, DTC 309L. *Corequisite:* DTC 410SP. *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, personnel and labor issues, and facility layout and design. Students develop management skills through structured field experiences and projects, case studies, computer applications, and laboratory experiences. 3 supervised practice hours per week. *Prerequisites:* DTC 309, DTC 309L. *Corequisite:* DTC 410. *Open to majors only. Offered in the spring semester.*

**DTC 420 Introduction to Nutrition Assessment (3)**

This course introduces students to the profession and practice of dietetics. Students are taught basic nutrition assessment and patient care skills. 3 lecture hours. *Prerequisite:* DTC 319. *Corequisite:* DTC 420SP. *Open to majors only. Offered in the summer.*

**DTC 420SP Introduction to Nutrition Assessment Supervised Practice (1)**

In this course students provide basic nutritional care to patients in a hospital, under the supervision of a clinical instructor. 8 supervised practice hours per week. *Prerequisite:* DTC 319. *Corequisite:* DTC 420. *Open to majors only. Offered in the summer.*

**DTC 425 Diet Therapy (2)**

Designed for the non-dietetics major, 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, weight loss, surgery, cancer, AIDS, GI diseases, and hepatic and renal disorders. Enteral and parenteral nutrition are also presented. The emphasis of this course is the practical application of subject matter in the clinical setting. *Prerequisite:* DTC 306 or NTR 325. *Open to non-dietetics majors only. Offered in the fall semester.*

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

This course presents the biochemical and physiological basis for nutrition interventions in treating disease, including malnutrition, anemia, surgical nutrition, diabetes and cardiovascular nutrition. Students are taught theory and practice in nutritional assessment and intervention with emphasis on practical applications. This is the first semester of a two-semester course. 2 lecture hours. *Prerequisites:* DTC 420, DTC 420SP. *Open to majors only. Offered in the fall semester.*

**DTC 511SP Applied Nutrition Therapy I Supervised Practice (2)**

In this course, students assess and provide nutritional care to patients with diseases/conditions discussed in DTC 511. 6 supervised practice hours per week. *Prerequisites:* DTC 420, DTC 420SP. *Corequisite:* DTC 511. *Open to majors only. Offered in the fall semester.*

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

This course studies the biochemical and physiological basis for nutrition interventions in treating disease, including GI disorders, hepatic disorders, cancer, AIDS, renal disease and nutrition support. Theory and practice in nutritional assessment and intervention with emphasis on practical

applications is provided. This course is a continuation of DTC 511. 2 lecture hours. *Prerequisites:* DTC 511 and DTC 511SP. *Corequisite:* DTC 512SP. *Open to majors only. Offered in the spring semester.*

**DTC 512SP Applied Nutrition Therapy II Supervised Practice (2)**

This course provides practice in nutritional assessment and intervention care in the clinical setting for patients with diseases/conditions discussed in DTC 512. 6 supervised practice hours per week. *Prerequisites:* DTC 511, DTC 511SP. *Corequisite:* DTC 512. *Open to majors only. Offered in the spring semester.*

**DTC 521 Community Nutrition (2)**

This course is a study of community nutrition needs and problems. The goals, organization and history of selected government and private programs are investigated. 2 lecture hours. *Prerequisites:* DTC 420, DTC 420SP. *Corequisite:* DTC 521SP. *Open to majors only. Offered in the fall semester.*

**DTC 521SP Community Nutrition Supervised Practice (1)**

Supervised field work in community nutrition programs is provided in this course. Activities include on-campus projects, visits to community agencies, writing a grant, and development of a business plan. 3 supervised practice hours per week. *Prerequisites:* DTC 420, DTC 420SP. *Corequisite:* DTC 521. *Open to majors only. Offered in fall semester.*

**DTC 526 Nutrition Education Methods (2.5)**

The development, use and evaluation of methods and materials for teaching nutrition to different audiences is covered. Emphasis is given to program development in school, community and patient education settings. 2.5 lecture hours. *Prerequisites:* DTC 521, DTC 521SP. *Corequisite:* DTC 526 SP. *Open to majors only. Offered in the spring semester.*

**DTC 526SP Nutrition Education Supervised Practice (0.5)**

Supervised field work in the development, use, and evaluation of methods and materials for teaching nutrition to different audiences is offered. Nutrition education/interventions are provided in school, community, and patient education settings. 1.5 supervised practice hours per week. *Prerequisites:* DTC 521, DTC 521SP. *Corequisite:* DTC 526. *Open to majors only. Offered in spring semester.*

**DTC 620 Nutrition Seminar (3)**

This course provides an in-depth 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. 3 lecture hours. *Prerequisites:* DTC 631, GRA 601. *Open to majors only. Offered in the spring semester.*

**DTC 631 Advanced Nutrition Practice I (8)**

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

**DTC 632 Advanced Nutrition Practice II (8)**

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

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

**EDU 102 Seminar in Education (1)**

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

**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 091. *Prerequisite: ENG 091.*

**ENG 111-112 English Communication (3, 3)**

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

**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 in the fall semester of odd-numbered years.*

**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 in the spring semester of even-numbered years.*

**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 in the fall semester of even-numbered years.*

**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 in the spring semester of odd-numbered years.*

**ENG 213 Drama (3)**

This course examines the expression of human concerns in dramatic form. It is designed to make play-giving and play-reading enjoyable and enriching experiences. Selected plays are examined with emphasis on 20th century playwrights. *Offered as needed.*

**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. *Offered in the spring semester of even-numbered years.*

**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 in the fall semester of even-numbered years.*

**ENG 217 Essentials of Poetry (3)**

This course explores the nature, variety and values as well as the enriching experience and understanding of poetry. A study of selected poems by principally modern poets. *Offered as needed.*

**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 Advanced Writing I (3)**

This course explores the science of writing expository and persuasive prose in a clear, organized manner. Advanced instruction in logical arrangement, writing for specific audiences and effective rhetorical techniques is given. Conferences help students to overcome individual writing problems. *Prerequisite: ENG 112 or equivalent. Offered in the fall semester of even-numbered years.*

**ENG 232 Creative Writing I (3)**

This workshop course is designed to develop imaginative perception and verbal deftness through exercises in creative writing. All generic types are encouraged including poetry, fiction, drama and poetic prose. (This fulfills the humanities core requirement as a fine arts course) *Prerequisite: ENG 112 or permission of instructor. Offered in the fall semester of odd-numbered years.*

**ENG 233 Journalism (3)**

This course follows a writing workshop format and provides an introduction to print journalism and the techniques of newswriting, including desktop publishing on the Macintosh, copyediting skills, newspaper terminology and newsroom operations. It includes an overview of the historical, economic, ethical and legal contexts affecting the journalist in a free society. *Prerequisite: English 112 or permission of instructor. Offered in the fall semester of odd-numbered years.*

**ENG 234 Technical Writing (3)**

This course provides a basic introduction to technical writing style, formats and primary research techniques in a writing-workshop format. It includes introduction to designing and integrating computer graphics with word-processed reports, instructions, descriptions, product comparisons, resumés and other writing tasks conducted in professional settings. It also includes an intensive review of writing mechanics and editing. *Prerequisite: English 112 or permission of instructor. Offered as needed.*

**ENG 235 Public Relations Writing (3)**

This workshop course develops the craft of writing from the perspective of a business or institution in order to inform or persuade the public. It introduces the student to press releases, newsletters and feature writing. It explores the designing of public relations campaigns, creative ads and media scripts, and teaches students how to integrate text and graphic art on the computer and how to use professional editing techniques. *Prerequisite: English 112 or permission of instructor. Offered as needed.*

**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 studies close textual work with representative tragedies and comedies accompanied by an overview of the development of Shakespeare's art and Shakespeare criticism. *Prerequisites: ENG 112. Offered each spring.*

**ENG 308 Medieval Literature (3)**

The era of Chaucer, like that of Shakespeare, was one of intense literary activity and experimentation. This course will focus primarily on two or three authors from each period, including Chaucer and the Gawain-poet, Spenser and Sidney, with short prose readings to flesh out the historical and intellectual contexts of both eras. *Prerequisites: ENG 112. Offered as needed.*

**ENG 309 Renaissance Literature (3)**

Students will study the lyric poetry of Donne, Jonson, Herbert, Vaughn, Marvell, Herrick, Milton's sonnets and Paradise Lost, as well as prose selections exploring the bases of human knowledge and the routes to knowledge of God. *Prerequisites: ENG 112. Offered as needed.*

**ENG 310 Eighteenth Century Literature (3)**

Students will study the prose and poetry of the neo-classical period from its rise to prominence in the Restoration Period through the 18th-century. *Prerequisites: ENG 112. Offered as needed.*

**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 literature 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)**

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. See FA 314.*

**ENG 315 Modern British & American Writers (3)**

This course intends to provide a coherent, intellectual study by illuminating some of the primary events and dilemmas of Anglo-American civilization of the recent past as pondered by important modern writers. *Prerequisites: ENG 112. Offered as needed.*

**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 Writing II (3)**

This is a continuation of Advanced Writing I with emphasis on the art of writing persuasive and expository prose. Students meet with ENG 231 students to provide reinforcements of rhetorical principles and a critical audience to respond to experiments in rhetorical technique. *Prerequisite: ENG 231 or permission of instructor. Offered in the fall semester of even-numbered years.*

**ENG 332 Creative Writing II (3)**

Students are given advanced work in generic types of creative writing and develop a manuscript in one or more genres. The course may be taken as humanities fine arts core option. *Prerequisite: ENG 232 or permission of instructor. Offered both semesters.*

**ENG 334 Technical Writing II (3)**

This is a workshop course that gives students practice in writing complex instructions, descriptions of mechanisms, proposals and scientific writing, and preparation of technical visuals. *Prerequisite: ENG 234 or permission of instructor. Offered as needed.*

**ENG 340 South Asian Literature in English (3)**

An exploration of contemporary literature in English of South Asia (Bangladesh, India, Nepal and Pakistan), this course examines how writers respond and contribute to the evolving cultural and political issues of late-colonial and post-colonial South Asian life.

**ENG 341 Sub-Saharan African Literature in Translation (3)**

This is a survey course of contemporary sub-Saharan African literature, including fiction and poetry. *All work will be anglophone or in translation.*

**ENG 342 Magical Realism (3)**

This course will trace the development of the Latin American fiction style known as "magical realism" from the early 1920s to contemporary novels. Writers may include Carpentier, Arlt, Lispector, Bombal, Borges, Garcia-Marquez and Allende.

**ENG 343 Caribbean Literature (3)**

This course is a survey of modern and contemporary Caribbean or West Indian (Barbados, Cuba, Dominican Republic, Grenada, Guyana, Haiti, Jamaica, St. Kitts, St. Lucia, Trinidad & Tobago) literature. *Literature will be anglophone or in translation.*

**ENG 344 Comparative Literature and Aesthetics (3)**

This course will provide a firm grounding in the theory and structure of comparative literature and culture in the 20th century. Students will study theories of translation and be asked to conceptualize national and regional literatures in relation to larger contexts offered by formalist and structuralist readings of world literature.

**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: a 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 432 Creative Writing III (3)**

Students are given in-depth work in types of creative writing and develop a manuscript in a chosen genre. *Prerequisite: ENG 332 or permission of the instructor. Offered both semesters.*

**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)**

Introduces the many sub-disciplines in the field of exercise and sport science. An interdisciplinary approach will be used to explore biomedical, psychological and sociological dimensions of physical activity, sport and health. Students will study a range of topics including links between physical activity and cardiovascular health, ties between physical activity and mental health, optimum nutrition for an active lifestyle, prevalence and causes of sports injury, achieving muscular strength and endurance, use of supplements and anabolic steroids in training, and fitness and consumerism. This course is organized in lecture/discussion format and students will develop a Research Overview project that covers relevant research literature in a scholarly and professional area of interest.

**ESS 270 Exercise and Sports Studies Practicum (3)**

Gives students the opportunity to gain practical experience in individual fitness development and to explore the career options available in the growing field of exercise and sports studies. Students will design and implement a personal exercise training regimen focusing on both anaerobic and aerobic fitness and document their experience. In addition, students will research various career pathways open in the exercise and sports field through both secondary sources and documented firsthand observation at various internship sites in educational settings, community-based athletic programs, fitness centers, sports medicine clinics, newspapers, athletic teams or corporate settings. The student will work under the direction of a professional in the field. Periodic meetings will allow the student to discuss his or her experiences and to share in the experiences of others placed in alternative settings.

**ESS 410 Special Topics (3)**

An upper-level course offered through the department of sociology, this course draws on critical sociology and feminist literatures on women, men and sport in order to examine sport as a major institutional locus for the historical and contemporary construction of gender relations. There is a primary emphasis on North American societies.

**ESS 470 Exercise and Sports Studies: Internship (3)**

Provides students the opportunity to gain hands-on experience in the field of sports and fitness. Through agreement among 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. Depending on student interests, internship sites may be located in educational settings, community-based athletic programs, fitness centers, sports medicine clinics, newspapers, athletic teams or corporate settings. The student will work under the direction of a professional in the field. Periodic meetings will allow the student to discuss his or her experiences and to share in the experiences of others placed in alternative settings.

**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.

**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)**

This introduction to the elements of filmmaking includes screen writing, camera and lighting, performance, music and sound, editing and the role of the director. Feature films are used to study these elements. Prerequisite: *sophomore, junior or senior status. Offered as needed. See ENG 314.*

**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 neo-classicism to contemporary trends is studied. *Offered as needed.*

**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.*

**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 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, promotes cross-cultural understanding, reviews racial, ethnic and sexual issues from a minority-majority perspective, and deals with issues of discrimination and oppression. The course will cover world history leading up to the current diffusion of population and the emergence of modern forms of communication and transportation that provide the possibilities for transnational cultures and also provide the target for local ethnic and religious responses against these globalizing cultural trends.

**GLS 102 Global Culture: Literature, Philosophy and the Arts (3)**

Multiple perspectives and modes of representation of global issues are examined using a variety of sources, in order to equip students with the skills to analyze and evaluate different artistic representations and interpretations. This course explores topics in literature and the arts that are international in scope whether through specific influences or in response to historical, philosophical, political and aesthetic developments.

**GLS 344 Study Abroad (1-12)**

An independent research project is conducted in a foreign country. Students will work individually with a program faculty advisor to devise a suitable course of study. This may involve participation in coursework at a foreign institution, subject to approval by the Global Studies Advisory Committee. Prerequisites: junior or senior status and minimum 2.0 GPA.

**GLS 444 Internship (3-12)**

The global studies internship is a variable-credit (3-12 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, construction of theoretical 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 and spring 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 and spring 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 educational 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, i.e., occupational and physical therapy students are placed in appropriate discipline-specific college and or clinical laboratory teaching situations. Weekly seminars enable students to synthesize previous learning and 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 10 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 and spring 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 and spring semesters.*

**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 and spring semesters.*

**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 and spring semesters.*

**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 fall and spring semesters.*

**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 fall, spring and summer semesters.*

**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. Offered in the spring semester.*

**GRA 640 Hospice and Palliative Care I (3)**

The central focus of this course is on understanding the professional, ethical and legal scope of hospice and palliative care practice. Emphasis is focused on understanding the transdisciplinary team (TDT) approach. Care providers from the various helping disciplines of medicine; nursing; social work; occupational therapy; physical therapy; and spiritual, dietary, and bereavement counseling; form caring relationships with the patient and family in developing, implementing, and evaluating a holistic plan of care that addresses the patient and family's human-health needs. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

**GRA 641 Hospice and Palliative Care II (3)**

The central focus of this course is on understanding end-stage disease process in adult patients, and related pain and symptom management at end-stage of life. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

**GRA 642 Hospice and Palliative Care III (3)**

The focus of this course is on understanding how the end-stage of life processes affect both patient and family and how to provide professional care at this unique time of need. Emphasis is placed on understanding how education and advocacy are used as approaches for therapeutic intervention in providing support for the family and dignity for the patient experiencing the dying process. This course provides theory and practice knowledge related to providing end-of-life care to adult patients and their families. Case studies demonstrating the hospice and palliative approaches to patient and family care are utilized. This course has a required 45-hour clinical practicum.

**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 231 History and Culture of Puerto Rico (3)**

This course is a chronological view of the history, geography, educational institutions, social and cultural life of Puerto Rico. It focuses on the industrial, economic and political development of the island and on the development of the Puerto Rican community within the mainland United States. See BED 231. Offered as needed.

**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. *Prerequisite: core course in history. Offered in the spring semester, every three years, beginning in 2004.*

**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. *Prerequisite: core course in 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. *Prerequisite: core course in history. 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. *Prerequisite: core course in history. 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 Reconstruction and the development of the post-war period. Emphasis is placed on the problems of slavery and race relations. *Prerequisite: core course in history. Offered in the fall semester of odd-numbered years.*

**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. *Prerequisite: core course in history. Offered in the spring semester of even-numbered years.*

**HIS 328 Twentieth Century America (3)**

This study of the United States in the present 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. *Prerequisite: core course in history. 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. *Prerequisite: core course in history. 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 of the United States constitutional history and the United States court system. *Prerequisite: core course in history. Offered in the spring semester of odd numbered years.*

**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 their own and yet quite unique. By studying Canadian policy toward native North Americans, students see how and why such a policy took a radically different approach from that followed in the United States. This approach of comparison and contrast will be utilized throughout the course. *Prerequisite: core course in history. Offered in the fall semester every three years.*

**HIS 342 Great Achievers- A Biographical Perspective (3)**

A biographical study of men and women of great achievement from diverse areas of endeavor. Included is an analysis of the area in which they lived, the obstacles they faced, their significant achievement and their impact on society. *Prerequisite: core course in history. Offered in spring semester odd-numbered 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 has structured this attempt since the Russian Revolution. *Prerequisite: core course in history. 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. *Prerequisite: core course in history. 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. *Prerequisites: core courses in history. Offered in the spring semester, every three years, beginning in 2003.*

**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. *Prerequisite: core course in history (may count as a core course under usual stipulation). Offered as needed.*

**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 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. *Pre/Corequisite: MGT 305.*

**HS 101 Introduction to Health Care (2)**

Students are introduced to the use of concepts, theory and research as they relate to professional practice in the health care system. They will explore the development and current patterns of the health care delivery and the forces which mold the health care system and an individual's health behavior. The course may include field trips to selected community and institutional settings. *Crosslisted with HP 101.*

**HS 203 Medical Terminology (1)**

This course applies medical terminology including word components (root word, prefix and suffix), medical abbreviations, pathologies and diagnostic tests. Students also learn how to conduct a chart review, interpret admission notes, surgical reports, discharge summaries, and understand the components of a SOAP note. Crosslisted with RSC 203.

**HS 210 Delivering Health Services (3)**

This course presents a systems approach to the delivery of health services. Students in the U.S. and abroad will develop an understanding of the basic structures and operations of health care systems. The course examines resources, processes and outcomes of health systems.

**HS 220 Community Health (3)**

This course presents an overview of public health agencies, but focuses on methods for creating and maintaining healthy communities. Students will learn how to function in the role of facilitating partnerships between communities, business and government.

**HS 310 Quantitative Methods (3)**

This course addresses the use of data analysis systems to evaluate the impact of health services delivery and on the application of quantitative analysis to decision making in the health services field. *Prerequisite:* MAT 123.

**HS 312 Health Education Program Planning and Evaluation (3)**

This course focuses on health education at the individual and population levels. Students will learn how to conduct a community diagnosis, mobilize communities for action in promoting healthy behaviors at individual and community levels. Students will learn how to align strategies with Health People 2010 and measure improvements.

**HS 314 Maximizing Health Organization Assets of Coordination and Communication (2)**

This course presents coordinating and communication as closely related strategies through which managers in HSO and communities link together the various people and units within their systems to other organizations and agencies. Central to communication is an understanding of the interdependencies that exist in both internal structures and external relationships. Students will explore challenges associated with coordination and communication, and examine effective strategies for meeting these challenges.

**HS 320 Health Services Internship (2)**

Under the supervision of a qualified preceptor and program faculty, students complete approximately 60 hours of fieldwork in the area of community health and health education. This course includes one hour of weekly seminar.

**HS 406 Information Technology in Health Care (3)**

This course provides an overview of clinical information, administrative information and decision support information systems. Emphasis is placed on decision support, specifically information and analytical tools to support managerial decision-making. *Prerequisite:* MGT 318

**HS 408 Reimbursement Payment System (3)**

This course analyzes third-party payment programs and reimbursement practices in the health care sector. *Prerequisite:* HS 310 and MAT 123.

**HS 410 Health Care Law (3)**

This course introduces students to the major legal issues and principles in the health care field and in the administration of health care services and examines the phases of project planning and management. Students will learn how to set reasonable goals and determine a timeline and budget. They will also learn how to lead and facilitate teams through the work plan.

**HS 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 timeline 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.

**HS 420 Advanced Health Services Internship (2)**

This course provides the opportunity for the application of theories and principles of classroom learning. Under the supervision of a qualified preceptor and program faculty, students will complete approximately 80 hours of fieldwork in an area of the health care system. This course includes approximately one hour of weekly seminar.

**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 HP 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 studies the emphasis of the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions. *Prerequisite: satisfactory completion of previously designated coursework.*

**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. *Prerequisites: 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 per academic regulations.*

**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 IT. 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 for 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, busses, instruction sets, multi-processors 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)**

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 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: objects, classes, inheritance, abstraction, encapsulation, polymorphism and visibility. The course emphasizes on 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, easy maintenance, and avoid common software design errors. The C++ programming language is used to link the concepts to real-life software implementation. *Prerequisite: 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. *Prerequisite: 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: MAT 241.*

**IT 331 Internetworking 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. *Prerequisite: 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. *Prerequisite: 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.

**LAT 101 Level I (3)**

This introduction to Latin teaches basic vocabulary, grammar and reading. *Prerequisite: 0-1 years of high school Latin. Offered as needed.*

**LAT 102 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 (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 (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 critical reading and grammar. The instructor guides the student through the writing and editing process, stressing a variety of strategies to discover, develop and refine writing topics. *3 hours per week. Pre/post-test evaluation. Offered in the fall and spring semesters.*

**LSK 066 Writing Skills II (NC)**

This course is designed to help students with syntax, paragraph structure, and essay cohesiveness. Self-editing is emphasized and grammar issues are addressed as needed. Class time is organized so students receive guidance on writing essays for ENG 111. *3 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 writing support designed to meet the students' writing needs in their actual course work via weekly writing conferences. Specific skills instruction (for example, thesis writing, mechanics, research techniques, the revision process) is integrated into tutorial sessions as needed. *30 minutes to 1 hour per session Pre/post-test evaluation. Offered in the fall and spring semesters.*

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

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

**LSK 075 Supplemental Instruction in PSY 101 (NC)**

This course is designed to assist students enrolled in PSY 101. It covers the content of PSY 101 and the reading/ lecture/study skills/test-taking strategies necessary for success. These skills and strategies will also be applicable to other courses. *1 hour and 15 minutes per week. Pre/post-test evaluation. Offered in the fall and spring semesters.*

**LSK 076 Supplemental Instruction in BIO 107 (NC)**

This course is a guided study group for BIO 107. Any student registered in BIO 107 may attend this class; it is also highly recommended for students repeating BIO 107. *2 hours per week. 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). *30 minutes to 1 hour per session. 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 course work. Prefixes, suffixes and root words commonly used in the student's major are also covered. *1 hour per week. Pre / post-test evaluation. Offered in the fall and spring semesters.*

**LSK 079 Academic Seminar (NC)**

This course is required for freshmen and sophomores on academic probation. Weekly meetings will address issues that interfere with academic success. *1 hour per week. Offered in the fall and spring semesters.*

**LSK 085 College Math Skills (NC)**

This course is designed to assist students in basic arithmetic computation. Students will gain skills in basic math functions, decimals, fractions, and percents. *3 hours/wk. 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. *3 hours per week. Pre/post-test evaluation. Offered in the fall and spring semesters.*

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

This tutorial is designed to assist students in developing the skills necessary to be successful in college algebra. These sessions are geared towards the specific needs of the student. *30 minutes to 1 hour per session. Offered in the fall and spring semesters.*

**LSK 097 Professional Tutorial Assistance in Graduate Writing (NC)**

Professional tutors provide assistance with theses, projects and other advanced writing tasks. Students needing help with syntax, organization, documentation or other stylistic concerns are encouraged to meet with a tutor early in the process. *1 hour per week. Offered in the fall and spring semester.*

**MAT 101 Elementary Algebra (3)**

The subject matter includes arithmetic and algebraic operations, linear equations and inequalities, quadratic equations, 2 equations and 2 unknowns, elementary coordinate geometry and word problems. It does not fulfill core requirement for math and is not open to those with credit in any other math courses unless recommended by the Learning Center. *Permission of instructor required. Offered both 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. Offered both semesters. Students who pass MAT 120 cannot subsequently take MAT 123 for credit.*

**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 Mini-Tab is utilized by students to aid and facilitate the analysis of results. Not open to those who have had MAT 120. *Prerequisites: (1) CSC 110 or CSC 151, (2) MAT 101, a placement test score indicating mastery of the MAT 101 material, or permission of instructor.*

**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 application 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.*

**MAT 318 Discrete Mathematics (3)**

Discrete mathematics includes topics which are particularly important in computer science. This course provides the student with an introduction to elementary combinatorics (counting methods and graph theory), elementary Boolean algebra and automata theory. *Prerequisites: MAT 126 and either CSC 151 or IT 111.*

**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.

**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 and 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 management science. 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, inventory analysis, budgeting, investments and relationships to financial institutions. *Prerequisites: ACC 212 and MGT 305 or permission of the instructor. Offered in the spring semester.*

**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. *Prerequisites: junior status. Offered in the spring semester.*

**MGT 318 Information and Communication  
Technology Management (3)**

The course explores the role and meaning of MIS in the organization and focuses on planning, implementation, effect and future of management information and communication technologies. *Prerequisites: MGT 305, CC 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. *Prerequisites: junior standing or permission of instructor. Offered as needed.*

**MGT 323 Entrepreneurship II (3)**

Developing from 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)**

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. *Prerequisite: 2.5 Q.P.A. or higher. Open only to senior business majors with prior permission of instructor. 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 10-15 weeks, dependent on desired credit. *Prerequisites: 2.5 overall G.P.A., 3.0 major, 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 may be 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: Music 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)**

This course studies the human organism's requirements for organic and inorganic nutrients, the biochemical processes underlying their utilization and the considerations of specific nutritional problems. 3 lecture-hours. *Prerequisites: CHE 112 or BIO 101-102 or BIO 107-108 or permission of instructor. Offered both semesters.*

**NUR 100 Introduction to Professional Nursing (3)**

This first course of the nursing curriculum establishes the foundation for understanding nursing as a profession. The student will begin to develop a personal philosophy of nursing through an exploration of historical and contemporary perspectives of the profession as well as the personal responsibilities, commitments and requirements of pursuing this course of study. This exploration will focus upon an examination of the nursing metaparadigm: humans, health, environment and nursing. The student will be encouraged to develop an appreciation of the importance of lifelong learning, critical thinking, and nursing research. Emphasis will be placed on D'Youville College's philosophy of nursing, curriculum and the characteristics of a liberally educated baccalaureate nursing graduate.

**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 (PLWHIV/PLWA), their families and significant others, in community or institutional settings. By increasing the student's knowledge and awareness of the complex related epidemiological, pathological, social and political issues, students will be challenged to an increased awareness of their own values and beliefs that could interfere with giving optimal care to this population. Perspectives of persons living with the illness, health needs of PLWHIV/PLWA and appropriate nursing interventions will be discussed. *Open to all students.*

**NUR 230 Professional Nursing II (3)**

This course focuses on the role of the professional nurse as a direct care provider in terms of assessing the health status of individuals across the life span. Strong emphasis is placed on the development of interviewing skills to elicit a health history and on the development of skill in the use of physical assessment techniques, namely inspection, palpation, percussion and auscultation. The process of analyzing assessment findings to identify the health needs of individuals in relation to health promotion is described. The focus is on developing basic skills of assessing health status and guiding the health practices of individuals from socially and culturally diverse backgrounds and who can assume self-responsibility and be a partner in their own care. Students are introduced to the role of consumer of research as it applies to health assessment and health promotion. *Prerequisites:* BIO 107/107L, BIO 108/108L, CHE 111, 112, 113, NUR 100; *Pre/Co-requisites:* BIO 307, NUR 230L.

**NUR 230L Clinical Nursing II (1)**

In this course, students will assess the health status and needs of individuals from socially and culturally diverse backgrounds across the life span. Students will perform health assessments that emphasize the use of interviewing skills to elicit health histories and the use of inspection, palpation, percussion and auscultation to perform physical examinations. Health assessment findings will be analyzed by the students to identify the health needs of the individuals assessed and plans will be developed to guide health promoting activities. *Co-requisite:* NUR 230.

**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 lifespan. 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.

**NUR 310 Human Sexuality (3)**

This course is designed to provide students with a multidimensional overview of human sexuality and opportunity to clarify their own sexual value systems. Human sexuality will be considered from biological, cultural, psychosocial, developmental, behavioral and clinical perspectives. *See PSY 310. 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, limitations, sampling concepts, use of human subjects, methodology, statistical selections and conclusions. Concepts are illustrated with current nursing research studies. *Pre/Co-requisite:* MAT 123 or equivalent. *Offered both semesters.*

**NUR 330 Professional Nursing III (6)**

The focus of this course is on health promotion, maintenance and restoration of individuals and families, particularly the underserved, responding to childbearing, childrearing and selected women's health problems. The content relates to complex nursing activities, in hospital and outpatient settings, for health needs and problems of individuals and families responding to childbearing, childrearing and selected women's health problems. The nursing role is that of direct care provider, who recognizes the value of research findings when planning care, in an interdisciplinary environment. The continued emphasis is on patient responsibility and empowerment and the nurse's sensitivity to diverse cultural values and the role of advocate. Included is an analysis of changes in the health care system and their effect on patients. *Prerequisite:* BIO 107/107L, BIO 108/108L, BIO 208/208L, CHE 111, 112, 113, BIO 307, NUR 230/230L. *Pre/Co-requisites:* NTR 325 and PSY 206, NUR 330L, and NUR 333. *Offered in the fall semester.*

**NUR 330L Clinical Nursing III (3)**

Clinical experiences are in a variety of hospital and outpatient settings as direct care providers with an emphasis on managing complex nursing activities as members of an interdisciplinary team, to promote the health of individuals and families responding to childbearing, childrearing and selected women's health problems, using research findings with guidance to influence care. *Co-requisite:* NUR 330. *Offered fall semester.*

**NUR 333 Nursing Implications of Pharmacological Interventions (3)**

This course focuses on the nursing implications of major classifications of pharmacological interventions. Emphasis will be given to patient responses across the lifespan to therapeutic actions, side effects, toxic effects and interactions of pharmacologic agents. The role of the nurse in administering medications, monitoring patient responses and health teaching will be contrasted with the roles of the physician and the pharmacist. *Pre/Corequisite:* BIO 307. *Offered both semesters.*

**NUR 389-90 Special Topics in Nursing (1-3)**

This course provides students an opportunity to study a selected topic in nursing with a small group of students; topics may evolve from either student or faculty interest. *Offered as needed.*

**NUR 420 Professional Nursing IV (5)**

This course involves health promotion, maintenance and restoration of individuals and families who are ill. The focus is on management of patient care and collaboration using research findings in a variety of settings. Included is an identification of a health care agency's process for discharge planning and outcomes measurement. *Prerequisites:* NUR 330 and 330L; *Pre/Co-requisites:* MGT 305, NUR 420L. *Offered in the spring semester.*

**NUR 420L Clinical Nursing IV (3)**

Clinical experiences are in a variety of acute care settings, such as hospitals, ambulatory care, short stay and outpatient clinics, etc. Increased emphasis is placed on collaboration, focusing on accountability. *Corequisite:* NUR 420. *Offered in the spring semester.*



**NUR 430 Professional Nursing V (6)**

This course focuses on individuals, families and groups responding to self-care deficits/variances in wellness in relation to health promotion, restoration and maintenance. The role of the professional nurse as a manager who collaborates with the multidisciplinary team is examined. There is an increased emphasis on identifying problems that need to be addressed through research and on cultural, environmental, political and economic factors influencing the health care system. Included is the analysis of a health care agency to identify specific problems that need to be addressed. *Prerequisite:* NUR 420, 420L; *co-requisite:* NUR 430L, NUR 314. *Offered in the fall semester.*

**NUR 430L Clinical Nursing V (3)**

Clinical experiences are shared with diverse and underserved individuals, families and groups responding to self-care deficits/variances in wellness. Settings include hospice, group homes, hospitals, clinics, outpatient facilities, long term care facilities and homes. Case management and leadership activities will be emphasized. *Corequisite:* NUR 430. *Offered in the fall semester.*

**NUR 440 RN\* WIP Professional Nursing V RN (6)**

This course is the first of two modular courses for students who are already registered nurses. The focus is on enhancing the student's knowledge and skills in using nursing theories, utilizing information technology, applying family and group dynamics, integrating complementary therapies, and working with interdisciplinary managed care in the health care system, when planning care for individuals, families and groups across the lifespan. The roles of the nurse in health promotion, restoration and maintenance and as a manager who collaborates with the multidisciplinary team are examined. There is emphasis on identifying problems which need to be addressed through research, and on examining cultural, environmental, political and economical factors influencing the health care system. *Pre/Corequisites:* NUR 440RNL. *Offered in the spring semester. \* RN License required for entry. Distance learning format available based on enrollment.*

**NUR 440 RNL Clinical Nursing V RN (2)**

This course is the first of two clinical courses for students who are already registered nurses. The focus is on providing students opportunities to practice using nursing theories, utilizing information technology, applying family and group dynamics, integrating complementary therapies and understanding the concept of interdisciplinary managed care, when promoting partnerships to enhance the health of individuals, families and groups across the lifespan. These issues are addressed through six learning modules. Clinical assignments include a variety of independent experiences where students will develop materials within their portfolio to validate their accomplishment of the course outcomes. *Corequisite:* NUR 440RN. *Offered in the spring semester.*

**NUR 450 Professional Nursing VI (6)**

This course focuses on the health needs of individuals and families with a major focus on population-based care for groups and communities. The focus is on the role of the professional nurse as leader, primary care provider, gatekeeper and collaborator within an interdisciplinary health team. Research is emphasized to evaluate health care in relation to outcomes and cost effectiveness. Included is a focus on developing solutions to problems identified in the analysis of the impact of changes on a health care system's strengths and weaknesses in providing quality, cost-effective care. *Prerequisite:* NUR 430 and 430L, MAT 123, NUR 314. *Pre/Co-requisite:* MGT 435 or HRM 309; *Corequisite:* NUR 450L. *Offered in the spring semester.*

**NUR 450L Clinical Nursing VI (3)**

Clinical experiences are undertaken in a variety of settings to provide students with the opportunity to provide population-focused nursing care and for patients experiencing problems related to trauma, especially related to violence and/or addictions. Experiences in community health, adult health and addictions are included. *Co-requisite:* NUR 450. *Offered in the spring semester.*

**NUR 460 RN Professional Nursing VI RN (6)**

This course is the second of two courses for students who are already RNs. The course focuses on the health needs of individuals, families and groups with a major focus on population-based care of communities. These needs are primarily addressed by studying three learning modules of community health and the issues related to addictions, violence, trauma and complex mental illness. The roles of the professional nurse as manager, primary care provider, gatekeeper, and collaborator within an interdisciplinary health team are emphasized. Research findings are analyzed to evaluate health care in relation to outcomes and cost effectiveness. Included is a focus on developing solutions to problems identified in the analysis of the impact of changes on a health care system's or department's strengths and weaknesses in providing quality, cost effective care. *Pre/Co-requisite:* MGT 305. *Corequisite:* NUR 460RL. *Offered in the fall semester. Distance learning format available based on enrollment. RN license required for entry.*

**NUR 460 RNL Clinical Nursing VI RN (3)**

This course is the second of two clinical courses for students who are already RNs. Clinical experiences are in a variety of settings to provide students with the opportunity to develop their knowledge and skill in practicing population focused nursing care. Experiences in three clinical rotations, community health, mental illness within the community (addictions, violence, trauma), and management/leadership in the community are included. Gerontological issues in nursing are incorporated into each of the three rotations. Clinical assignments include a variety of independent experiences as validated by the student's portfolio, and/or supervised by course faculty. *Corequisite:* NUR 460.

**NUR 479-480 Independent Study (3)**

This course provides an opportunity for the student to investigate, with advisement, a topic of special interest. This study may or may not include a clinical practicum. Students must secure faculty approval for this course. *Offered as needed.*

**NUR 609 Professional Role Development (3)**

This seminar course presents a critical analysis of the advanced practice roles in the nursing profession. The scope of practice of both clinical nurse specialists and nurse practitioners are analyzed. The legal and ethical implications of these roles are examined. The roles are further explored in terms of how they are influenced by the social, economic, political, cultural, environmental, historical and geographic forces and trends of the times. Increasing the public's accessibility to advanced practice nursing care through innovative programs, especially through entrepreneurship and grant writing are explored. Means to enhance advanced practice nursing are also analyzed. *Offered both semesters. Open to student in the RN program, 5-year MS in nursing program or with graduate standing.*

**NUR 630 Professional Nursing VII (5)\***

This capstone course focuses on developing knowledge and expertise in a specific area of nursing as selected by each student. Application of theory to promote, restore and maintain health for patients is emphasized. The roles of the advanced practice nurse as a primary care giver, advocate, consultant, researcher, manager, entrepreneur and educator within the health care system are addressed. The ethical, cultural, environmental, epidemiological, political, economical and total quality improvement factors affecting the health of the patients and the health care system will be synthesized as the concepts of managing care are explored. *Prerequisites:* NUR 450 and NUR 450L or NUR 460 RN and NUR 460 RNL, GRA 600, NUR 609, or graduate standing. *Co-requisite:* NUR 630L, GRA 601, GRA 600.

**NUR 630L Clinical Nursing VII (4)\***

This capstone clinical course focuses on developing knowledge and expertise within specific areas of nursing as selected by each student. Application of theory to promote, restore and maintain health for patients is emphasized. Developing skill in functioning within a variety of roles such as manager, educator, consultant and researcher, within a specific health care setting will be addressed. Facilitating change to promote quality outcomes of care will be explored. *Co-requisite:* NUR 630.

\* The objectives for NUR 630 & NUR 630 L will be met over two semesters. The credit allocation is as follows.

SEMESTER I (FALL)	NUR 630—3 credits NUR 630L—2 credits Subtotal—5 credits
SEMESTER II (SPRING)	NUR 630—2 credits NUR 630L—2 credits Subtotal—4 credits
TOTAL	—9 credits

**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 OT 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. Current and potential environments for OT practice will be discussed. *2 hour lecture. Prerequisite:* OT major.

**OT 106 Occupational Development I (4)**

This course is a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive, and psychosocial development from birth to adolescence. It includes analysis of occupation as a facilitator and marker of human development. Provides an introduction to occupational science and an in-depth exploration of Uniform Terminology for Occupational Therapy (occupational performance areas, performance components and performance contexts). The lab includes observation of development markers and task analysis of developmentally appropriate occupations. *3 hours lecture, 2 hours lab. Prerequisite:* OT major.

**OT 109 Medical & Social Conditions I (2)**

This course provides an overview of selected medical and social conditions, which affect engagement in occupation across the lifespan. Topics include selected developmental, musculoskeletal, and 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 & Social Conditions II (2)**

This course provides an overview of selected medical and social conditions, which affect engagement in occupation across the lifespan. Topics include selected neurological, cardiopulmonary and medical 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 is a study of normal occupational, physical, cognitive and psychosocial neuromuscular development from young adulthood to senescence. It will emphasize occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. Lab includes analysis of developmentally appropriate occupations and application of principles of ergonomics. *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. Prerequisite:* None.

**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. The 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 is a study of human anatomy with emphasis on the musculo-skeletal and nervous systems. It integrates human anatomy with analysis of movement including measurement of action, movement within a task, and biomechanics and the course includes lab and lecture. The lab includes gross anatomy dissections, CD-ROM, recitation and experiential kinesiology. *3 hour lecture, 4 hour lab. Prerequisite:* BIO 107 and BIO 108 or admission to MS program.

**OT 320 Neuroscience For Rehabilitation (5)**

This course studies 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 psycho-social, pediatric and adult physical disabilities will be studied. The course includes lecture and lab. The lab and recitation includes neuroanatomy models, neurophysiology CD-ROM, recitation, guided practice on selected therapy techniques, and treatment planning based on case studies. *3 hour lecture, 4 hour lab, 1 hour recitation. Prerequisite:* OT 319

**OT 321 Fieldwork Seminar I (0)**

This course is a seminar designed to introduce students to the fieldwork process and to prepare students for fieldwork selection. *1 hour per week. Prerequisite: OT major.*

**OT 425 OT 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 lecture hour. Prerequisites: OT 101, OT 320.*

**OT 427 OT 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, OT 214, OT 425 (or co-requisite).*

**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 selected therapeutic methods, strategies, and techniques. The laboratory includes guidance and practice in treatment methods. Level I fieldwork experience with children and adolescents is included. *3 hour lecture, 2 hour lab, 25 hours Level I FW distributed throughout the semester. Pre/Co-requisite: OT 101, OT 109, OT 210, OT 212, OT 320 and OT 425.*

**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 will be discussed. Strategies for success in fieldwork will be offered. *Prerequisite: OT 321.*

**OT 433 OT 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 implementations of assessment and treatment methods. *Level I fieldwork experience with adults or elders included. 2 hour lecture, 3 hour lab, 25 hours Level I fieldwork distributed throughout the semester. Prerequisite: OT 320 and OT 433.*

**OT 524 Research Seminar (2)**

This seminar introduces students to the entire thesis/project process required to complete the master's degree in OT. Students will be introduced to the OT faculty's research and project areas of interest. Students are expected to develop a researchable question, research topic, or idea suitable for a master's thesis or project in occupational therapy. Students will be expected to use library skills and techniques to search computer databases and journal indexes to assist in the completion of a literature review. The use of the American Psychological Association's (APA) style guide is required in development of parts of the research proposal. *2 hour seminar. Co-requisite or prerequisite: OT 101 and OT 425.*

**OT 621 Project Seminar I (2)**

The first project seminar course will provide the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study. Conducted in a seminar format, students will work closely with the instructor to investigate, formulate and describe, in the proper format, a research study, which each student will subsequently implement. The instructor will serve as the research supervisor for each student enrolled in the section. *2 hour seminar. Prerequisites: GRA 600, GRA 601.*

**OT 622 Project Seminar II (2)**

This course will provide the framework and support system needed to allow students to implement, analyze and document a viable research project. *2 hour seminar. Prerequisites: OT 621.*

**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 635.*

**OT 640 Clinical Fieldwork I (4)**

This course allows an in-depth Level II fieldwork experience that is integral to and consistent with the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which an OT may or may not be on-site/employed. Full-time 12 weeks. *Prerequisite: 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 curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which an OT may or may not be on-site/employed. Full-time 12 weeks. *Prerequisite: 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 hours Internet activities per week. Corequisite or Prerequisite: OT 641.*

**OT 689 Professional Issues (2)**

This course is a critical analysis of current professional issues specific to the delivery of services provided by occupational therapists functioning in a variety of systems and roles. *2 hour seminar. Prerequisite: OT 640.*

**OT 690 Community Practice (1 – 3)**

This course is 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 302 Professional Issues (1)**

This course provides an orientation to the roles and functions of the physician assistant in the health care system and the development of the physician assistant profession. Open to physician assistant students only. *Offered in the fall semester in the senior year.*

**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 240 and BIO 307; co-requisites: BIO 335, PA 310, and PA 312. Offered in the fall semester.*

**PA 304 Clinical Medicine II (5)**

Continuation of Clinical Medicine I. *Prerequisite: PA 303. Corequisites: BIO 336, PA 311, and PA 313. Offered in the spring semester.*

**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.*

**PA 309 Clinical Laboratory Medicine I (2)**

This laboratory explores common chemical procedures employed in the evaluation of disease processes. Students develop proficiency in performing such routine procedures as a CBC, urinalysis, gram stains and cultures. Students develop skills in interpreting clinical laboratory values in relation to disease, therapy and prognosis. *Prerequisites: BIO 208, CHE 122 or equivalent; co-requisites: PA 303, PA 310, and PA 312. Offered in the fall semester.*

**PA 310 Clinical Laboratory Medicine II (1)**

This course is a continuance of PA 309. *Offered in the spring semester.*

**PA 311 Clinical Skills (3)**

In this course, 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 will be covered. *Prerequisites: BIO 208, BIO 240. Corequisites: PA 303, PA 304, PA 310, and PA 312. Offered in the spring semester.*

**PA 312 Physical Diagnosis I (2)**

In this course, students are introduced to the roles and responsibilities of the physician assistant. Most of the course is devoted to the development of physical examination skills and the art of developing 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; co-requisites: PA 304, PA 310, and PA 311. Offered in the fall semester.*

**PA 313 Physical Diagnosis II (1)**

This course is a continuation of PA 312. *Offered in the spring semester.*

**PA 335 Pharmacology I (3)**

This course includes topics such as drug absorption, distribution and metabolism and drug interactions. The course is closely integrated with the clinical medicine course. All major systems of the body are covered in relation to drugs and diseases. *Prerequisites: BIO 107, BIO 108, and BIO 303; co-requisites: PA 303, and PA 310. Offered in the fall semester.*

**PA 336 Pharmacology II (3)**

This course is a continuation of Pharmacology I. The course explores clinical pharmacology and medical therapeutics, including disease states and their medical management. *Prerequisite: BIO 335 Co-requisite: PA 304. Offered in the spring semester.*

**PA 401 B 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.*

**PA 401 C Family Medicine (3)**

This course is presented on a four-week rotation and exposes students to patients from all age groups, from pediatrics to geriatrics. Students will learn the clinical presentation of general medical problems, evaluation, therapeutic intervention and methods of documentation in a family practice setting. *Prerequisite: successful completion of all third-year courses.*

**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 work-up of common surgical problems, as well as surgical interventions, and in-hospital care of the pre-and post-operative patient. *Prerequisite: successful completion of all third-year courses.*

**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, wellbeing 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 post-partum care, as well as routine gynecologic care for sexually transmitted diseases, dysmenorrhea and menopausal health. Students will come to understand the effect that sexual activity, childbearing, and menopause has on a women's psychological, social, and medical 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 segments of PA 401.*

**PA 407 Geriatrics (1)**

The two-week course will take place in a free-standing, long-term care facility or inpatient skilled nursing facility and provide students with experience addressing the special needs of this patient population.

**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 409 Physician Assistant Practicum I (3)**

The four-week elective practicum experience offers an opportunity for physician assistant students to explore subspecialty areas of medicine not covered in the current curriculum, spend more clinical time in primary care, or work with a physician that has been identified as a potential employer. Students who are found to have academic or clinical difficulty in a particular area of medicine may be required by faculty to utilize this practicum as remediation. However, it cannot be used as a repeat rotation for a previously failed clinical rotation. *Prerequisite: successful completion of all third-year courses.*

**PA 411 Primary Care Core (6)**

The purpose of this eight-week primary care medicine rotation is to provide an opportunity for students to apply skills and information, learned during the previous clinical rotations, in the primary care setting. The extended time in one continuous setting will allow students to advance their understanding of basic medical practices and concepts. It also allows for more opportunity to provide follow-up care for patients. *Prerequisite: successful completion of all third-year courses.*

**PA 420 Professional Seminar I (1)**

This one-week seminar offered in November of the senior year, exposes students to lectures in professional practice issues, including certification, scope of practice, as well as ethical decision making and certification in ACLS. Students will be tested on physical examination proficiency and participate in the national practice exam to prepare for professional certification. *Prerequisite: successful completion of all third-year courses; co-requisite PA400.*

**PA 421 Professional Seminar II (1)**

This course is presented as a one-week seminar in May of the senior year. During this week, students will be offered skills workshops and lectures on selected medical topics, while they prepare for graduation. Students will be offered lectures on resume preparation and interviewing skills. At this time, students will also complete an exit interview with their advisor. *Prerequisite: successful completion of all third-year courses; Corequisite PA400.*

**PHI 101 Philosophy and the Human Condition (3)**

The course explores divisions of philosophy and the perspectives of major philosophers and movements. Emphasis is placed on the history of ancient philosophy, basic logic, terminology and methodology, primary and secondary sources and periodicals. *Offered as needed.*

**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 both semesters.*

**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)**

This course examines the ways that death challenges human meaning and action. Topics include the meaning of suffering and death, challenges of death to morality, psychological-spiritual processes of dying and bereavement. *See RS 214. Offered both semesters.*

**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 will be given to 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 social and political theories in their relation to a study of the main philosophical controversies in the 16th and 17th centuries. Students read works from Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and are given a background on Kant. *Offered as needed.*

**PHI 306 Social and Political Philosophy (3)**

This course focuses on social and political theories in their relation to philosophic problems, the nature of social and political institutions and the grounds for sound social and political decisions. *See PSC 342. Prerequisite: PHI 201 or RS 201. Offered as needed.*

**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. Mill and C.S. Pierce are considered. *Offered as needed.*

**PHI 312 Bioethics Seminar (3)**

This course analyzes ethical dilemmas and problems posed by developments in the biosciences. Problems discussed include choices for life or death, allocation of resources, human experimentation, reproductive technologies and professional-client relationships. *See RS 312. Offered yearly.*

**PHI 316 Intermediate Logic (3)**

The course deals with the syntax of propositional calculus and first order quantification theory. *Prerequisite: PHI 204 or MAT 101, 117 or 125. Offered as needed.*

**PHI 325 Ethical Decision-Making in Business (3)**

This is an applied ethics course that examines policy decisions made in business and their ethical implications in society. Emphasis is placed on the theories of ethics and economic justice in relation to decisions made in business. *(See MGT 325.) Prerequisite: PHI 201 or RS 201. Offered as needed.*

**PHI 336 Problems in Professional Ethics (3)**

This is an interdisciplinary course that examines how sociopolitical conditions have contributed to the self image and value crisis in the health professions. A variety of problem-solving techniques are studied in order to offer alternative social policies that would reconstruct the identity of the professions. *See NUR 336. Prerequisite: PHI 201 or RS 201. Offered as needed.*

**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 as needed.*

**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)**

This course analyzes ideas relevant to religious belief through a discussion of these ideas and the philosophical studies deriving from them. *See RS 410. Prerequisite: PHI 101 or junior or senior status. Offered as needed.*

**PHI 411 Mysticism (3)**

This course defines mysticism, the history, theory, phenomena and practices of selected mystical schools and the positive and negative aspects of the mystical experience. *See RS 411. Prerequisite: sophomore, junior or senior status. Offered as needed.*

**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 is comprised of individualized or small seminar research and reading projects under the instructor's supervision. Students have the option to apply for admission to PHI 600 (Philosophical Theories) as a substitute for this requirement. *Prerequisite: philosophy major and permission of instructor. Offered as needed.*

**PHI 479-480 Independent Study**

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 spring semester.*

**PHY 101 General Physics (3)**

This course is an introduction to the principles of mechanics, thermodynamics, sound, wave theory, light, electricity and magnetism. *Prerequisite: MAT 126, Corequisite: PHY 111L. This course is intended for biology majors, but may also meet other programs' requirements for physics.*

**PHY 102 General Physics (3)**

This course is a continuation of 101. *Prerequisite: PHY 101. Corequisite: PHY 112L.*

**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. *Prerequisites/Corequisites: MAT 125 (may be taken concurrently); it is strongly advised that PHY 103L be taken concurrently with this course.*

**PHY 103L Physics for Engineers I Lab (1)**

This course is a physics laboratory to accompany PHY 103. Experiments in mechanics and oscillatory motion. *Prerequisites: MAT 125 (may be taken concurrently); PHY 103 may be prerequisite but is preferably 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. 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: MAT 125 and PHY 103. Corequisite: PHY 104L must be taken concurrently with PHY 104.*

**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 PT majors and for other students who wish to use it to fulfill the core requirement in science. Lecture must be taken prior to or concurrently with the corresponding lab. PHY 111 covers kinematics, dynamics, conservation of energy and momentum, and rotational motion. PHY 112 covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and ray optics. *PHY 111 must be taken prior to PHY 111L or concurrently with PHY 111L. PHY 112 must be taken prior to PHY 112L or concurrently with PHY 112L. PHY 111 is a prerequisite for PHY 112. Prerequisite: MAT 122 or permission of instructor.*

**PHY 111L & PHY 112L (1, 1)**

These labs accompany PHY 101-102 & 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. *Prerequisites: none.*

**PHY 142L Introduction to Astronomy Laboratory (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 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 20th 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 we now call physics. *Prerequisites: none.*

**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. Meets the core requirement in political science/economics. *Offered both 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)**

This course is a study of social and political theories in their relation to philosophical problems; the nature of the social and political institutions and obligations, the basis of knowledge of social and political obligations, the grounds for sound social and political decisions. *See PHI 306. Offered as needed.*

**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 field work, 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 instructor. The title will reflect the course content

**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 both semesters.*

**PSY 201 Research Methods and Statistics in Behavioral Sciences (3)**  
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. See SOC 201. *Prerequisite: Core course in sociology. Offered in the fall semester.*

**PSY 202 Research Methods in the Behavioral Sciences II (3)**  
This course is an introduction to research in the behavioral sciences. Students will learn to interpret and use theories, develop an idea, search the literature, develop an appropriate research design and interpret and report results. Ethical issues in research will be covered. See SOC 216. *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 both 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: PSY 101. Offered in the spring semester.*

**PSY 205 Social Psychology (3)**  
This course studies the individual in society, social learning and perception, formation and measurement of attitudes, social norms and roles, public opinion and propaganda. *Prerequisite: core course in psychology. See SOC 205. 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 both semesters.*

**PSY 208 Psychology as a Profession (1)**  
Students will learn about the different forms of education in psychology and potential careers in non-psychology fields, psychology research fields, clinical psychology fields and other related fields. Students will identify relevant funding issues and legal mandates and understand the complexities of each career option. *Prerequisite: PSY 101. Offered in the spring semester.*

**PSY 301 Sensory and Perceptual Processes (3)**  
This course is a review of the visual system, auditory system, somatosensory system and systems for taste and smell. Students will experience the unique features of each sensory and perceptual system through demonstrations and experiments. *Prerequisite: PSY 101. Offered in the fall semester of odd-numbered years.*

**PSY 302 Biopsychology of Gender (3)**  
This course is a review of the scientific literature on gender differences and their development. Discussion will include the impact of these differences on an individual's life and in society. *Prerequisite: PSY 204. Offered in the spring semester of odd-numbered years.*

**PSY 303 Biopsychology of Learning (3)**  
This course provides the student with an understanding of the cellular, biochemical and network changes associated with learning and memory. The effects of experience, age, drugs and brain damage will be included. *Prerequisite: PSY 204. Offered in the fall semester of even-numbered years.*

**PSY 304 Biopsychology of Stress (3)**  
This course explores the biology and psychology of the experience of stress. Students will learn from both lecture and self-exploration. The course will provide the opportunity for students to learn and practice traditional and "alternative" stress-management skills through individual and group practice. *Prerequisite: PSY 204. Offered in the spring semester of even-numbered years.*

**PSY 305 Biopsychology of Mental Disorders (3)**  
This course examines the genetic, neuroanatomical, neurochemical and hormonal basis of anxiety disorders, mood disorders, substance-related disorders, sexual and gender-identity disorders, personality disorders, psychotic disorders and childhood disorders. Physiological factors contributing to both the onset and the maintenance of mental disorders will be covered. *Prerequisite: PSY 204 and PSY 206. Offered in the fall semester of odd-numbered years.*

**PSY 306 Psychology of Human Relations (3)**  
This course is a study of theories and processes of interpersonal behavior. It is primarily a laboratory for human relationship training and the content is designed to help students understand themselves in order to understand and relate effectively with others. *Prerequisite: core course in psychology. Offered in the spring semester of odd-numbered years.*

**PSY 307 Social Psychology of Aging (3)**  
This overview of psychology of aging stresses the social aspects of the aging process. Topics include theories of aging, intellectual functioning and learning; mental health of aged and organic brain dysfunction; culture and the family and aging; dying and the grief process. This experimental course will include some field observations as well as lectures and discussions. *Prerequisite: core course in psychology. See SOC 307. Offered in the fall semester of odd-numbered years.*

**PSY 308 Sociology of Deviant Behavior (3)**  
This course presents a theoretical overview of the nature and meaning of deviance and examines in detail a number of forms of behavior that are commonly regarded as deviant behavior. These forms include abuse of power in politics and corporations, physical and sexual violence, criminal acts, various forms of sexual behavior, mental illness and the abuse of alcohol and drugs. *Prerequisite: core course in sociology. See SOC 308. Offered in the spring semester of even-numbered years.*

**PSY 309 Social Psychology of Disability and Rehabilitation (3)**  
The consequences of disability can have an impact at many levels. The effects of disability—personal, interpersonal and cultural — have significant implications for disabled persons, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a psychosocial framework. *Prerequisite: core course in sociology. See SOC 309. Offered in the fall semester of even-numbered years.*



**PSY 310 Human Sexuality (3)**

This course is designed to provide students with a multidimensional overview of human sexuality and an opportunity to clarify their own sexual value systems. Human sexuality is considered from biological, cultural, psychosocial, developmental, behavioral and clinical perspectives. *Prerequisite: core course in psychology. See NUR 214. Offered in the spring semester of odd-numbered years.*

**PSY 401 Cognitive Psychology (3)**

Students will examine cognitive functioning in humans through a consideration of sensory register, attention, short-term and long-term memory. Topics include encoding, retrieval, comprehension, reasoning and problem-solving, and language. *Prerequisite: PSY 101. Offered in the fall semester of even-numbered years.*

**PSY 402 Biopsychology of Addiction (3)**

Students will examine the problem of addiction through a review of terminology, the types and effects of psychoactive substances, and the current theories from human and animal research identifying possible genetic, neuroanatomical, neurochemical and hormonal factors. *Prerequisite: PSY 204. Offered in the spring semester of odd-numbered years.*

**PSY 403 Neuropsychology (3)**

This course applies the knowledge gained from the undergraduate course in Physiological Psychology to an advanced study of human neuropsychology. Students will gain an appreciation of the relationship between the structure and function of the nervous system and qualities of mind and behavior. *Prerequisite: PSY 204. Offered in the fall semester of odd-numbered years.*

**PSY 404 Psychopharmacology (3)**

This course examines the use of pharmacological agents to treat mental disorders, psychiatric emergencies, medical illness, late adulthood, and pregnancy and lactation. Emphasis will be placed on treatment that combines pharmacological agents with psychological therapy. Ethical issues will be covered. *Prerequisite: PSY 204. Offered in the spring semester of even-numbered years.*

**PSY 405 Group A Special Topics Seminar (3)**

The course is an in-depth consideration of life science topics in the field of psychology. *Prerequisite: 3 hours of Group A electives. Offered in the fall semester of even-numbered years.*

**PSY 406 Theories of Counseling (3)**

This course explores the major theories, basic concepts and techniques of counseling. The student will be expected to demonstrate a working knowledge of the terminology, concepts and counseling applications of the major counseling theories, such as Psychoanalytic, Adlerian, Person-centered, Gestalt, Rational Emotive, Existential and Family Therapy. This course is open to students in all areas in which such a need exists in their professional work. *Prerequisite: 9 hours of PSY courses or permission of instructor. Offered in the spring semester of even-numbered years.*

**PSY 407 Cross-cultural Psychology (3)**

This course will review the history and present status of cross-cultural psychology with an emphasis on fundamental assumptions, fundamental theories and future directions. Particular emphasis will be directed to understanding American-Indian, Asian-American, Black-American and Hispanic-American individuals. *Prerequisite: PSY 101. Offered in the fall semester of odd-numbered years.*

**PSY 408 Group Dynamics (3)**

This course examines in detail the complicated dynamics that emerge in groups of people. An overview is presented of the various types of groups and the effect of the group on the emotion, thought and behavior of the individual. See SOC 408. *Prerequisite: PSY 205. Offered in the spring semester of odd-numbered years.*

**PSY 409 Behavior Modification Theories and Methods (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 even-numbered years.*

**PSY 410 Group B Special Topics Seminar (3)**

This course is an in-depth consideration of social science topics in the field of psychology. *Prerequisite: 3 hours of Group B electives. Offered in the spring semester of even-numbered years.*

**PSY 459-460 Research Internship (4)**

Students receive hands-on experience in psychological research by working with a faculty member for both semesters during their senior year. The project may be developed by the student or ongoing by the faculty. Students are required to work 15 hours per week and complete a senior research paper. *Prerequisite: senior status in the major. Corequisite: Senior Seminar. Offered every semester.*

**PSY 469-470 Community Internship (4)**

Students receive hands-on experience by volunteering in a community human-service agency for both semesters during their senior year. Students are required to volunteer for approximately 15 hours per week and complete a senior paper. *Prerequisite: senior status in the major. Corequisite: Senior Seminar. Offered every semester.*

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

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

**PSY 489-490 Senior Seminar (2)**

This course provides the student with extensive faculty and peer guidance and feedback throughout the research or community internship experience during both semesters of the senior year. *Prerequisite: senior status in the major. Corequisite: Research or Community Internship. Offered every semester.*

**PT 201 Introduction to Professional Awareness (1)**

This course provides an orientation to the roles and functions of the physical therapist in the health care system. Development of physical therapy as a profession and various models of physical therapy practice are explored. *Prerequisite: HP 101 or permission of instructor. Restricted to matriculated PHYT majors prior to fall 2002.*

**PT 301 Professional Development I (1)**

In a small interactive learning setting, students develop and practice basic-level professional behaviors which are foundational for educating clients, managing physiotherapeutic interventions, working in a collaborative model of client-focused care, and acting in the role of a consultant. Completion of PT program Phase I. *Restricted to matriculated PHYT majors prior to fall 2002.*

**PT 302 Pathology for the Physical Therapist WIP (3)**

This course is an introduction to the basic principles of pathology. Emphasis is placed on the underlying basic principles and mechanisms of disease in the human body. A firm foundation in human anatomy and physiology is assumed for the student. The course will also address the physiologic origins of certain diseases along with the biology, clinical significance, pathology and manifestation of diseases of the body which can be treated by physical therapy. *2 lecture hours, 1 seminar hour. Prerequisites: BIO 107 and 108.*

**PT 303/RSC 406 Physiology of Therapeutic Exercise (3)**

This course is an integrated introduction to physiological and theoretical bases for common forms of therapeutic exercise. Musculoskeletal, neuromuscular and cardiopulmonary responses to exercise are investigated. *2 lecture hours, 2 lab hours. Prerequisites: BIO 107 and 108.*

**PT 312/RSC 305 Analysis of Human Movement (4)**

This course is an in-depth analysis of human motion including biomechanics, ergonomics and functional movement patterns. Kinesiology of the joints, posture and head, neck and trunk, and movement patterns of the extremities and basic gait analysis are emphasized. *2 lecture hours and 2 lab hours. Prerequisites: BIO 107, 108, and 339, PHY 111 and 112.*

**PT 322 Health Maintenance and Disease Prevention (2)**

This course explores the holistic health model with emphasis on the well-ness-illness continuum. Discussions include the biopsychosocial influences on health and disease states; influences of the human and non-human environments; relationships among nutrition, physical activity and health; and the role of the physical therapist in health education and health maintenance. *2 lecture hours. Prerequisites: BIO 107 and 108 or permission of instructor. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 331 Human Life Cycle: Function and Dysfunction I (4)**

This is a study of sensorimotor, cognitive and psychosocial development throughout the life span. The course will include normal development combined with a series of medical lectures on interruptions in, aberrations of and trauma to the developing human from birth through adolescence. *3 lecture hours, 2 laboratory hours. Prerequisites: PSY 101, PT 201, BIO 107 and 108, Corequisite: PT 302. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 332 Human Life Cycle: Function and Dysfunction II (3)**

A continuation of PT 331, this course is a study of the cognitive, psychosocial and pathological development from young adulthood through geriatrics. Emphasis is placed on psychosocial development and the student's development of psychosocial skills and awareness. There is a series of medical lectures concerning typical injuries, diseases and disabilities incurred by the adult population during this part of the life span. *3 lecture hours. Prerequisites: PT 301, PT 570. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 471 Basic Clinical Procedures I (2)**

This course is an introduction to basic patient management procedures and the teaching/learning process as applied to in-service education and the education of the patient/family. Lab experiences include patient positioning and transfer, draping, asepsis, bandaging, massage and ambulation aids. *1 hour lecture, 2 hours lab. Corequisite: BIO 339. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 472 Basic Clinical Procedures II (2)**

This course is an introduction to the skills of manual muscle testing and goniometers. Students learn how to measure joint ROM and determine muscle strength through a manual test. Introduction to the SOAP format for note writing is presented. *1 lecture hour, 2 lab hours. Prerequisite: PT 471, Corequisite: PT 312. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 480 Physical Agents (3)**

This course explores therapeutic utilization of heat, cold, light, electricity and sound. Students will analyze physiologic responses to therapeutic modalities and their effectiveness as therapeutic agents. Theories and methods of the holistic approach to the management of acute and chronic pain syndromes are presented. *2 lecture hours, 2 lab hours. Prerequisites: PHY 116, PT 302, 303, 331, and BIO 339. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 501 Professional Development II (1)**

In a small interactive learning setting, students develop and practice entry-level professional behaviors, which are foundational for educating clients, managing physiotherapeutic interventions, working in a collaborative model of client-focused care, and acting in the role of a consultant. *Prerequisites: PT 301, 570, 572. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 511 Test and Measurements (2)**

This course is a discussion of the theory of clinical measurement (i.e., reliability and validity of clinical tests). Skills are developed in the analysis of various assessment tools including goniometry, strength testing, functional assessment, gait analysis and developmental testing. *2 lecture hours. Prerequisites: PT 312, 332, 472, 531, and 542, GRA 601. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 531 Musculoskeletal Evaluation and Treatment I (5)**

This course presents evaluation and treatment strategies for patients presenting local musculoskeletal pain syndromes, postoperative orthopedic rehabilitation and traumatic and degenerative dysfunction. Lab experiences include skill development in specialized techniques, patient case management and problem solving techniques. *3 lecture hours, 4 lab hours. Prerequisites: PT 312, 332. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 532 Musculoskeletal Evaluation and Treatment II (5)**

This course is a continuation of PT 531. *3 lecture hours, 4 lab hours. Prerequisite: PT 531. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 542 Neuromuscular Evaluation and Treatment (3)**

This course explores the evaluation and treatment strategies for patients with neurological lesions. The laboratory emphasizes skill development in specialized techniques and patient case management. *2 lecture hours, 2 laboratory hours. Prerequisites: BIO 339, RSC 450, PT 312. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 544 Rehabilitation (4)**

The course focuses on the process of rehabilitation of persons who are chronically disabled. Team process is emphasized in patient/family education, in addition to the comprehensive evaluation, functional training, treatment progression and discharge planning of the rehabilitative client. The course includes knowledge and ability to assess, prescribe and instruct the patient in the use of a prosthesis or orthosis. *2 lecture hours, 1 seminar hour, 2 lab hours. Prerequisites: PT 471 and 472. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 546 Evaluation and Treatment in Pediatric Physical Therapy (2)**

This course is designed to provide students with the basic background knowledge and handling skills necessary for competent assessment, management and treatment of pediatric clientele with complex pathokinesiological disorders. The background knowledge of normal human development and reflex activity is combined with neurophysiologic principles and applied to problems of movement. Learning experiences in seminar/laboratory will emphasize problem-solving and basic application skills through the integration of treatment approaches. *1 hour lecture, 2 hour seminar/lab. Prerequisite: Completion of/or concurrent registration in PT 542. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 547 Pharmacology for Rehabilitation Specialists (1)**

Trends in pharmacological management of acute and chronic conditions related to rehabilitative sciences including physical therapy, occupational therapy, speech therapy and related disciplines are discussed. Content addresses action, interactions, precautions and side effects of drug interventions in the rehabilitative management of patient/clients.

**PT 552 Cardiopulmonary Evaluation and Treatment (3)**

This course explores the principles and techniques of cardiac, pulmonary and metabolic intervention. The lab experience will include cardiopulmonary assessment, exercise testing and exercise planning. *2 lecture hours, 2 lab hours.*

**PT 503, 504 (NC) Clinical Orientation Seminars**

These non-credit seminars are required of all physical therapy students. PT 503 and 504 are scheduled during the fourth year of the program. The seminars prepare the student for the clinical education component of the curriculum. *Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 570 Clinical I (1) (4 weeks)**

This four-week clinical affiliation is completed in an acute care or geriatric setting. The affiliations are scheduled after completion of the third year of course work, and will be scheduled during the months of June or July. *Prerequisites: satisfactory completion of Phase II and current competence in all requirements of PT471 and PT 472. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 573 Clinical II (2) (6 to 8 weeks)**

The second clinical affiliation is scheduled in a pediatric or neurological-based rehabilitation clinic. The affiliation will be scheduled during the months of May, June and July, and will vary in length from 6 to 8 weeks, depending on the facility. *Prerequisites: satisfactory completion of the fourth year of course work and PT 570. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 601 Patient Care Seminar (1)**

Using both case- and content-based formats, students integrate academic and clinical knowledge. *One seminar hour. Prerequisites: satisfactory completion of PT 620 and 630. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 603 Critical Analysis (2)**

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Using a clinical decision-making model described in the Guide to Physical Therapist Practice, students synthesize related theory and published research to plan present rationale for evidence-based practice. Class activities include literature searches and systematic critical analysis of research studies. Students are also introduced to professional literature addressing economic analysis of outcomes. *2 lecture hours.*

**PT 610 Professional Issues in Therapeutic Intervention (2)**

This course discusses current professional issues in physical therapy. Topics include quality assurance, ethics of practice, the physical therapist as an independent practitioner, reimbursement and legislative issues, research concerns and professional growth. *Prerequisites: PT 532, 542, 544. Corequisite: PT 601. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 620, 630 Clinical Internship I and II (6,6)**

The clinical internships are scheduled during the fall semester of the fifth year. Students complete two rotations, each lasting eight weeks. Settings include, but are not limited to, acute care hospitals, rehab center, community centers, home health, developmental centers and outpatient clinics. *Prerequisite: satisfactory completion of all fourth year course work and PT 573. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 621 Project I (2)**

This course provides the fundamental framework and support system needed to allow students to formulate a proposal for a viable research study or an applied project of equivalent scholarly rigor. Conducted in a seminar-format, students work closely with the instructor to investigate, formulate and describe, in the proper format, a research study or project. The instructor serves as the project director for students enrolled in the current section. *Prerequisite: satisfactory completion of the Phase II course work. Corequisite: GRA601. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 622 Project II (2)**

The course is conducted in a directed-learning format. Students work closely with the project director to conduct a research study or project. Project completion is dependent on successful completion of the project proposal and learning contract formulated in PT621. *Prerequisite: PT 621. Restricted to matriculated PHYT majors prior to Fall 2002.*

**PT 689 Differential Diagnosis (3)**

Through this course and its course sections, students have the choice to explore practice areas based on professional and personal interest. Course sections identify selected practice foci for physical therapy practice that are not addressed in the required program curriculum. Clinical experts in the area of practice serve as course instructors. *Format: delineated in course section. Prerequisites: Year 5 or Year 6 status in major and as specified by course section. 1 credit of seminar or lecture = 15 contact hours, 1 lab credit = 22.5 contact hours.*

**PT 703 Client Education, Advocacy and Consultation (3)**

This seminar course is designed to advance client educator skills and explore advocacy and consultative roles within the context of rehabilitative science. Once students have knowledge of the applied theory and concepts related to these roles, they present and peer review applications of this knowledge. *Format: Course initiated as computer-assisted and web-based learning and continues in modular format on campus. Course concludes as distance learning. Format: web-based seminar. Prerequisite: Year 6 status in major or Pl. 3 seminar hours.*

**PT 710 Integration Seminar IV (2)**

This is the last of four integration seminar courses that are offered in the DPT curriculum. These seminars are offered concurrently with clinically-based academic courses and/or clinical fieldwork experiences. In the first half of the seminar, electronic communications link faculty and clinical experts with students for discussion of student-generated case reports and delivery environment analysis relevant to concurrent fieldwork. *Format: dl seminar. Prerequisite: PT 623. Co-requisite: PT 720. 2 seminar hours.*

**PT 720 Clinical Fieldwork (7)**

This 14-week advanced-level clinical fieldwork concludes DPT program required clinical experience. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a chosen fieldwork experience, immediately prior to practice entry. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting and therapeutic intervention. The preferred setting is a facility that provides a continuum of patient care in a venue related to the student's individual professional development plan, negotiated with the program academic clinical education coordinator. Electronic communications link faculty, clinical experts and defined student groups for discussion of case presentations in a concurrent integration seminar PT 626. *Format: 14 weeks, full time field work. Co-requisite: PT 626. Program required course.*

**PT 726 Applied Critical Analysis (1)**

This course allows students to advance critical analysis thinking skills through clinical application. Students develop scholarly reports of a survey of literature on a current physiotherapeutic intervention or a publishable case report. Scholarly submissions are then presented and discussed in peer workgroups. *1 credit of seminar or lecture = 15 contact hours.*

*Note:* Other graduate course requirements (GRA 600, GRA 601 and HSA 613) are listed in this catalog under graduate programs—interdisciplinary courses. *Please see the index.*

**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 fall 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, how they are interpreted today. *Offered as needed.*

**RS 214 The Challenges of Death (3)**

This course examines the ways in which death challenges human meaning and action. Topics such as the meaning of suffering and death, challenges of death to morality, psychological-spiritual processes of dying and bereavement are considered. See PHI 214. Open to sophomores, juniors and seniors. *Offered both semesters.*

**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. *Open to sophomores, juniors and seniors. Offered as needed.*

**RS 312 Bioethics Seminar (3)**

Ethical dilemmas and problems posed by developments in the biosciences are analyzed. Problems discussed include choices for life or death, allocation of resources, human experimentation, reproductive technologies, professional-client relationships, etc. *See PHI 312. Open to sophomores, juniors and seniors. Recommended PHI 201 or PHI/RS 214. Offered both semesters.*

**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 10th to the 5th centuries B.C. The course also explores the impact of the prophetic personality in our times regarding questions of social justice, peace and international relations. *Open to sophomores, juniors and seniors. Offered as needed.*

**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 HS 203.**

**RSC 305 Kinesiology (3)**

This course is an in-depth analysis of human motion including biomechanics, economics and functional movement patterns. Kinesiology of the joints, posture and head, neck and trunk, and movement patterns for the extremities and basic gait analysis are emphasized. *Prerequisites: BIO 339, PHY III-112.*

**RSC 306 Exercise Physiology (4)**

This course is an integrated introduction to physiological and theoretical bases for common forms of therapeutic exercise. Musculoskeletal, neuromuscular, and cardiopulmonary responses to exercises are investigated. *Prerequisites: BIO 107-108. 2 lecture hours, 2 lab hours.*

**RSC 406 Physiology of Therapeutic Exercise (3) See PT 303.****RSC 450 Clinical Neuroscience (5)**

This interdisciplinary course involves an in-depth study of the central nervous system including neuroanatomy, neurophysiology and neuropharmacology. The course includes mind-body-environment interactions and the totality of human behavior. Clinical conditions and case studies are utilized. The laboratory includes examination of brain specimens. *4 lecture hours, 3 laboratory hours. Prerequisite: BIO 339.*

**SOC 101 Principles of Sociology (3)**

This course deals with the subject matter and scope of sociology, fundamental concepts, basic social institutions and the fundamental processes of group interaction. The course meets the core requirement in sociology. *Offered both semesters.*

**SOC 102 Social Problems (3)**

The purpose of the course is to provide students with a conceptual framework and perspective to look at social problems and to aid the students to address themselves to these problem areas from a scientific point of view. The course meets the core requirement in sociology. *Offered both semesters.*

**SOC 201 Social Gerontology (3)**

This survey course integrates the various social, psychological and physical aspects of aging with the application of aging theories to the later life changes and on relationships with family, social and economic systems. *Offered in the spring semester of odd-numbered years.*

**SOC 203 Social Theory (3)**

The course studies the development of sociological theory in the 19th and 20th centuries. It surveys the development of sociological theories, their influence on society, and sociocultural influences on theory. *Offered in the fall semester of odd-numbered years.*

**SOC 205 Introduction to Social Psychology (3)**

As a subfield of sociology and psychology, this course is concerned with the scientific study of the ways in which people's thoughts, feelings and behaviors are influenced by the real or imagined presence of other people. Some of the topics covered include attitudes and attitude change, like and loving others, hurting others, helping others, conformity and obedience. *See PSY 308. Prerequisite: core courses in psychology and sociology. Offered in the spring semester of odd-numbered years.*

**SOC 211 The Changing Social World: Trends and Inequalities (3)**

This course is designed to help make sense of a rapidly changing world of increasing global interdependence, violence, expanding knowledge and telecommunications, changing values, clashes between religious and secular agendas, transforming family relations and shifting patterns of social inequalities. A number of explanations of social change will be identified and discussed. Special focus is placed on how major social trends influence

individuals, intergroup relations and various organizations such as family, work and community. Students will enhance their abilities to plan and shape their own lives in the world around them. *Prerequisite: core course in sociology. Offered in the fall semester of even-numbered years.*

**SOC 214 Cultural Diversity in the USA (3)**

The course studies patterns of majority-minority reactions to prejudice and discrimination. Specific attention is given to racial, ethnic, religious and other minorities in contemporary American society. *See SW 214. Prerequisite: core course in sociology. Offered as needed.*

**SOC 215 Research and Statistical Methods in the Social Sciences I (3)**

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. *See PSY 201. Prerequisite: Core course in sociology. Offered in the fall semester.*

**SOC 216 Research and Statistical Methods in Social Sciences II (3)**

This course is a continuation of SOC 215. Students will complete research projects designed in SOC 215 and develop skills in data analysis and writing research papers. *Prerequisite: SOC 215. (See PSY 202). Offered in the spring semester.*

**SOC 231 Women, Men, and Society (3)**

This course focuses on explorations into the nature and varieties of sex roles; their internalization and enactment; challenges and alternatives to conventional prescription; sex roles and power; sexism and homophobia. *See SW 231. Prerequisite: core course in sociology. Offered in the fall semester.*

**SOC 307 Social Psychology of Aging (3)**

People hold strong beliefs, both positive and negative about what it means to be an adult and what it means to grow old. At least some of these deeply held beliefs may be myths based on limited or biased information. As individuals become serious students of adult development and aging, they have a responsibility to examine their beliefs in the light of scientific evidence. This course is designed to facilitate this process of thoughtful examination. *See PSY 307. Prerequisite: core course in sociology. Offered in the spring semester of even-numbered years.*

**SOC 308 Sociology of Deviant Behavior (3)**

This course presents a theoretical overview of the nature and meaning of deviance and examines in detail a number of forms of behavior that are commonly regarded as deviant behavior. These forms include abuse of power in politics and corporations, physical and sexual violence, criminal acts, various forms of sexual behavior, mental illness and the abuse of alcohol and drugs. *Prerequisite: core course in sociology. See PSY 308. Offered in the fall semester of even-numbered years.*

**SOC 309 Social Psychology of Disability and Rehabilitation (3)**

The consequences of disability can have an impact at many levels. The effects of disability (personal, interpersonal and cultural) have significant implications for the disabled persons, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a psychosocial framework. *Prerequisite: core courses in sociology. See PSY 309. Offered in the fall semester of odd-numbered years.*

**SOC 311 The Family (3)**

This is a sociological survey of the nature of the family. Topics include function of the family, threats to modern family integrity and modern approaches to family integration. *Prerequisite: core course in sociology. Offered in the spring semester of odd-numbered years.*

**SOC 312 Sociology of Sports and Physical Activity (3)**

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. This course is organized in lecture/discussion format and students will also be required to develop a library research project that reflects their scholarly and professional interests.

**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 in the spring semester of even-numbered years.*

**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, 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 400 Social Epidemiology (3)**

Students will participate in the graduate course in social epidemiology and meet a reduced level of academic requirement commensurate with their undergraduate status and skills. This course presents an overview of social epidemiology or the area of study that seeks to understand factors and conditions that determine the occurrence and distribution of disease, health, defects, disability and death among groups of people. A brief survey of the history and development of the field sensitizes students to the interdisciplinary nature of epidemiology and practice. A variety of statistical measures commonly employed by epidemiologists are discussed. Traditional and current research methods are described and discussed. Students also study key social, economic, agent and environmental factors that influence patterns of health and illness in groups and communities. Special attention is paid to factors related to socioeconomic status, race, ethnicity, gender and age. *Prerequisite: students must have completed a minimum of 21-credit hours of required and/or elective hours in sociology and attained junior or senior status.*

**SOC 408 Group Dynamics (3)**

This course examines in detail the complicated dynamics that emerge in groups of people. An overview is presented of the various types of groups and the effect of the group on the emotion, thought and behavior of the individual. See PSY 408. *Prerequisite: PSY 205. Offered in the spring semester of odd-numbered years.*

**SOC 410 Senior Project (3)**

This course is planned to meet student needs not covered in other sociology courses and integrates the work with other areas. *Prerequisite: senior status. Offered as needed.*

**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 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 /or 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.

**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 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 both semesters.*

**SPA 102 Level II (3)**

This course is a continuation of SPA 101. *Prerequisite: SPA 101 or two years high school Spanish. Offered spring.*

**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, on written and oral communication in standard Spanish, and on 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 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 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 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 the Health Professions (3)**

This second-level course is directed to helping students acquire communication competence in the area of health. Special emphasis on vocabulary, situational conversation, and written forms of communication.

*Prerequisite:* SPA 101-102 or equivalent or permission of the instructor.

*Offered in the fall semester.*

**SPA 226 Spanish for the Health Professions II (3)**

This course is a continuation of SPA 225. *Prerequisite:* SPA 225 or permission of instructor. *Offered in the spring semester.*

**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 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 116; or 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 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. *Offered in the spring semester.*

**THE 104 Theater Production (1, 2, 3)**

Students will primarily learn the technical aspects of theater production. *Course may be taken more than once.*

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2004-2005

*This directory is effective as of June 1, 2004*

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

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CAROLE A. JOSEPH, OTR

MARIA KIEFFER, OTR

JOANNE KLINE, OTR  
Summit Educational Program  
Tonawanda, NY

CHERYL J. KLYCZEK, OTR  
Brothers of Mercy Nursing and  
Rehabilitation Center  
Clarence Center, NY

PAUL P. KOERNER, OTR  
JN ADAM DDSO  
Perrysburg, NY

MARIA KOPCHO, M.S., OTR  
Brothers of Mercy Nursing and  
Rehabilitation Center Clarence, NY

CHRISTINE A. LAWRENCE, OTR  
West Seneca Developmental Services Office  
West Seneca, NY

NATALIE LEVAN, OTR  
UCPA Childrens Center  
Cheektowaga, NY

GLORIA R. LUCKER, OTR  
Occupational Therapy Associate Services  
Buffalo, NY

CATHERINE Y. MARINO, OTR

MARTHA MARTIN, OTR  
Erie II BOCES  
Orchard Park, NY

LYNNE MASON-WICKS, OTR  
Kenmore Mercy  
Buffalo, NY

KEVIN K. McCLEARY, OTR  
Buffalo Psychiatric Center  
Buffalo, NY

SIOBHAN MCMAHON, OTR  
Language Development Program  
Tonawanda, NY

MELANIE GRABAN MERRILL, OTR  
Robert Warner Rehab Center  
Buffalo, NY

DIANE MEYER, OTR  
Brother of Mercy and Rehab  
Clarence, NY

PATRICIA MIGAJ, OTR  
Optimal Therapy Associates Services  
Grand Island, NY

SUZANNE MORGANTI, OTR  
Kenmore Mercy Hospital  
Kenmore, NY

REBECCA NAGY, OTR  
Our Lady of Victory Hospital  
Lackawanna, NY

MICHAEL A. NARDONE, OTR  
Rhode Island Hospital  
Providence, RI

JAMES NEYERLIN, OTR  
Language Development Program  
Tonawanda, NY

MARIA A. NIEDZIELSKI, OTR  
Erie County Home and Infirmary  
Clarence, NY

BETH O'CONNOR, OTR  
Medina Health Care System  
Medina, NY

MARY ORRANGE, OTR  
Erie County Medical Center  
Buffalo, NY

CHRISTINE PALLANTE, OTR  
Erie-Chatauqua-Cattaraugus BOCES II  
Eden, NY

SHARON CLYDE PEARSON, OTR  
Erie I Boces  
Lancaster, NY

JOSEPH PERNICK, OTR  
Deaconness  
West Seneca, NY

LISA MARIE PETERS, OTR  
Millard Fillmore Hospital  
Williamsville, NY

JENNIFER PETERSON, OTR  
Jewish Home for Elderly  
Fairfield, CT

DEBORAH E. PISKOR, OTR  
Erie County Medical Center  
Buffalo, NY

LORI POSLUSZNY, OTR  
Horizon Human Services  
Buffalo, NY

DIANNA D. PUC CETTI, OTR  
University of Texas Medical Branch  
Galveston, TX

ROSALIE PYRA, OTR  
Erie County Medical Center - Rehab  
Buffalo, NY

JANET OLDENBURG RAISOR, OTR  
Welborn Baptist Hospital,  
Evansville, IN

JANET RICE, OTR  
Brothers of Mercy Nursing and Rehab.  
Clarence, NY

BARBARA ROSEN, OTR  
Erie County Medical Center - Rehab.  
Buffalo, NY

DIANNE RUISEK, OTR  
Williamsville Central Schools  
Williamsville, NY

MARY ANN SALOMAN, OTR  
Buffalo Hearing and Speech  
Cheektowaga, NY

REBECCA SMITH, OTR  
Language Development Program  
Tonawanda, NY

DONNA L. SNOW-MACIE, OTR

LOUIS SPACONE, OTR

ROSE SPINO, OTR  
Orchard Park Central School  
Orchard Park, NY

CAROL STEIN, OTR  
West Los Angeles Veterans  
Administration Medical Center  
Los Angeles, CA

ELLEN STERNS-PAQUIN, OTR  
OTAS  
Buffalo, NY

KATHLEEN B. STOKLOSA, OTR  
Strong Memorial Hospital  
Rochester, NY

GARY R. STILLMAN, OTR  
Kaleida: Millard Fillmore Gates Hospital  
Buffalo, NY

DIANE SWATSWORTH, OTR

DEBORAH TORRES, OTR  
Crestwood - HCC  
Niagara Falls, NY

CHARLENE TOY-KOWALCZEK, OTR  
Lakeshore Central Schools  
Angola, NY

MICHAEL TRIPI, OTR  
NYS Veterans Home at Batavia  
Batavia, NY

JOAN USIAK, OTR  
Veterans Administration Medical Center  
Buffalo, NY

DEBORAH A. VOKES, OTR  
Children's Hospital of Buffalo  
Buffalo, NY

KATHRYN WAGNER, OTR  
Lakeshore Central Schools  
Angola, NY

SHELLY WALD, OTR

DEBORAH WEINREBER, OTR  
Erie County Medical Center  
Buffalo, NY

CRAIG WESTON, OTR  
Erie County Medical Center  
Buffalo, NY

LISA S. WHIPPLE, OTR  
WNY Developmental  
Disabilities Services Office,  
Perrysburg, NY

DAWN WILKAR, MS, OTR  
Brothers of Mercy Nursing and  
Rehabilitation Center  
Clarence, NY

SANDRA WOLF, OTR  
Kenmore Mercy Hospital  
Kenmore, NY

TINA YOX, OTR  
Mercy Hospital  
Buffalo, NY

SUSAN ZELAZNY, OTR  
Medina Memorial Health Care System  
Medina, NY

BRENDA ZIMMERMAN, OTR  
Medina Memorial Health Care System  
Gasport, NY

SANDRA ZION, OTR  
Williamsville Central School District  
Williamsville, NY

## PHYSICIAN ASSISTANT PROGRAM

MIQUEL RAINSTEIN, MD  
RICHARD BUCKLEY, MD  
MICHAEL WALBORNE, MD  
Amherst Surgical Associates

LALIT JAIN, MD  
Batavia Pediatrics

CHRISTOPHER BENEY, MD  
Greater Niagara Medical Group

ILANA AGNETTE, RPA-C  
LAURA GRABLE, RPA-C  
Buffalo Amherst Allergy Associates

ROBERT GATEWOOD, MD  
GEORGE MATTHEWS, MD  
JAMES LAMPASSO, MD  
BETTY JO PERSICO, RPA-C  
NITUL MATTHUR, RPA-C  
JENNIFER MURPHY, RPA-C  
JUSTINE KRAWCZYK, MD  
SONALEE PATEL, RPA-C  
LAURA PECCORELLA, RPA-C  
Buffalo Cardiology and Pulmonary Assoc., PC

JOAN CALKINS, MD  
CHERI GORSKI-SUHR, RPA-C  
Cardiology Group of WNY, PC

ANTHONY VETRANO, MD  
ANNIE DIPIZIO, RPA-C  
Century Airport Pediatrics

TIMOTHY McDANIEL, MD  
PAMELA BURTON, RPA-C  
Community Health Center of Buffalo

HEIDI CAMPBELL, RPA-C  
Dr. Dale Deahn's Office

NITA DIVIAN, MD

WILLIAM FIDEN, MD  
Erie County Medical Center Dept. of  
Family Medicine

RAY LEO, MD  
Erie County Medical Center  
Dept. of Psychiatry

JOSEPH TREANOR, RPA-C  
Erie County Medical Center  
Dept. of Orthopedics

TODD ROLAND, RPA-C  
Erie County Medical Center  
Dept. of Emergency Med.

SHARI GUGINO-ROSSOTTI, RPA-C  
Erie County Medical Center  
Dept. of Ob/Gyn

RANJIT SINGH, MD  
JOSIE CARUANA, RPA-C  
Erie County Medical Center  
Skilled Nursing Facility

VITO PALUMBO, MD  
Family Care Physicians, PC

JAMES PANZARELLA, DO  
Family Care Medicine

GIL FARKASH, MD  
Women 1st of WNY

MATTHEW LANDFRIED, MD  
GREGORY BRANCHE, RPA-C  
Genesee orthopedics and Sports Med., LLP

ELISABETH BELLAMY, RPA-C  
Jericho Road Family Practice

KEITH STUBE, MD  
MICHAEL PARENTIS, MD  
ANDREW CASE, RPA-C  
Knee Center of WNY

LAURENCE PLUMB, MD  
Lakeshore Family Medicine Associates

RAYMOND LANZAFAME, MD

STEPHEN SCRIVANI, MD  
Limestone Primary Care Physicians

MICHAEL TORRES, MD, DIR. OF E.D.  
Lockport Memorial Hospital

LUIS MELGAR, MD

SANJAY GUPTA, MD  
Olean General Hospital West  
Dept. of Psychiatry

JONATHAN C. REYNHOUT, MD, P.C.

ASHWINA SHETH, MD  
GUARANG SHETH, MD  
Sisters of Charity Hospital  
Dept. of Emergency Medicine

BETH PADIN, RPA-C  
Strong Memorial Hospital  
Dept. of Ob/Gyn

PHILIP OSTROWSKI, RPA-C  
State University at Buffalo  
Student Health Center

RICHARD C. SUMMERMATTER, MD

JENNIFER BUCZKOWSKI, RPA-C

JEROME ULATOWSKI II, MD  
Summit Pediatrics

MARTHA YANDA, RPA-C  
TriCounty Family Medical Center

JOSEPH TAKATS, MD  
Twin City Physicians Group

BRIAN STENDTS, RPA-C  
United Memorial Medical Center  
Dept. of Emergency Medicine

COLIN MCMAHON, MD  
University Internal Medicine and Pediatrics

CRAIG MEINKING, RPA-C  
VA Hospital of Buffalo Dept. of Orthopedics

JAMES SLOUGH, MD  
Western NY Orthopedic Group, PC

DAVID TERP, RPA-C, PRAC.  
MGR White Pines Medical Group

MARK HOEPLINGER, MD  
WNY Ear Nose and Throat

MARK WILKOWSKI, RPA-C  
Lead PA for Catholic Health Hospital  
Emergency Rooms

RAUL VAZQUEZ, MD  
Urban Family Practice

MICHAEL OSTOLSKI, NP  
Wyoming County Community Hospital  
Dept. of Psychiatry

## PHYSICAL THERAPY

(New York sites only)

SCOTT ACCORDINO, PT  
Visiting Nursing Association of WNY  
Williamsville, NY

JOSEPHINE ALSANO, PT  
DeGraff Memorial Hospital  
North Tonawanda, NY

SUSAN ANGE, PT  
Aurora Park Health Care Center  
East Aurora, NY

KAREN ANDERSON  
House of The Good Samaritan  
Watertown, NY

DAVID AVERY, PT  
East Aurora Physical Therapy  
East Aurora, NY

JENNIFER BARTLEY, PT  
Keystone Rehab Systems  
Boardman, Ohio

MICHAEL BAUER, PT  
WNY PT Group  
Depew, NY

ANDREW BEAN, PT, NCS  
Millard Fillmore Gates Hospital  
Buffalo, NY

SUSAN BLACK, PT  
Roswell Park Cancer Institute  
Buffalo, NY

COLLEEN BONDANZA, PT  
Athleticare  
Cheektowaga, NY

DAVID BOYLAND  
The Athletic Training Room  
Albany, NY

MICHELLE BRIEN  
Kaleida Health, Buffalo General  
Buffalo, NY

KRJSTINA BROWN  
The Arch of Monroe  
Rochester, NY

NICOLE BRUNNER  
DeGraff Memorial Hospital  
North Tonawanda, NY

JUDITH BURKARDT  
St. Mary's Hospital  
Rochester, NY

JENNIFER BUSH, PT  
Medina Memorial Health Care System  
Medina, NY

CAROLINE CAMERON, PT  
Cuba Memorial Hospital  
Cuba, NY

RUSSELL CERTO, PT  
Grand Island Physical Therapy  
Grand Island, NY

JOHN CIAVAGLIA, PT  
Sports Therapy and Rehabilitation  
Fairport, NY

ELIZABETH CLUTCHEY, PT  
Westfield Memorial Hospital  
Westfield, NY

EILEEN COMERFORD, PT  
Athleticare  
Orchard Park, NY

ELIZABETH CORBETT, PT  
Sportscare  
Rochester, NY

JOANNE CROWLEY, PT  
UCPA Childrens Center  
Cheektowaga, NY

BRENDA DAVENPORT, PT  
Keystone Rehabilitation Systems  
Youngstown, Ohio

KATHERINE DEGARMO  
Our Lady of Victory  
Lackawanna, NY

JILL DELMONT, PT  
Bertrand Chaffee Hospital  
Springville, NY

CATHERINE DEMJANENKO, PT  
Sportscare  
Rochester, NY

THERESA DIPIETRO-KLEIN, PT  
Pediatric Therapy Associates  
Plantation, Florida

JOSEPH DIRIENZO  
Buffalo Back and Neck  
Amherst, NY

JULL DUNGEY  
St. Camillus Health  
Syracuse, NY

DIANE DYMENT, PT  
Rochester City School District  
Rochester, NY

MARY EVANS, PT  
Children's Hospital  
Buffalo, NY

KATHLEEN FASSL, PT  
Roswell Park Cancer Institute  
Buffalo, NY

JENNIFER FASO  
Catholic Health System, Athleticare  
Kenmore, NY

SHARON FLECK  
DeGraff Memorial Hospital  
North Tonawanda, NY

JANET FINLEY, PT  
Athleticare  
Orchard Park, NY

AMY FITZGIBBONS, PT  
Bertrand Chaffee Hospital  
Springville, NY

DOROTHY FOIGELMAN, PT  
Ken-Ton Physical Therapy  
Kenmore, NY

EILEEN FREDERICK, PT  
Sunnyview Hospital/Rehab Center  
Schenectady, NY

AMYJO FUNDERBURK  
Kenmore Mercy Hospital, Athleticare  
Kenmore, NY

BOBBI FURNAS, PT  
St. Joseph Hospital  
Elmira, NY

GINNY GAGLIONE-RADZIOW, PT  
The Center for Orthopedics Sports Medicine  
Venice, FL

JILL GORDON, PT  
Brothers of Mercy  
Clarence, NY

CHRISTINE GALBRAITH  
Kaleida Health, Buffalo General Hospital  
Buffalo, NY

DEBRA GRAHAM  
Mercy Hospital  
South Wales, NY

PAUL GURGOL, PT  
Heritage Centers  
Cheektowaga, NY

DORIS HALSTEAD  
Cuba Memorial Hospital  
Cuba, NY

KARA HAMILL, PT  
Partners in Rehab  
West Seneca, NY

PETER HARRIS, PT  
Healthcare Plan  
West Seneca, NY

CAROL HEILIGENTHALER, PT  
Medina Memorial Hospital  
Medina, NY

PETER HERBST  
Kenmore Mercy Hospital  
Kenmore, NY

MICHELLE HOLMES  
Monroe Developmental Center  
Rochester, NY

KAREN HUGHES, PT  
Sportsplus Physical Therapy  
Batavia, NY

JOANN INGHAM, PT  
Athleticare at Mercy Ambulatory Care  
Orchard Park, NY

CAMILLIA IZZO, PT  
UCPA Children's Center  
Cheektowaga, NY

KAREN JARMUSZ, PT  
Rosa Coplon Jewish Center  
Amherst, NY

TRACY JAVA, PT  
St. Camillus Health and Health Rehab Center  
Syracuse, NY

ROBIN KEOUGH, PT  
Brothers of Mercy  
Clarence, NY

MARY KOCISZEWSKI, PT  
Aurora Park Health Care Center  
East Aurora, NY

KAREN KRİKORIAN  
Kenmore Mercy Hospital  
Kenmore, NY

JEFFREY LACH, PT  
Our Lady of Victory  
Cheektowaga, NY

CLAUDINE LACHOWSKI, PT  
Brothers of Mercy Nursing and Rehab  
Clarence, NY

DONNA LATOY, PT  
Rochester Rehabilitation Center  
Rochester, NY

KATHLEEN LINDMAN, PT  
WNY PT Group  
Tonawanda, NY

JACQUELIN LIPFORD-KRAUS  
Greenfield Health & Rehab Center  
Lancaster, NY

DANIEL LUKASIEWICZ  
Visiting Nursing Association of WNY  
Williamsville, NY

DANA MANDEL, PT  
Mandel Therapy Group King  
Ferry, NY

PHILIP MANISCALCO  
Kaleida, Buffalo General Hospital  
Buffalo, NY

DANIEL MARSHALL  
Kenmore Mercy Hospital  
Kenmore, NY

SUSAN MANZELLA, PT  
Sportsfocus  
Buffalo, NY

SYLVIA MARZULLO  
Amherst Orthopedic Physical Therapy  
Buffalo, NY

CLAIRE McDONNELL, PT  
Bertrand Chaffee Hospital  
Springville, NY

PAULA McGOWAN, PT  
Athleticare  
Orchard Park, NY

KRISTI McGOWN, PT  
Brewer Rehab and Living Center  
Brewer, Maine

VALERIE McGRATH, PT  
Sports Therapy and Rehab  
Fairport, NY

NANCY McGRATH OGOREK, PT  
Mercy Hospital  
Buffalo, NY

BARBARA McHENRY, PT  
University of Rochester  
Rochester, NY

MARY MICHAISKI, PT  
Brothers of Mercy  
Clarence, NY

MARCIA MILLER, PT  
Sports Therapy and Rehab  
Fairport, NY

KELLY MOCCIO  
OLV Infant Home  
Lackawanna, NY

CLAUDIA MONROE, PT  
Westfield Memorial Hospital  
Westfield, NY

SHEREEN MORRIS, PT  
DeGraff Memorial Hospital  
North Tonawana, NY

FRANK NANI, PT  
Frank Nani PT  
New City, NY

SUSAN NASO, PT  
Samaritan Medical Center  
Watertown, NY

GRETCHEN O'CONNOR, PT  
Athleticare South  
Orchard Park, NY

PAUL OKEEFE, PT  
Sportsfocus Physical Therapy  
Orchard Park, NY

NICOLE OSBORN, PT  
Aurora Park Health Care Center  
East Aurora, NY

PETER OUELLETTE, PT  
Brunswick Hospital Supply, NC

JEAN OWENS, PT  
Kenmore Mercy Hospital  
Kenmore, NY

GAIL OWENS, PT  
Fawcett Memorial Hospital Port  
Charlotte, FL

TAMARA OWENS  
DeGraff Memorial Hospital  
North Tonawanda, NY

JILL PAJERSKI, PT  
Bertrand Chaffee Hospital  
Springville, NY

THERESA PALMIERI, PT  
Mercy Hospital of Buffalo  
Buffalo, NY

EVE PEDINI, PT  
Kenmore Mercy Hospital  
Kenmore, NY

NICOLINA PENTRELLI  
Frank Nani PT  
New City, NY

MARIA PESCE, PT  
UCPA Children's Center  
Cheektowaga, NY

NANETTE PICCARRETO, PT  
Sports Therapy and Rehab  
Rochester, NY

DIANA PUGLIESE, PT  
Sportsfocus PT  
Orchard Park, NY

KIMBERLY PURRMAN, PT  
Sisters Hospital  
Buffalo, NY

JOHN REPSHER, PT  
The Athletic Training Room  
Albany, NY

CHRISTINE RIMER, PT  
Santa Rosa Memorial Hospital  
Santa Rosa, CA

NORAH RINILOLO, PT  
Jones Memorial Hospital  
Wellsville, NY

MICHAEL ROBERSON  
Athleticare North, Kenmore Mercy Hospital  
Kenmore, NY

KRISTINE ROBBINS-BROWN, PT  
Rochester Rehabilitation Center  
Rochester, NY

ELIZABETH ROWE, PT  
Monroe Community Hospital  
Rochester, NY

BETH RUTTER  
Kenmore Mercy Hospital  
Kenmore, NY

ARLENE SCHISSLER, PT  
Cross Health Care  
New Britain, CT

DIANE SCHUBERT, PT  
Rochester Rehabilitation Center  
Rochester, NY

SARAH SEBHAZY, PT  
UCA Of Western New York Child Center  
Cheektowaga, NY

MARK SLEEPER  
Millard Fillmore Spine and Rehab  
Buffalo, NY

KRISTEN SNARSKI, PT  
Lake Erie Institute of Rehabilitation  
Erie, PA

MICHELE STAMP, PT  
New York State School for the Blind  
Batavia, NY

ROXANNE STARK, PT  
Brothers of Mercy  
Clarence, NY

WILLIAM STATT, PT  
Monroe Developmental Center  
Rochester, NY

NANCY STEELE, PT  
Great Lakes Rehab Hospital  
Erie, PA

JULIE STERN, PT  
United Cerebral Palsy of WNY  
Cheektowaga, NY

JULIE STRONG, PT  
Bertrand Chaffee Hospital  
Springville, NY

JOSEPH STUPESKI, PT  
St. Joseph Hospital  
Cheektowaga, NY

HEIDI SWARTZ, PT  
School 84  
Buffalo, NY

RICHARD SZABALA, PT  
Athleticare  
Orchard Park, NY

BRENDA SZABO, PT  
Jones Memorial Hospital  
Wellsville, NY

HELEN TAYLOR, PT  
Jones Memorial Hospital  
Wellsville, NY

DAWN THURNHERR, PT  
Tricounty Physical Therapy  
Gowanda, NY

JANET TRAPANI, PT  
Auburn Memorial Hospital  
Auburn, NY

JAMES TURCER, PT  
Summit Physical Therapy and Sportscore  
Batavia, NY

SAMUAL VICARETTI, JR., PT  
Veteran Affairs Medical Center  
Buffalo, NY

SANDRA VILLA, PT  
United Cerebral Palsy Association  
Buffalo, NY

PAMELA WALCK  
Kaleida, Buffalo General Hospital  
Buffalo, NY

FARLEY WAGNER, PT  
FF Thompson Hospital  
Canandigua, NY

KATHI WALKER, PT  
Union Hospital of Cecil County  
Elkton, MO

TERRI WHIELDON, PT  
Fitness Sports and Physical Therapy  
Williamsville, NY

DAVID WOJTOWICZ, PT  
WNY PT Group at Weinberg Campus  
Amherst, NY

MARGARET WOLFF  
OLV Infant Home  
Lackawanna, NY

ROBERT M. WOLLMAN  
Instructor of Chemistry  
B.S. Gannon, Ph.D., SUNYAB

JEFFREY WOODRICH  
Bertrand Chaffee Hospital  
Springville, NY

MARYLOU WRIGHT  
Chaffee Hospital and Home  
Springville, NY

THOMAS ZDROJEWSKI  
Metro Physical Therapy  
Buffalo, NY

MARY ZOGBY  
Sportscore Physical Therapy  
Rochester, NY

(For a complete listing of Physical Therapy  
clinical affiliations, please contact the  
department toll-free at 1-800-777-3921.)

# Placement

The following are the overall career progress results from the graduating class of 2002, based upon the annual survey:  
 Total graduates ..... 485  
 Total responses to the annual survey ..... 249  
 (51%)

Based upon the responses, the following were tabulated:  
 Graduates in full-time or part-time graduate school ..... 6%  
 Graduates planning to attend graduate school.....17%

Successful Placement for 2002 .....96%  
*(includes direct career employment, graduate school and other employment)*

# Retention

To comply with the Student Right-to-Know and Campus Security Act, the college must report its completion or graduation rate of full-time degree seeking undergraduate students. For those students who entered D'Youville College in the fall of 1997, the percents of those completing their degree program by August 2003 are the following:

Full-time, first-time college students ..... 52.2%  
 Transfer students ..... 71.0%

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) 829-7726.

# Accreditation and Memberships

- Accreditation Council for Occupational Therapy 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 Dietetic Association
- 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 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 on Social Work Education
- Independent College Fund of New York
- International Association of College Business Education
- Kappa Gamma Pi
- Lambda Sigma Society
- Medical Library Association
- Middle States Association of Colleges and Schools
- Middle States Association of Collegiate Registrars and Admissions Officers
- National Association of College Admissions Counselors
- National Association of College Attorneys
- National Association of College Stores
- National Association of College and University Business Officers
- National Association of Student Personnel Administrators
- National Student Financial Aid Association
- New York State Library Association
- New York State Personnel Guidance Association
- Niagara Frontier Industry-Education Council, Inc.
- Northeast Association of Pre-Law Advisors
- Sigma Theta Tau
- Society for College and University Planning
- Western New York Campus Exchange
- Western New York Consortium of Higher Education
- Western New York Library Resources Council

*D'Youville College is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, Telephone 215.662.5606, Fax 215.662.5501. The baccalaureate and master's degree programs in nursing are accredited by the Collegiate Board of Review of the National League for Nursing. Course of instruction are registered with the Office of Higher Education of the New York State Education Department.*



**THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND  
CAMPUS CRIMES STATISTICS ACT REPORT FOR D'YOUVILLE COLLEGE  
(formally the Campus Security Act)**

CATEGORY	VENUE	2000	2001	2002	2003
<b>CRIMINAL HOMICIDE:</b>					
Murder and non-negligent manslaughter	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Negligent manslaughter	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
<b>SEX OFFENSES:</b>					
Forcible	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	1
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Nonforcible	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
<b>OTHER OFFENSES:</b>					
Robbery	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	1	0	0
Aggravated assault	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Burglary	On campus	1	2	2	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Arson	On campus	1	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Larceny	On campus	27	37	27	18
	In dormitories or other residential facilities	1	2	1	3
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0

CATEGORY	VENUE	2000	2001	2002	2003
Motor vehicle break-ins Theft of goods	On campus	3	0	2	2
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	19	17	17	6
Motor vehicle theft	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	4	4	0	0
<b>ARREST FOR:</b>					
Liquor law violations	On campus	1	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Drug-related violations	On campus	1	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Weapons possession	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
<b>DISCIPLINARY REFERRALS:</b>					
Liquor law violations	On campus	0	0	0	0
	In dormitories or other residential facilities	8	8	2	15
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Drug-related violations	On campus	0	1	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0
Weapons possession	On campus	0	0	0	0
	In dormitories or other residential facilities	0	0	0	0
	In or on a non-campus building or property	0	0	0	0
	On public property	0	0	0	0

A "0" is used when we know that there were no reported incidents in the particular category.

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