



DYOUVILLE

DEGREE PROGRAMS

2019-2020

**Academic
Catalog**

TABLE OF CONTENTS

Home	5	Health Administration and Public Health Department	52
Degrees and Programs	6	Clinical Research Associate Certificate (Post-Bachelor's)	52
School of Arts, Sciences and Education	7	Health Administration Ed.D.	53
Biology and Mathematics Department	7	Health Analytics B.S.	54
Anatomy M.S.	7	Health Services Administration Certificate (Post-Bachelor's)	55
Biology B.A.	8	Health Services Administration M.S.	56
Biology B.A./Anatomy M.S.	10	Health Services Management B.S.	57
Biology B.S.	12	Long-term Care Administration Certificate (Post-Bachelor's)	58
Biology B.S./Anatomy M.S.	14	Public Health B.S.	59
Mathematics B.A.	16	Occupational Therapy Department	60
Mathematics B.S.	17	Human Occupation/Occupational Therapy B.S./M.S.	60
Business Department	19	Occupational Therapy M.S.	63
Accounting B.S.	20	Other Academic Programs	65
Accounting/International Business B.S./M.S.	21	Health Professions Education Ed.D.	65
Business Administration M.B.A.	23	Physical Therapy Department	67
Business Management B.S.	24	Advanced Orthopedic Physical Therapy Certificate (Post-	67
International Business B.S./M.S.	26	Master's)	67
International Business M.S.	28	Physical Therapy B.S. + D.P.T.	67
Chemistry Department	29	Physical Therapy D.P.T.	70
Chemistry B.S.	29	Physician Assistant Department	73
Educational Leadership	30	Physician Assistant B.S./M.S.	73
Educational Leadership Ed.D.	31	School of Nursing	78
Humanities Department	32	Nursing B.S.N.	78
English B.A.	32	Nursing B.S.N. (Current R.N. License)	81
History B.A.	33	Nursing Education with a Clinical Focus M.S.	83
Philosophy B.A.	34	Nursing Management and Quality Leadership M.S.	84
Religious Studies B.A.	35	Nursing Management and Quality Leadership M.S. & MBA	84
Spanish B.A.	35	Family Nurse Practitioner M.S.	85
Social Science Department	36	Family Nurse Practitioner Certificate (Post-Master's)	87
Psychology B.A.	36	Family Nurse Practitioner D.N.P.	88
Sociology B.A.	39	Family Nurse Practitioner D.N.P. (Current B.S.N.)	89
Other Academic Programs	40	Psychiatric Mental Health Nurse Practitioner M.S.	91
Curriculum and Instruction M.S.	40	Psychiatric Mental Health Nurse Practitioner Certificate (Post-	92
School of Health Professions	40	Master's)	92
Chiropractic Department	41	Psychiatric Mental Health Nurse Practitioner D.N.P.	93
Chiropractic D.C.	41	Nursing and Health-Related Professions Education Certificate	94
Dietetics Department	44	94
Dietetics B.S./M.S.	44	School of Pharmacy	94
Exercise & Sports Studies Department	49	Pharmaceutical Science B.S.	94
Exercise and Sports Studies B.S.	49	Pharmacy Pharm. D.	96
		Minors	100

Accounting	101	Grading	129
Analytics	101	Honors Convocation and Honorary Awards	130
Anatomy	101	Military Leave of Absence	130
Bioinformatics	101	Policy on Academic Integrity	131
Biology	102	Prerequisites and Corequisites	131
Business	102	Religious Holidays	132
Chemistry	102	Repeating a Course	132
English - Writing and New Media	102	Retention Services	132
English Literature	103	Transcript of Academic Record	132
Entrepreneurship	103	Verification for Graduation	132
Environmental Sciences	103	Withdrawal From a Course	133
Exercise and Sports Studies	104	Undergraduate Policies	133
Fine Arts	104	Academic Adviser	133
Health Services Management	104	Academic Probation and Mandatory Leave of Absence From the College	133
History	105	Admission to a Program	134
Information Technology	105	Candidacy For Graduation	134
Management	105	Career Discovery	134
Mathematics	105	Challenge Examinations	134
Medical Sociology	105	Change of Program	134
Natural Sciences	106	Classification of Students	135
Nutrition	106	Continuous Registration	135
Philosophy	106	Course Load	135
Pre-Law	106	Credit by Examination for Advanced Standing	135
Psychology	107	Cross Registration	135
Public Health	107	Cross-Listed Courses	135
Religious Studies	107	Dean's List	135
Sociology	107	Dismissal From Program	136
Spanish	107	Double Major	136
Spanish for Health Professions	108	Education Programs in Non-Collegiate Organizations	136
Full-Time Faculty	109	Exceptions to Degree Requirements	136
Certified Graduate Faculty	115	Fresh Start Rule	136
Policies & Disclosures	119	General Education Requirements	136
Academic Policies and Procedures for All Students	119	Graduation Honors	137
Academic Appeals Procedures	119	Independent Study	137
Academic Year	127	Leave of Absence	138
Attendance	127	Off-Campus Study	138
Change of Name, Address, or Phone	127	Pass/Fail (Satisfactory/Unsatisfactory) Option	138
Change of Registration (Drop/Add Procedure)	127	Registration	138
Course Audit	128	Second Bachelor's Degree	138
Directed Study	128	Transfer Credit	138
Examinations	128	Withdrawal from the College	139
Family Education Rights and Privacy Act of 1974 (FERPA)	128		

Graduate Policies	139	Dance (DAN)	166
Academic Advisement	139	Dietetics (DTC)	166
Academic Standing	140	Doctoral Education (DED)	169
Challenge Examinations	140	Doctoral Health Administration (DHA)	169
Change of Program	140	Economics (ECO)	171
Completion of Ed.D. Requirements	140	Education (EDU)	172
Completion of Master's Degree Requirements	140	Education - Higher Ed (ELH)	172
Continuing Registration in Thesis/Project Advisement	140	Education - K-12 (ELK)	173
Course Audit	140	Educational Leadership (EDL)	173
CPR Certification	141	English (ENG)	175
Directed Study	141	Exercise and Sports Studies (ESS)	177
Examinations	141	Fine Arts (FA)	179
Exit Interview	141	First Year Experience (FYE)	181
Extension to Complete Graduate Degree	141	French (FRE)	181
Grades Below B Policy	141	German (GRM)	181
Health Requirements	141	Global Studies (GLS)	181
Independent Study	141	Graduate Core (GRA)	182
Leave of Absence	141	Health Education (HED)	182
Liability Insurance	142	Health Services Administration (HSA)	185
Licensure	142	Health Services Management (HSM)	187
Malpractice Insurance	142	History (HIS)	189
Recency of Coursework	142	Holistic Health Care (HHS)	190
Registration	142	Human Resource Management (HRM)	190
Repeating a Course	142	Humanities (HUM)	191
Scholarly Activities	142	Information Technology (IT)	191
Sequence for Completing Program Requirements	142	Intensive English Program (IEP)	192
Transfer Credit Policy	143	International Business (IB)	194
Withdrawal from the College	143	Italian (ITA)	195
New Link	144	Language (LAN)	196
Courses A-Z	144	Latin (LAT)	196
Accounting (ACC)	145	Law (LAW)	196
American Sign Language (ASL)	146	Learning Skills (LSK)	196
Anatomy (ANA)	146	Management (MGT)	197
Arabic (ARA)	146	Marketing (MKT)	198
Biology (BIO)	147	Master of Business Admin (MBA)	199
Business (BUS)	154	Math & Natural Science (MNS)	200
Career Discovery Program (CDP)	155	Mathematics (MAT)	200
Chemistry (CHE)	155	Military Science & Leadership (MLS)	203
Chinese (CHI)	158	Music (MUS)	203
Chiropractic (CHR)	158	Nursing (NUR)	204
College Prep Chemistry (CPC)	166	Nutrition and Health (NTR)	212
Computer Science (CSC)	166	Occupational Therapy (OT)	212

Pharmaceutical Sciences (PPS)	218
Pharmacy (PMD)	219
Philosophy (PHI)	227
Physical Therapy (PT)	229
Physician Assistant (PA)	235
Physics (PHY)	238
Political Science (PSC)	239
Psychology (PSY)	239
Public Health (PH)	245
Religious Studies (RS)	246
Social Science (SOS)	248
Sociology (SOC)	249
Spanish (SPA)	253
Speech (SPE)	257
Theater (THE)	257
Index	258

HOME

While this catalog was prepared on the basis of the best information available at the time of publication, all information including statements of tuition, fees, course offerings, admissions and graduate requirements is subject to change without notice or obligation. This catalog is not a contract or an offer to contract.

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

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

Inquiries concerning the application of Title IX may be referred to **Deborah Owens**, the college's Title IX coordinator, located in the College Center, Room 111, 716-829-8198, and the Niagara Street Annex, Room 206, 716-829-7811 or by e-mail at titleXcoordinator@dyc.edu.

DEGREES AND PROGRAMS

All Programs	Undergraduate	Graduate
Accounting	B.S. (p. 20), B.S./M.S. (p. 21)	
Anatomy		M.S. (p. 7)
Biology	B.A. (p. 8), B.S. (p. 12)	
Biology/Anatomy	B.A./M.S. (p. 10), B.S./M.S. (p. 14)	
Business Administration		M.B.A. (p. 23)
Business Management	B.S. (p. 24)	
Chemistry	B.S. (p. 29)	
Chiropractic		D.C. (p. 41)
Clinical Research		Certificate (p. 52)
Dietetics	B.S./M.S. (p. 44)	
Education		M.S. (https://catalog.dyouville.edu/degree-programs/arts-sciences-education/educational-leadership/curriculum-instruction-ms/)
Educational Leadership		Ed.D (p. 31)
English	B.A. (p. 32)	
Exercise and Sports Studies	B.S. (p. 49)	
Family Nurse Practitioner		Certificate (p. 87), D.N.P. (p. 89), M.S. (p. 85)
Health Administration		Ed.D (p. 53)
Health Analytics	B.S. (p. 54)	
Health Professions Education		Ed.D (p. 65)
Health Services Administration		Certificate (p. 55), M.S. (p. 56)
Health Services Management	B.S. (p. 57)	
History	B.A. (p. 33)	
Human Occupation/Occupational Therapy	B.S./M.S. (p. 60)	
International Business	B.S./M.S. (p. 26)	M.S. (p. 28)
Long-Term Care Administration		Certificate (p. 58)
Mathematics	B.A. (p. 16), B.S. (p. 17)	
Nursing	B.S.N (p. 81), B.S.N (p. 78)	
Nursing and Health Related Professions Education		Certificate (p. 94)
Nursing Education		M.S. (p. 83)
Nursing Leadership and Quality Management		M.S. (p. 84)
Occupational Therapy		M.S. (p. 63)
Orthopedic Physical Therapy		Certificate (p. 67)
Pharmaceutical Science	B.S. (p. 94)	
Pharmacy		Pharm.D (p. 96)
Philosophy	B.A. (p. 34)	
Physical Therapy	B.S./D.P.T. (p. 67)	D.P.T. (p. 70)
Physician Assistant	B.S./M.S. (p. 73)	
Psychiatric Mental Health Nurse Practitioner		Certificate (p. 92), D.N.P. (p. 93), M.S. (p. 91)
Psychology	B.A. (p. 36)	
Public Health	B.S. (p. 59)	
Religious Studies	B.A. (p. 35)	
Sociology	B.A. (p. 39)	
Spanish	B.A. (p. 35)	

School of Arts, Sciences and Education

The School of Arts, Sciences and Education (SASE) contains the departments and programs that build the foundation of knowledge for students to develop into critical thinkers, responsible citizens, dynamic leaders, and compassionate human beings. The School applies the fundamentals of knowledge, creativity, inspiration, and connection.

Core to the mission of SASE is welcoming students into an inclusive and diverse community dedicated to a free exchange of ideas; fostering intellectual curiosity, discipline, confidence, and an entrepreneurial spirit; preparing students to pursue a wide range of professional, creative, and personal interests with rigor and integrity; respecting and valuing students as individuals; establishing personal relationships with students through mentorship; and celebrating collaborative growth and works always for student success.

SASE comprises the departments of Biology and Mathematics, Business, Chemistry, Educational Leadership, Humanities, and Social Sciences.

Biology and Mathematics Department

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

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

All D'Youville students take some science and mathematics courses within the department. The department offers two bachelor's degrees in biology and two in mathematics. Requirements for these programs are listed in the courses of instruction section of this catalog. The department offers structured minors in analytics, anatomy, bioinformatics, biology, environmental science, mathematics and natural sciences. The department also provides the basic science courses for many programs, including nursing, physician assistant, physical therapy, chiropractic, dietetics, exercise sports science, health analytics, health services management, public health, and occupational therapy.

Anatomy M.S.

The accelerated Master of Science program in Anatomy combines intensive, hands-on study with a solid grounding in contemporary research techniques. You'll gain valuable practical experience in our cutting-edge human gross anatomy labs all while working closely with faculty both in the classroom and in research settings. The program requires 13 courses (30 credit hours) and students are required to successfully complete two semesters as a teaching assistant in the Anatomy and Physiology I and II laboratories

Depending on the educational level you've attained before you enter our program, when you graduate from D'Youville College's MS Anatomy program, you'll be well-prepared for a variety of career paths including pursuing a professional healthcare or science degree (MD, DO, PA, DC, PhD., etc.), academic research and instruction, or scientific and managerial positions in health-related industries.

Our program is ideal for anyone with a bachelor's degree who wishes to apply (or re-apply) to medical, dental, chiropractic, or other professional healthcare degree programs or for those who hold professional graduate degrees who wish to add a specialization to their professional credentials.

Students in this program must pass all classes with a grade of C or better, with only two of these classes below a B. A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless they have been dismissed. Courses may be repeated one time only. A G.P.A. of 3.0 is required at the time of graduation. Each student must successfully complete and present a research project or capstone project, which includes a written manuscript or scholarly written report and successful presentation of the project to their chosen committee (research project) or classmates (capstone project).

An appeal to any of the above may be made by following the D'Youville College grievance procedures

Code	Title	Credits
ANA-601	Research Methods in Anatomy I	3
ANA-602	Research Methods in Anatomy II	4
BIO-504	Microscopic Anatomy	4
BIO-504L	Microscopic Anatomy Lab	0
BIO-505	Neurobiology	4
BIO-505L	Neurobiology Lab	0
BIO-517	Comparative Anatomy	4
BIO-517L	Comparative Anatomy Lab	0
BIO-520	Developmental Biology	4
BIO-520L	Developmental Biology Lab	0
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
BIO-689	Special Topics	1
Total Credits		30

During the program students are required to successfully complete two semester of teaching assistantship in the Anatomy and Physiology I and II laboratories.

ADMISSION REQUIREMENTS

Students entering the program as graduate students must meet the following criteria:

- A letter of recommendation from a faculty member from your undergraduate institution or a healthcare professional with an advanced degree.
- A letter of intention.
- Scores from GRE, MCAT, DAT, or VAT exams (if taken).
- A bachelor's degree from an accredited institution. Students must have minimum grades in the following pre-requisite courses of "C" if completed at a 4-year institution or "B" if completed at a 2-year institution.

PRE-REQUISITE COURSES

- Introduction to Biology I & II with laboratory instruction or Anatomy and Physiology I & II with included laboratory instruction.
- General Chemistry I & II with included laboratory instruction.
- Organic Chemistry I with included laboratory instruction.
- Organic Chemistry II or Biochemistry I with included laboratory¹ instruction.
- Introduction to English I & II
- Applied Statistics (or Biostatistics)
- Genetics or a Biology course with substantial amounts of Molecular Biology and Genetics content with laboratory¹ instruction.
- Anatomy is strongly recommended.

Course equivalencies will be determined during the application process by a thorough review of applicants' undergraduate and graduate (if applicable) transcripts. In some cases, students may request to take practical comprehensive examinations in lieu of pre-requisites. Please contact the department (<http://www.dyc.edu/academics/schools-and-departments/arts-sciences-education/departments/biology-mathematics/contact.aspx>) if you have any questions about these pre-requisites before applying.

¹ If a Biochemistry course is utilized as a pre-requisite, the laboratory could be completed after matriculation. Genetics with laboratory could also be completed after matriculation. Biochemistry and Genetics (both with labs) are the only courses that can be completed after you enter the program.

Biology B.A.

B.A. Program

This program has fewer required courses in biology, mathematics, chemistry and physics electives than the B.S. program. It is intended for those who do not wish to pursue an advanced degree in biology or medicine. It is for those who wish to teach high school biology or to combine biology with another concentration, e.g., nursing, business, preparation for physician assistant or with a structured minor. The B.A. in biology includes 34 credit hours in biology and 15-16 credit hours in the related fields of chemistry and mathematics.

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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing, to the department chairperson, reasons why exceptional consideration may be justified.

If a student is dismissed from the B.S. program due to poor performance in courses not required for the B.A. program, a student may have his/her record re-evaluated as a major in the B.A. program, and may be declared in good standing if his/her performance in the B.A. requirements justifies this.

Course Requirements

Biology B.A.

Code	Title	Credits
Major Requirements		50
General Education Requirements		30
Free electives (including remaining Liberal Arts and Sciences Requirements)		40
Total Credits		120

Course Requirements for the Major In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

Biology Electives Chosen from

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-216	Marine Biology	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
BIO-242	Evolution	3
BIO-304	Microscopic Anatomy	4
BIO-304L	Microscopic Anatomy Lab	0
BIO-309	Virology	3
BIO-310	Immunology	3
BIO-314	Botany	4
BIO-317	Comparative Anatomy	4
BIO-317L	Comparative Anatomy Lab	0
BIO-320	Developmental Biology	4
BIO-320L	Dev Biology Lab	0
BIO-330	Environmental Microbiology	4
BIO-330L	Environmental Microbiology Lab	0
BIO-331	Conservation Biology	4

BIO-331L	Conservation Biology Lab	0
BIO-332	Environmental Health	3
BIO-335	Pharmacology I	3
BIO-336	Pharmacology II	3
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
BIO-350	Fundamentals of Genomics, Proteomics & Bioinformatics	3
BIO-351	Computational Biology	4
BIO-351L	Computational Biology Lab	0
BIO-375	Math Modeling in Biology	3
BIO-389	Special Topics	3-4
BIO-390	Special Topics	3-4
BIO-407	Research At DYC	1-3
BIO-408	Research At DYC	1-3
BIO-479	Independent Study	1-3
BIO-480	Independent Study	1-3
BIO-659	Advanced Physiology I	3
BIO-660	Advanced Physiology II	3

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
Select one of the following:		3
MAT-117	Topics in Mathematics	
MAT-120	Elementary Practical Statistics	
MAT-122	Algebra & Trigonometry	
MAT-123	Introduction to Applied Statistics	
MAT-125	Calculus I	
MAT-389	Special Topics	
Total Credits		15

Biology B.A. for Health Professions Preparation

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

Code	Title	Credits
Major Masters in P.A. Preparation (BIO BA degree)		54
General Education Requirements		30
Pre-P.A. Option		12
Free electives (including remaining Liberal Arts and Sciences Requirements)		24
Total Credits		120

Course Requirements for the Major In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4

BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry ¹	3
BIO-303L	Biochemistry Lab ¹	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

¹ Must be taken at D'Youville.

Biology Electives including

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
Total Credits		18

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4
Total Credits		16

Health Professions Preparation Option (B.S./M.S. in Physician Assistant Preparation)

Code	Title	Credits
PHI-214	Challenges of Death	3
PHI-312	Bioethics Seminar	3
BIO-307	Pathophysiology ¹	3
PSY-203	Lifespan Development	3
Total Credits		12

¹ Must be taken at D'Youville.

Admission Requirements

Admission into the B.A. in biology requires a minimum SAT score of 980 (Math and Verbal) (or 19 ACT), a high school average of 85 percent or a 2.85 on a four-point scale or a transfer G.P.A. of 2.0. Admission into the B.S. in biology requires a minimum SAT score of 1080 (Math and Verbal) (or ACT of 21), a high school average of 85 percent or a 2.85 on a four-point scale and a rank in the top 50 percent of one's class or a transfer G.P.A. of 2.5.

The B.A. for health professions preparation program is designed for students preparing for graduate programs in physician assistant and other allied health fields. Admission to the D'Youville graduate physician

assistant program will require application directly to the program during the beginning of the third and/or final year of undergraduate study.

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

Biology B.A./Anatomy M.S.

Enter as an undergraduate in D'Youville's combined Biology BA + Anatomy MS, and you'll benefit from intensive, hands-on study with a solid grounding in contemporary research techniques. You'll gain valuable practical experience in our cutting-edge human gross anatomy labs all while working closely with faculty both in the classroom and in research settings.

The biology B.A. degree includes a total of 33 hours in biology and 15-16 hours in related fields (chemistry and mathematics). The anatomy M.S. degree requires 30 additional hours of graduate course work. Graduate students are also required to successfully complete two semesters as a teaching assistant in the Anatomy and Physiology I and II laboratories

When you graduate from D'Youville's anatomy program, you'll be well-prepared for a variety of career paths including pursuing a professional healthcare or science degree (MD, DO, PA, DC, PhD, etc.), academic research and instruction, or scientific and managerial positions in health-related industries.

Undergraduate 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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing, to the department chairperson, reasons why exceptional consideration may be justified.

During the graduate phase students must maintain a cumulative GPA of 3.0 or above for all graduate courses (500 and 600 level courses). A student who has less than a 3.0 cumulative G.P.A at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the graduate program coordinator. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If the student does not achieve a 3.0 G.P.A., the graduate program coordinator will either dismiss the student from the program immediately or continue the student on probation for one more semester. If a minimum of 3.0 is not achieved following the second semester of probation dismissal is automatic.

Graduate courses must be completed with a grade of C or better, with only two of these classes below a B. A student who receives less than a C or fails a Satisfactory/ Unsatisfactory course must repeat the course unless they have been dismissed. Courses may be repeated one time only. A G.P.A. of 3.0 is required at the time of graduation. Each student must successfully complete and present a research project or capstone project, which includes a written manuscript or scholarly written report and successful presentation of the project to their chosen committee (research project) or classmates (capstone project).

An appeal to any of the above may be made by following the grievance procedures.

During the graduate phase students are required to successfully complete two semesters of teaching assistantship in the Anatomy and Physiology I and II laboratories.

Course Requirements for the Biology B.A. In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

Biology Electives Chosen From

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-216	Marine Biology	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
BIO-242	Evolution	3
BIO-304	Microscopic Anatomy	4
BIO-304L	Microscopic Anatomy Lab	0
BIO-309	Virology	3
BIO-310	Immunology	3
BIO-314	Botany	4
BIO-317	Comparative Anatomy	4
BIO-317L	Comparative Anatomy Lab	0
BIO-320	Developmental Biology	4
BIO-320L	Dev Biology Lab	0
BIO-330	Environmental Microbiology	4
BIO-330L	Environmental Microbiology Lab	0
BIO-331	Conservation Biology	4
BIO-331L	Conservation Biology Lab	0
BIO-332	Environmental Health	3

BIO-335	Pharmacology I	3
BIO-336	Pharmacology II	3
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
BIO-350	Fundamentals of Genomics, Proteomics & Bioinformatics	3
BIO-351	Computational Biology	4
BIO-351L	Computational Biology Lab	0
BIO-375	Math Modeling in Biology	3
BIO-389	Special Topics	3-4
BIO-390	Special Topics	3-4
BIO-407	Research At NYC	1-3
BIO-408	Research At NYC	1-3
BIO-479	Independent Study	1-3
BIO-480	Independent Study	1-3
BIO-659	Advanced Physiology I	3
BIO-660	Advanced Physiology II	3

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4
Total Credits		16

Course Requirements for the Anatomy M.S.

Code	Title	Credits
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
BIO-504	Microscopic Anatomy	4
BIO-504L	Microscopic Anatomy Lab	0
BIO-505	Neurobiology	4
BIO-505L	Neurobiology Lab	0
BIO-517	Comparative Anatomy	4
BIO-517L	Comparative Anatomy Lab	0
BIO-520	Developmental Biology	4
BIO-520L	Developmental Biology Lab	0
ANA-601	Research Methods in Anatomy I	3
ANA-602	Research Methods in Anatomy II	4
BIO-689	Special Topics	1
Total Credits		30

First Time Freshmen

Students entering as Freshmen into the joint BA/MS program must meet NYC entrance criteria.

D'Youville selects students who are academically well-rounded and committed to meeting the challenges of a high-quality education. If you

have been successful in a traditional college preparatory program in high school, you should be well-prepared for the academic challenges at D'Youville.

Students entering D'Youville as a freshman must meet the following minimum entrance criteria:

High School Average	SAT + (or)	ACT
85	980	19

+ Score is based on the new SAT score format which went into effect in March 2016.

Our Admitted Freshman Class Profile

High school average of 85 percent or a 2.85 on a four point scale Rank in the top 50 percent of one's class.

Test Scores	25th Percentile	75th Percentile	Median
SAT Evidence-based Reading and Writing ¹	460	590	530
SAT Math ¹	510	590	550
SAT Composite ¹	1010	1180	1090
ACT Composite ¹	21	25	23

¹ These scores reflect the new SAT score format, which went into effect in March 2016.

Transfer Students

Students entering D'Youville as a transfer student must meet the following entrance criteria:

- **Criteria for Admission:** Transfer students with a 2.5 cumulative GPA or higher will be considered for admission.
- **Average Cumulative GPA:** Minimum of a C (2.0) grade in all prerequisite courses for the M.S. Anatomy program completed at a previous institution (*Refer to Program Requirements For the M.S. Anatomy program below*).

Review the steps to apply for admission (<https://catalog.dyouville.edu/admissions/transfer/>) to D'Youville as a transfer student.

Undergraduate Phase

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

Graduate Phase

Students must have a minimum GPA of 3.0 prior to entry into the graduate phase of the program. Students must obtain a C or better in all prerequisite courses for the MS program to move in to the graduate phase of the program. These courses include:

- Introductory Biology I (BIO-101), Intro Bio Lab I (BIO-101L), Introductory Biology II (BIO-102), and Intro Bio Lab II (BIO-102L)

or Human Anatomy & Physiology I (BIO-107), Human Anatomy & Physiology Laboratory (BIO-107L), Human Anatomy & Physiology II (BIO-108) and Human Anatomy & Physiology II Lab (BIO-108L)

- Genetics (BIO-302)
- Genetics Lab (BIO-302L)
- General Chemistry I (CHE-101)
- General Chemistry Laboratory (CHE-101L)
- General Chemistry II (CHE-102)
- General Chemistry Laboratory II (CHE-102L)
- Organic Chemistry (CHE-219)
- Organic Chemistry Lab (CHE-219L)
- Organic Chemistry II (CHE-220) and Organic Chemistry II Lab (CHE-220L) or Biochemistry (BIO-303) and Biochemistry Lab (BIO-303L)
- Introduction to Applied Statistics (MAT-123)
- Introduction to Literature: Acad Writing (ENG-111)
- Humanities Seminar (ENG-112) or Humanities Seminar (HIS-112)

Biology B.S.

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

The biology B. S. degree requires a total of 38 hours in biology and 32 hours in related fields (chemistry, mathematics and physics). It is expected that courses that have accompanying laboratory sections will be completed along with the lecture section.

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

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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing, to the department chairperson, reasons why exceptional consideration may be justified.

If a student is dismissed from the B.S. program due to poor performance in courses not required for the B.A. program, a student may have his/her record re-evaluated as a major in the B.A. program, and may be declared

in good standing if his/her performance in the B.A. requirements justifies this.

Physical Therapy (PT)

Students choosing the sequential degree entry will complete their B.S. in biology and move directly into the graduate P.T. program provided they complete all P.T. program prerequisites at a grade of B or better with a minimum prerequisite course G.P.A. of 3.20 as well as a cumulative G.P.A. of 3.0 and continue to meet all graduate admissions standards. Refer to the physical therapy department section for further details about graduate P.T. programs.

PreMed/PreDent

This program offers motivated students the option to register for courses to fulfill the prerequisites for application to most medical and dental schools. The science emphasis includes two introductory semesters of biology, chemistry, organic chemistry, physics and calculus.

Course Requirements

B.S. for Health Professions Preparation (D.P.T)

Code	Title	Credits
	Major Biology B.S. and D.P.T. preparation	70
	Health Professions option (D.P.T.)	11
	General Education Requirements	30
	Free electives (including remaining Liberal Arts and Sciences Requirements)	9
Total Credits		120

Course Requirements for the Major In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry ¹	3
BIO-303L	Biochemistry Lab ¹	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

¹ Denotes specific prerequisite coursework requiring a minimum grade of B and a G.P.A. of 3.20 to enter the D.P.T. graduate program. Of the four chemistry courses, only the best two must be considered for the prerequisite G.P.A.

Biology Electives including

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I ¹	3
BIO-107L	Human Anatomy & Physiology Laboratory ¹	1
BIO-108	Human Anatomy & Physiology II ¹	3
BIO-108L	Human Anatomy & Physiology II Lab ¹	1
Total Credits		8

¹ Denotes specific prerequisite coursework requiring a minimum grade of B and a G.P.A. of 3.20 to enter the D.P.T. graduate program. Of the four chemistry courses, only the best two must be considered for the prerequisite G.P.A.

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I ¹	3
CHE-101L	General Chemistry Laboratory ¹	1
CHE-102	General Chemistry II ¹	3
CHE-102L	General Chemistry Laboratory II ¹	1
CHE-219	Organic Chemistry ¹	3
CHE-219L	Organic Chemistry Lab ¹	1
CHE-220	Organic Chemistry II ¹	3
CHE-220L	Organic Chemistry II Lab ¹	1
MAT-125	Calculus I	4
MAT-126	Calculus II	4
PHY-101	General Physics I ¹	3
PHY-101L	Gen Physics Lab I ¹	1
PHY-102	General Physics ¹	3
PHY-102L	Gen Physics Lab II ¹	1
Total Credits		32

¹ Denotes specific prerequisite coursework requiring a minimum grade of B and a G.P.A. of 3.20 to enter the D.P.T. graduate program. Of the four chemistry courses, only the best two must be considered for the prerequisite G.P.A.

Health Professions Preparation Option (D.P.T. preparation)

Code	Title	Credits
SOC-101	Principles of Sociology ¹	3
PSY-101	General Psychology ¹	3
HP-203	Medical Terminology	1
MAT-123	Introduction to Applied Statistics ¹	4
Total Credits		11

¹ Denotes specific prerequisite coursework requiring a minimum grade of B and a G.P.A. of 3.20 to enter the D.P.T. graduate program. Of the four chemistry courses, only the best two must be considered for the prerequisite G.P.A.

B.S. for Pre-Med, Pre-Veterinarian, Pre-Dental, Pre-Pharmacy, and Pre-Chiropractic

Code	Title	Credits
Major requirements		70
General Education Requirements		30
Free electives (including remaining Liberal Arts and Sciences Requirements)		20
Total Credits		120

Course Requirements for the Major In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4

BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

Biology Electives Chosen from (18 credits)

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-216	Marine Biology	3
BIO-217	Animal Handling	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
BIO-242	Evolution	3
BIO-304	Microscopic Anatomy	4
BIO-304L	Microscopic Anatomy Lab	0
BIO-309	Virology	3
BIO-310	Immunology	3
BIO-314	Botany	4
BIO-317	Comparative Anatomy	4
BIO-317L	Comparative Anatomy Lab	0
BIO-320	Developmental Biology	4
BIO-320L	Dev Biology Lab	0
BIO-330	Environmental Microbiology	4
BIO-330L	Environmental Microbiology Lab	0
BIO-331	Conservation Biology	4
BIO-331L	Conservation Biology Lab	0
BIO-332	Environmental Health	3
BIO-335	Pharmacology I	3
BIO-336	Pharmacology II	3
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
BIO-350	Fundamentals of Genomics, Proteomics & Bioinformatics	3
BIO-351	Computational Biology	4
BIO-351L	Computational Biology Lab	0
BIO-375	Math Modeling in Biology	3
BIO-389	Special Topics	3-4
BIO-390	Special Topics	3-4
BIO-407	Research At NYC	1-3

BIO-408	Research At DYC	1-3
BIO-479	Independent Study	1-3
BIO-480	Independent Study	1-3
BIO-659	Advanced Physiology I	3
BIO-660	Advanced Physiology II	3

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
CHE-220	Organic Chemistry II	3
CHE-220L	Organic Chemistry II Lab	1
MAT-125	Calculus I	4
MAT-126	Calculus II	4
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
Total Credits		32

Admission into the B.S. in biology requires a minimum SAT score of 1080 (Math and Verbal) (or ACT of 21), a high school average of 85 percent or a 2.85 on a four-point scale and a rank in the top 50 percent of one's class or a transfer G.P.A. of 2.5. Admission into the B.A. in biology requires a minimum SAT score of 980 (Math and Verbal) (or 19 ACT), a high school average of 85 percent or a 2.85 on a four-point scale and a transfer G.P.A. of 2.0.

The B.S. in biology is designed for students preparing for graduate school as well as for professional programs in medicine, veterinary medicine, dentistry, physician assistant, physical therapy, podiatry, optometry, chiropractic and pharmacology. It includes the following admission categories: BIOBS, BIOPT, PREMED, PREDENT, PREVET, CHP.

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

Biology B.S./Anatomy M.S.

Enter as an undergraduate in D'Youville's combined Biology BS + Anatomy MS degrees, and you will benefit from intensive, hands-on study with a solid grounding in contemporary research techniques and gain valuable practical experience in our cutting-edge human gross anatomy labs, all while working closely with faculty both in the classroom and in research settings.

The biology B.S. degree includes a total of 38 hours in biology and 32 hours in related fields (chemistry, mathematics and physics). The anatomy M.S. degree requires 30 additional hours of graduate course work. Graduate students are also required to successfully complete two

semesters as a teaching assistant in the Anatomy and Physiology I and II laboratories

When you graduate from D'Youville's anatomy program, you'll be well-prepared for a variety of career paths including pursuing a professional healthcare or science degree (MD, DO, PA, DC, PhD, etc.), academic research and instruction, or scientific and managerial positions in health-related industries.

Undergraduate 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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing, to the department chairperson, reasons why exceptional consideration may be justified.

If a student is dismissed from the B.S. program due to poor performance in courses not required for the B.A. program, a student may have his/her record re-evaluated as a major in the B.A. program, and may be declared in good standing if his/her performance in the B.A. requirements justifies this.

Graduate courses must be completed with a grade of C or better, with only two of these classes below a B. A student who receives less than a C or fails a Satisfactory/ Unsatisfactory course must repeat the course unless they have been dismissed. Courses may be repeated one time only. A G.P.A. of 3.0 is required at the time of graduation. Each student must successfully complete and present a research project or capstone project, which includes a written manuscript or scholarly written report and successful presentation of the project to their chosen committee (research project) or classmates (capstone project).

An appeal to any of the above may be made by following the D'Youville College grievance procedures.

During the graduate phase students are required to successfully complete two semesters of teaching assistantship in the Anatomy and Physiology I and II laboratories.

Course Requirements for the Biology B.S In the Specific Areas of Concentration

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-302	Genetics	4
BIO-302L	Genetics Lab	0
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
BIO-312	Molecular Cell Biology	4
Total Credits		20

Biology Electives Chosen from (18 credits)

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1

BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-216	Marine Biology	3
BIO-217	Animal Handling	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
BIO-242	Evolution	3
BIO-304	Microscopic Anatomy	4
BIO-304L	Microscopic Anatomy Lab	0
BIO-309	Virology	3
BIO-310	Immunology	3
BIO-314	Botany	4
BIO-317	Comparative Anatomy	4
BIO-317L	Comparative Anatomy Lab	0
BIO-320	Developmental Biology	4
BIO-320L	Dev Biology Lab	0
BIO-330	Environmental Microbiology	4
BIO-330L	Environmental Microbiology Lab	0
BIO-331	Conservation Biology	4
BIO-331L	Conservation Biology Lab	0
BIO-332	Environmental Health	3
BIO-335	Pharmacology I	3
BIO-336	Pharmacology II	3
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
BIO-350	Fundamentals of Genomics, Proteomics & Bioinformatics	3
BIO-351	Computational Biology	4
BIO-351L	Computational Biology Lab	0
BIO-375	Math Modeling in Biology	3
BIO-389	Special Topics	3-4
BIO-390	Special Topics	3-4
BIO-407	Research At NYC	1-3
BIO-408	Research At NYC	1-3
BIO-479	Independent Study	1-3
BIO-480	Independent Study	1-3
BIO-659	Advanced Physiology I	3
BIO-660	Advanced Physiology II	3

In Other Academic Areas Required for the Major

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1

CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
CHE-220	Organic Chemistry II	3
CHE-220L	Organic Chemistry II Lab	1
MAT-125	Calculus I	4
MAT-126	Calculus II	4
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1

Total Credits 32

Course Requirements for the Anatomy M.S.

Code	Title	Credits
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
BIO-504	Microscopic Anatomy	4
BIO-504L	Microscopic Anatomy Lab	0
BIO-505	Neurobiology	4
BIO-505L	Neurobiology Lab	0
BIO-517	Comparative Anatomy	4
BIO-517L	Comparative Anatomy Lab	0
BIO-520	Developmental Biology	4
BIO-520L	Developmental Biology Lab	0
ANA-601	Research Methods in Anatomy I	3
ANA-602	Research Methods in Anatomy II	4
BIO-689	Special Topics	1

Total Credits 30

First Time Freshmen

Students entering as Freshmen into the joint BS/MS program must meet NYC entrance criteria.

D'Youville selects students who are academically well-rounded and committed to meeting the challenges of a high-quality education. If you have been successful in a traditional college preparatory program in high school, you should be well-prepared for the academic challenges at D'Youville.

Students entering D'Youville as a freshman must meet the following minimum entrance criteria:

High School Average	SAT + (or)	ACT
85	1080	21

- High school average of 85 percent or a 2.85 on a 4.0 scale
- Rank in the top 50 percent of one's class

+ Score is based on the new SAT score format which went into effect in March 2016.

Our Admitted Freshman Class Profile

High school average: 85% attained a B or better

Class rank: 87% of students in the top 50 percent of their class or higher

Test Scores	25th Percentile	75th Percentile	Median
SAT Evidence-based Reading and Writing ¹	460	590	530
SAT Math ¹	510	590	550
SAT Composite ¹	1010	1180	1090
ACT Composite ¹	21	25	23

¹ These scores reflect the new SAT score format, which went into effect in March 2016.

Transfer Students

Students entering D'Youville as a transfer student must meet the following entrance criteria:

- **Criteria for Admission:** Transfer students with a 2.75 cumulative GPA or higher will be considered for admission.
- **Average Cumulative GPA:** Minimum of a C (2.0) grade in all prerequisite courses for the M.S. Anatomy program completed at a previous institution (Refer to Program Requirements for the M.S. Anatomy program above).

Review the steps to apply for admission (<https://catalog.dyouville.edu/admissions/transfer/>) to D'Youville as a transfer student.

Undergraduate Phase

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 non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing, to the department chairperson, reasons why exceptional consideration may be justified.

Graduate Phase

Students must obtain a C or better in all prerequisite courses for the MS program to move in to the graduate phase of the program. These courses include:

- Introductory Biology I (BIO-101), Intro Bio Lab I (BIO-101L), Introductory Biology II (BIO-102), and Intro Bio Lab II (BIO-102L) or Human Anatomy & Physiology I (BIO-107) Human Anatomy & Physiology Laboratory (BIO-107L), Human Anatomy & Physiology II (BIO-108) and Human Anatomy & Physiology II Lab (BIO-108L)
- Genetics (BIO-302)
- Genetics Lab (BIO-302L)
- General Chemistry I (CHE-101)
- General Chemistry Laboratory (CHE-101L)
- General Chemistry II (CHE-102)
- General Chemistry Laboratory II (CHE-102L)
- Organic Chemistry (CHE-219)
- Organic Chemistry Lab (CHE-219L)
- Organic Chemistry II (CHE-220) and Organic Chemistry II Lab (CHE-220L) or Biochemistry (BIO-303) and Biochemistry Lab (BIO-303L)
- Introduction to Applied Statistics (MAT-123)

- Introduction to Literature: Acad Writing (ENG-111)
- Humanities Seminar (ENG-112) or Humanities Seminar (HIS-112)

Mathematics B.A.

This program has fewer required courses in mathematics than the Mathematics BS, so students have more free credits to explore other disciplines or further expand their mathematical experience. This program is particularly suited for students who wish to teach high school mathematics or to combine mathematics with another concentration. A total of 11 mathematics courses (36 hours) are required, consisting of 8 required courses (27 hours) and 3 electives (9 hours). In addition, two semesters of physics with lab (8 hours) are required

Program Requirements

Students within the department must maintain a minimum 2.0 G.P.A. in coursework required for their major and taken at D'Youville College. Students who fail to earn this G.P.A. will be placed on probation in the major. Probation may continue for a maximum of three consecutive semesters or a total of four non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing to the department chairperson, reasons why exceptional consideration may be justified. Additionally, Students must earn a minimum grade of B- in Calculus I (MAT-125) and Calculus II (MAT-126)

Course Requirements

Code	Title	Credits
Major Requirements		44
General Education Requirements		30
Free Electives (including remaining Liberal Arts and Sciences Requirements)		46
Total Credits		120

Course Requirements for the Major

Code	Title	Credits
MAT-125	Calculus I ¹	4
MAT-126	Calculus II ¹	4
MAT-202	Calculus III	4
MAT-300	Introduction to Mathematical Reasoning	3
MAT-301	Real Analysis I	3
MAT-315	Linear Algebra	3
MAT-401	Abstract Algebra I	3
MAT-302 or MAT-402	Real Analysis II Abstract Algebra II	3
Total Credits		27

¹ Courses require a minimum grade of B-.

Mathematics Electives (Select from the Following, Minimum 9 Credits)

Code	Title	Credits
MAT-302	Real Analysis II	3
MAT-303	Foundations of Geometry I	3
MAT-304	Foundations of Geometry II	3
MAT-310	Foundations of Mathematics	3

MAT-318	Discrete Math	3
MAT-321	Differential Equations	3
MAT-375	Math Modeling in Biology	3
MAT-389	Special Topics	1-3
MAT-402	Abstract Algebra II	3
MAT-403	Probability	3
MAT-404	Mathematical Statistics	3
MAT-407	Senior Seminar I	2
MAT-408	Senior Seminar II	2
MAT-410	Number Theory	3
MAT-412	General Topology	3
MAT-414	Complex Analysis	3
MAT-417	Introduction to Graph Theory	3
MAT-420	Introduction to Linear Models	3
MAT-421	Design of Experiments	3
MAT-424	Numerical Analysis	3
MAT-443	Methods of Teaching Mathematics	3
MAT-479	Data Analysis Methods	3
MAT-480	Statistical Applications	3

In Other Academic Areas Required for Major

Select One of the Following Two Sequences

Code	Title	Credits
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
Total Credits		8

or

Code	Title	Credits
PHY-103	Physics for Engineers	3
PHY-103L	Physics for Engineers Lab 1	1
PHY-104	Physics for Engineers II	3
PHY-104L	Physics for Engineers II Lab	1
Total Credits		8

The B.A. in mathematics requires a minimum SAT score of 1080 (Math and Verbal) (or ACT of 21), a high school average of 85 percent and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

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

Mathematics B.S.

This program is designed to offer a broad exposure to the rich field of mathematics. There are three tracks in the B.S. program: general track, statistics track and applied concentration track. All three tracks are suited for students interested in pursuing graduate work or careers in

the mathematical sciences. The general track requires 15 mathematics courses (48 credit hours), consisting of 9 required courses (30 hours) and 6 electives (18 hours). The statistics track, which could lead to further study or careers in statistics or actuarial science, also requires 15 mathematics courses (48 credit hours) with at least 5 of these courses (15 hours) statistically oriented. The applied concentration track requires 11 mathematics courses (36 hours) and 4 courses (12-16 hours) in an area of concentration (e.g. analytics, physics, chemistry, biology, or computer science). The concentration courses must be pre-approved by the Mathematics Curriculum Committee and the Department Chair. Additionally, all three tracks require two semesters of physics with lab (8 credit hours).

Program Requirements

Students within the department must maintain a minimum 2.0 G.P.A. in coursework required for their major and taken at D'Youville College. Students who fail to earn this G.P.A. will be placed on probation in the major. Probation may continue for a maximum of three consecutive semesters or a total of four non-consecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing to the department chairperson, reasons why exceptional consideration may be justified. Additionally, Students must earn a minimum grade of B- in Calculus I (MAT-125) and Calculus II (MAT-126)

Course Requirements

General Track

Code	Title	Credits
Major Requirements		56
General Education Requirements		30
Free electives (including remaining Liberal Arts and Sciences Requirements)		34
Total Credits		120

Course Requirements for the Major

Code	Title	Credits
MAT-125	Calculus I ¹	4
MAT-126	Calculus II ¹	4
MAT-202	Calculus III	4
MAT-300	Introduction to Mathematical Reasoning	3
MAT-301	Real Analysis I	3
MAT-302	Real Analysis II	3
MAT-315	Linear Algebra	3
MAT-401	Abstract Algebra I	3
MAT-402	Abstract Algebra II	3
Total Credits		30

¹ Courses require a minimum grade of B-.

Mathematics Electives (Select from the Following, Minimum 18 Credits)

Code	Title	Credits
MAT-303	Foundations of Geometry I	3
MAT-304	Foundations of Geometry II	3
MAT-310	Foundations of Mathematics	3
MAT-318	Discrete Math	3
MAT-321	Differential Equations	3

MAT-375	Math Modeling in Biology	3
MAT-389	Special Topics	1
MAT-403	Probability	3
MAT-404	Mathematical Statistics	3
MAT-407	Senior Seminar I	2
MAT-408	Senior Seminar II	2
MAT-410	Number Theory	3
MAT-412	General Topology	3
MAT-414	Complex Analysis	3
MAT-417	Introduction to Graph Theory	3
MAT-420	Introduction to Linear Models	3
MAT-421	Design of Experiments	3
MAT-424	Numerical Analysis	3
MAT-443	Methods of Teaching Mathematics	3
MAT-479	Data Analysis Methods	3
MAT-480	Statistical Applications	3

**In Other Academic Areas Required for Major
Select One of the Following Two Sequences**

Code	Title	Credits
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
Total Credits		8

or

Code	Title	Credits
PHY-103	Physics for Engineers	3
PHY-103L	Physics for Engineers Lab 1	1
PHY-104	Physics for Engineers II	3
PHY-104L	Physics for Engineers II Lab	1
Total Credits		8

Statistics Track

Code	Title	Credits
Major Requirements		56
General Education Requirements		30
Free electives (including remaining Liberal Arts and Sciences Requirements)		34
Total Credits		120

Course Requirements for the Major

Code	Title	Credits
MAT-125	Calculus I ¹	4
MAT-126	Calculus II ¹	4
MAT-202	Calculus III	4
MAT-300	Introduction to Mathematical Reasoning	3
MAT-301	Real Analysis I	3
MAT-315	Linear Algebra	3
MAT-401	Abstract Algebra I	3
MAT-403	Probability	3

MAT-404	Mathematical Statistics	3
Total Credits		30

¹ Courses require a minimum grade of B-.

Statistics Electives (Select Three of the Following)

Code	Title	Credits
MAT-420	Introduction to Linear Models	3
MAT-421	Design of Experiments	3
MAT-479	Data Analysis Methods	3
MAT-480	Statistical Applications	3

Mathematics Electives (Select from the Following, Minimum 9 Credits)

Code	Title	Credits
MAT-302	Real Analysis II	3
MAT-303	Foundations of Geometry I	3
MAT-304	Foundations of Geometry II	3
MAT-310	Foundations of Mathematics	3
MAT-318	Discrete Math	3
MAT-321	Differential Equations	3
MAT-375	Math Modeling in Biology	3
MAT-389	Special Topics	1
MAT-402	Abstract Algebra II	3
MAT-407	Senior Seminar I	2
MAT-408	Senior Seminar II	2
MAT-410	Number Theory	3
MAT-412	General Topology	3
MAT-414	Complex Analysis	3
MAT-417	Introduction to Graph Theory	3
MAT-420	Introduction to Linear Models	3
MAT-421	Design of Experiments	3
MAT-424	Numerical Analysis	3
MAT-443	Methods of Teaching Mathematics	3
MAT-479	Data Analysis Methods	3
MAT-480	Statistical Applications	3

**In Other Academic Areas Required for Major
Select One of the Following Two Sequences**

Code	Title	Credits
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
Total Credits		8

or

Code	Title	Credits
PHY-103	Physics for Engineers	3
PHY-103L	Physics for Engineers Lab 1	1
PHY-104	Physics for Engineers II	3
PHY-104L	Physics for Engineers II Lab	1
Total Credits		8

Applied Concentration Track

Code	Title	Credits
	Major Requirements - includes 4 concentration courses (12-16 credits) at 200+ level ¹	56
	General Education Requirements	30
	Free electives (including remaining Liberal Arts and Sciences Requirements)	34
Total Credits		120

¹ Concentration courses must be pre-approved by the Mathematics Curriculum Committee and the chair of the department (Suggested concentrations: analytics, biology, chemistry, computer science or physics).

Course Requirements for the Major

Code	Title	Credits
MAT-125	Calculus I ¹	4
MAT-126	Calculus II ¹	4
MAT-202	Calculus III	4
MAT-300	Introduction to Mathematical Reasoning	3
MAT-301	Real Analysis I	3
MAT-315	Linear Algebra	3
MAT-401	Abstract Algebra I	3
Total Credits		24

¹ Courses require a minimum grade of B-

Mathematics Electives (Select from the Following, Minimum 12 Credits)

Code	Title	Credits
MAT-302	Real Analysis II	3
MAT-303	Foundations of Geometry I	3
MAT-304	Foundations of Geometry II	3
MAT-310	Foundations of Mathematics	3
MAT-318	Discrete Math	3
MAT-321	Differential Equations	3
MAT-375	Math Modeling in Biology	3
MAT-389	Special Topics	1
MAT-402	Abstract Algebra II	3
MAT-403	Probability	3
MAT-404	Mathematical Statistics	3
MAT-407	Senior Seminar I	2
MAT-408	Senior Seminar II	2
MAT-410	Number Theory	3
MAT-412	General Topology	3
MAT-414	Complex Analysis	3
MAT-417	Introduction to Graph Theory	3
MAT-420	Introduction to Linear Models	3
MAT-421	Design of Experiments	3
MAT-424	Numerical Analysis	3
MAT-443	Methods of Teaching Mathematics	3
MAT-479	Data Analysis Methods	3
MAT-480	Statistical Applications	3

In Other Academic Areas Required for Major Select One of the Following Two Sequences

Code	Title	Credits
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
Total Credits		8

or

Code	Title	Credits
PHY-103	Physics for Engineers	3
PHY-103L	Physics for Engineers Lab 1	1
PHY-104	Physics for Engineers II	3
PHY-104L	Physics for Engineers II Lab	1
Total Credits		8

The B.S. in mathematics requires a minimum SAT score of 1170 (Math and Verbal) (or ACT of 24), a high school average of 85 percent and a rank in the top 25 percent of one's class. Transfer students are required to have a minimum G.P.A. of 3.0.

The B.A. in mathematics requires a minimum SAT score of 1080 (Math and Verbal) (or ACT of 21), a high school average of 85 percent and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

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

Business Department

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

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

- Understanding for business practices,
- Managing cultural differences, and
- Communicating in foreign languages.

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

- Multinational companies,
- International financial institution,
- Government agencies,
- Management consulting firms,
- Trading or transportation companies, and
- Colleges and universities.

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

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

The business department also offers an advanced master's program in international business and a master's degree in business administration (MBA). Those interested can refer to the graduate catalog for additional information.

Accounting B.S.

The bachelor of science degree in accounting prepares the student to work in the fields of public accounting, private corporate accounting, financial accounting, or governmental or institutional accounting. The program is accredited by the International Assembly of Collegiate Business Education (IACBE) (<http://iacbe.org/>). Students wishing to major in accounting must have at least three years of high school mathematics.

Students who specialize in accounting must take Communicating in Organizations (MGT-304); Business Law I (LAW-303) and Business Law II (LAW-304); Principles of Accounting I (ACC-211), Principles of Accounting II (ACC-212), Intermediate Accounting I (ACC-311), Intermediate Accounting II (ACC-312), Tax Accounting (ACC-321), Cost Accounting (ACC-322), Auditing (ACC-401), Advanced Accounting (ACC-404), Personal Computers for Accountants (ACC-417), Corporate Finance (ACC-421) and Accounting Internship (ACC-444); and two electives from Special Topics in Accounting (ACC-389), Special Topics in Accounting Special Topics in Accounting (ACC-390), Accounting Theory & Application (ACC-403), Accounting CPA Problems (Accounting CPA Problems (ACC-420)), Computers and Computing (CSC-110) or Introduction to Programming I (CSC-151); Macroeconomics (ECO-201), Microeconomics (ECO-202), Statistics (ECO-207) and Money and Banking (ECO-328); International Business (MGT-411). All accounting majors take Accounting Internship (ACC-444) 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.

Code	Title	Credits
	General Education Requirements	30
	Liberal Arts and Science Electives	27
	Total Credits for Major	63
	Total Credits	120

Course Requirements for the Major

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
ACC-417	Personal Computers for Accountants	3
ACC-444	Accounting Internship	3
MGT-304	Communicating in Organizations	3
LAW-303	Business Law I	3
LAW-304	Business Law II	3
ECO-201	Macroeconomics	3
ECO-202	Microeconomics	3
ECO-207	Statistics	3
MGT-411	International Business	3
	Total Credits	33

Requirements for the Accounting Major

Code	Title	Credits
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
	Select two of the following electives:	6
ACC-390	Special Topics in Accounting Special Topics in Accounting	
ACC-403	Accounting Theory & Application	
ACC-420	Accounting CPA Problems	
	Total Credits	30

Academic Regulations

To be in good standing, students must do the following:

1. Maintain term (semester/summer) and cumulative averages of 2.0.
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.
3. 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 a maximum of two consecutive terms or a total of three

nonconsecutive terms. Students who exceed these limits are dismissed.

Academic Probation

A student will be placed on program academic probation when there is failure to satisfy specific program academic standards or regulations. A student will be placed on academic probation for the two full-time terms (i.e., semesters and/or summers) which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program.

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

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

Student Conduct

Students enrolled in the D'Youville College business programs 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 business program.

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1,080 (math and verbal) or 21 ACT
2. A high school average of at least 85 percent
3. High school rank in the upper half of class

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

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

Accounting/International Business B.S./M.S.

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

Code	Title	Credits
	General Education Requirements	30
	Liberal Arts and Science Electives	28
	100-400 Level Requirements Specified by the Program	60
	500-600 Level Requirements Specified by the Program	36
Total Credits		154

Course Requirements for the Major 100- to 400 Level Requirement as Specified by the Program

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
ACC-311	Intermediate Accounting I	3
ACC-312	Intermediate Accounting II	3
ACC-321	Tax Accounting	3
ACC-322	Cost Accounting	3
ACC-401	Auditing	3
ACC-404	Advanced Accounting	3
ACC-417	Personal Computers for Accountants	3
ACC-421	Corporate Finance	3
ACC-444	Accounting Internship	3
Select two of the following electives:		6
ACC-390	Special Topics in Accounting Special Topics in Accounting	
ACC-403	Accounting Theory & Application	
ACC-420	Accounting CPA Problems	
ECO-207	Statistics	3
ECO-328	Money and Banking	3
LAW-303	Business Law I	3
LAW-304	Business Law II	3
MGT-304	Communicating in Organizations	3
MGT-407	Operations Management	3
MGT-411	International Business	3
Total Credits		60

500 - 600 Level Requirements as Specified by the Program

Code	Title	Credits
IB-501	Theoretical Concepts in Global Economics	3
IB-503	International Econ Finance & Accounting	3
IB-505	International Negotiation & Comm. Communications	3
IB-602	Multinational Corporate Finance	3
IB-604	International Marketing & Research	3
IB-608	Multinational Strategic Management	3
IB-610	International Financial Reporting	3
IB-612	International Bus Elective	3
IB-620	International Business Fieldwork	3
GRA-600	Theory Development	3
GRA-621	Applied Research Methods	3
GRA-622	Applied Research Project Seminar	3
Total Credits		36

Undergraduate Academic Regulations

To be in good standing during the first three years of the program, students are responsible for the following:

1. Maintain term (semester/summer) and cumulative averages of 2.0
2. They must maintain a minimum grade of C in all 100- to 400- level courses required in the major and for all other courses required for the major. Students who fail to obtain a grade of C in a required course for the major at the undergraduate level will not be permitted to enroll in major courses having an IB prefix at the 500 and 600 levels until the course is repeated with a minimum grade of C. If space is available, a course must be repeated with permission of the program faculty the next time it is offered. A course may be repeated only once.
3. Undergraduate program students experiencing academic difficulties may be required to decelerate their progress until an acceptable level of general academic performance is achieved. Permission to decelerate in the program must be obtained from the chair of the department of business.
4. Students at the undergraduate level can be placed on program probation a maximum of two consecutive terms or a total of three nonconsecutive terms. Students who exceed these limits are dismissed.

Graduate Academic Regulations

To be in good standing during the fourth and fifth years of the program, students are responsible for the following:

1. student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. No more than a total of two courses with grades lower than B are applicable to the graduate level. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in international business.
3. Students who fail to achieve a minimum grade of C for any course included in the graduate portion of the program (500- or 600- level courses) might not be permitted to enroll for subsequent semesters of the graduate portion until the course has been successfully repeated with a minimum grade of C.

4. Students can be on probation for one term during their graduate portion of the program. Probation is for one full-time term. Dismissal occurs if, within the one term probation period, program requirements are not met (GPA 3.0, and no more than two courses below a grade of "B").
5. 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.
6. 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 program academic standards or regulations. A student will be placed on academic probation for the immediate term (semester/summer) following 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 probational period will result in dismissal from the program.

Students may appeal a 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 chair of the department that describes extenuating circumstances that limited academic performance. The chair of the department will render a decision and inform the student of that decision via written letter.

Student Conduct

Students enrolled in the D'Youville College business programs 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 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.

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1080 (math and verbal) or 21 ACT,
2. High school average of at least 85 percent,
3. High school ranking in the upper half of class.

Students must also demonstrate successful completion of two years of mathematics. One year of foreign language is recommended, but not mandatory. Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be included with the application, students applying to the accounting and

international business B.S./M.S. program are strongly advised to include these documents with their application.

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

Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum. However, foreign language (12 credits), economics (Macroeconomics (ECO-201) and Microeconomics (ECO-202)) and accounting (ACC courses) requirements must be met prior to advancement to the fifth year of study. In addition, it is highly recommended that transfer students gain competence in word processing and other basic computing skills prior to entering the program. Please note that students are admitted directly into the program and do not have to reapply for admission to the upper division of the program.

Business Administration M.B.A.

The MBA program consists of 36 graduate credits offered on Saturdays and online. The MBA program complements the strong group of accounting, management, and international business programs currently offered at the undergraduate and graduate levels. The format of courses allows three credits to be completed over five consecutive weeks.

The professional and educational objectives of the program are to build on the students' undergraduate work by enhancing their knowledge and understanding of business functions through practice, application and professional development for careers as corporate managers as well as administrators and coordinators at government agencies and non-profit organizations and to move beyond cognitive knowledge toward in-depth analysis and practice in management and related disciplines.

Admission to D'Youville College MBA program is competitive. The selection process attempts to identify qualified applicants who will benefit most from the wide variety of academic and extracurricular programs the college offers.

1. D'Youville College maintains a "rolling admissions" policy whereby applications are processed continually throughout the year. Decisions under rolling admissions are normally mailed within three weeks after the MBA office receives and recognizes all necessary forms, test scores and transcripts.
2. Acceptance is conditional until all required documents and final semester/year grades have been submitted and approved.
3. A non-refundable reservation deposit of \$100 must be paid in U.S. funds by the required deadline and/or time indicated on the acceptance letter or acceptance may be withdrawn and offered to another qualified candidate. This deposit will be applied to the first semester's tuition.
4. The student will provide documentation or records of immunization as required by New York state law prior to registration. The college reserves the right to refuse a student admission to classes for failure to comply with this policy.

Code	Title	Credits
MBA-604	Human Resources Management	3
MBA-501	Business Methods Statistics	3
MBA-603	Financial & Management Accounting	3
MBA-602	Theories of Economics	3
MBA-611	Organizational Leadership	3
MBA-612	Legal Environment in Business	3
MBA-615	Marketing Management	3
MBA-616	Corporate Finance	3
MBA-623	Special Topics in Business Management	3
MBA-624	Global Supply Chain Management	3
MBA-655	Strategic Management	3
One elective from MBA		3
Total Credits		36

In addition to the general academic regulations, all full-time and part-time students must meet the academic regulations listed below:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. Any student who fails to achieve a minimum semester/summer or cumulative 3.0 G.P.A. and/or who has earned more than two grades below "C" at the completion of the term (summer/semester), will be placed on academic probation. Students can be on probation for one term during their graduate portion of the program. Probation is for one full-time term. Dismissal occurs if, within the one term probation period, program requirements are not met (GPA 3.0, and no more than two courses below a grade of "B")
3. Students who fail to achieve a minimum grade of B for a course (500- or 600-level courses) will not be permitted to enroll for the subsequent term sequence courses until the course with a grade lower than B has been successfully repeated. If space is available, the course must be repeated the next time it is offered.
4. Any student who fails to obtain a B in a repeated course will be academically dismissed from the program.

Admissions Requirements

Admission requirements for applicants entering as graduate students in the MBA programs are as follows:

1. Bachelor's degree in business from an accredited college or university¹
2. A minimum of 3.0 G.P.A. (4.0 system) at the undergraduate level
3. Two plus years of full-time employment experience in professional, corporate or business environment²
4. Personal statement of purpose outlining applicant's professional goals and objectives
5. Two letters of recommendation from employers, professional supervisors/ colleagues, or previous professors
6. A minimum TOEFL score of 550 for international students from non-English speaking countries

¹ Other majors are welcome to apply. Students possessing undergraduate degrees in non-business majors are required to successfully complete five (5) online modules prior to the start of the program.

² Current full-time students will also be considered for acceptance.

The business department chair will conduct an individual review for discretionary admissions of applicants who do not meet one or more of the above requirements.

Applicant Process

The applicant is asked to return the application and all relevant documents to:

D'Youville College
MBA Program Office
320 Porter Ave.
Buffalo, NY 14201
Telephone: 716.829.8090 or 1.800.777-3921
Facsimile: 716.829.7660
Website: <http://www.dyc.edu>
Email: advanceprogram@dyc.edu

In order for an applicant to be considered for acceptance into the MBA program, the following must be presented:

1. Submit a completed application form with a \$50 non-refundable application fee (U.S. funds).
2. Attach a one-page statement of intent letter (should be approximately 500 words) addressing your professional goals and objectives for the intended program. The statement should include reference to past work related to the intended field of study and subsequent career objectives.
3. Forward official academic transcripts for all colleges and universities previously attended at both the undergraduate and graduate levels to the MBA office. (Canadian/international students must also submit a copy of their high school transcript.)
4. Submit three letters of recommendation: the recommendations should be submitted directly to the D'Youville College MBA office by the recommender. These letters may be from employers, supervisors or other persons familiar with your professional intellectual abilities.
5. Submit a current resume to the MBA office.
6. International/foreign students (other than Canadian) whose native language is not English must submit TOEFL (Test of English as a Foreign Language) scores. The program requires a minimum TOEFL score of 500 for international students.
7. Complete a personal admissions interview (recommended for all applicants).

Business Management B.S.

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

The degree conferred is the bachelor of science in business management. The curriculum prepares the student by emphasizing a firm base of liberal arts and a common body of knowledge about management responsibilities. Students graduate from the program having developed a coherent and dynamic personal philosophy about managing, an understanding of the ever-changing technological world, and a strong sense of social responsibility. The management curriculum serves students wishing to obtain professional degrees. It prepares students for careers as executives and specialists in business and other complex organizations.

All business management majors take Pc & E-Commerce for Managers (MGT-316). All accounting majors take Personal Computers for

Accountants (ACC-417). All business management majors must take Internship (MGT-444) (Internship) for a minimum of three credit-hours. However, this course can also be taken for six credit hours or the student may take Internship (MGT-445) for 6 to 12 credit hours. A waiver of this requirement will be given only in exceptional circumstances as determined by the department chair. If a waiver is granted, the student must take another minimum three-credit course stipulated by the department chair in consultation with the student's advisor. The above stipulations also apply for accounting students who must take Accounting Internship (ACC-444) Internship for a minimum of three-credit hours. Pc & E-Commerce for Managers (MGT-316) or Personal Computers for Accountants (ACC-417) will NOT satisfy the computer requirement in the core.

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

ADVANCE Program in Business Management

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

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

In addition to the following courses in the ADVANCE modular program, students complete or transfer six additional business courses, as well as meet the requirements for the college core curriculum. Many of these college core courses are offered in modular format.

Code	Title	Credits
	General Education Requirements	30
	Liberal Arts and Science Electives	27
	Major	63
	Total Credits	120

Advance Modules

Course Requirements for the Major

In the specific areas of concentration

Code	Title	Credits
MGT-389	Special Topics in Management	3
MGT-305	Principles of Management	3
MGT-304	Communicating in Organizations	3
HRM-309	Principles of Human Resources Management	3
MGT-401	Organizational Behavior	3
ECO-207	Statistics	3
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
MGT-315	Financial Management	3

MKT-304	Principles of Marketing	3
MGT-318	Information and Communication Tech Mgt	3
MGT-411	International Business	3
MGT-407	Operations Management	3
MGT-412	Mgmt Strategy and Policy	3
MGT-444	Internship	3-6
Total Credits		45-48

Six additional business courses

Code	Title	Credits
ECO-201	Macroeconomics	3
ECO-202	Microeconomics	3
LAW-303	Business Law I	3
MGT-316	Pc & E-Commerce for Managers	3
Two Electives at the 300-400 level		6
Total Credits		18

Management

Course Requirements for the Major

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
MGT-304	Communicating in Organizations	3
ECO-201	Macroeconomics	3
ECO-202	Microeconomics	3
ECO-207	Statistics	3
LAW-303	Business Law I	3
MGT-316	Pc & E-Commerce for Managers	3
MGT-444	Internship	3
MGT-411	International Business	3
HRM-309	Principles of Human Resources Management	3
MGT-305	Principles of Management	3
MKT-304	Principles of Marketing	3
MGT-401	Organizational Behavior	3
MGT-407	Operations Management	3
MGT-315	Financial Management	3
MGT-318	Information and Communication Tech Mgt	3
MGT-412	Mgmt Strategy and Policy	3
Three Electives at the 300-400 level		9
Total Credits		63

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

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

Academic Regulations

To be in good standing, students must do the following:

1. Maintain term (semester/summer) and cumulative averages of 2.0
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.
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 a maximum of two consecutive terms or a total of three nonconsecutive terms. Students who exceed these limits are dismissed.

Academic Probation

A student will be placed on program academic probation when there is failure to satisfy specific program academic standards or regulations. A student will be placed on academic probation for the two full-time terms (i.e., semesters and/or summers) which immediately follow the date of probation. All students on program academic probation must meet the academic standards for their classification (undergraduate/graduate). Failure to meet the academic standards during a probationary period will result in dismissal from the program.

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

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

Student Conduct

Students enrolled in the D'Youville College business programs 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 business program.

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 980 (math and verbal) or 19 ACT
2. A high school average of at least 80 percent
3. High school rank in the upper half of class

Students must also demonstrate successful completion of two years of mathematics. One year of foreign language is recommended, but not mandatory. Although D'Youville does not mandate that letters of recommendation or a letter of intent to study a specific discipline be

included with the application, students applying to the international business combined B.S./M.S. program are strongly advised to include these documents with their application.

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

International Business B.S./M.S.

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

- Understanding and managing strategic and functional areas of business,
- Managing cultural differences in the global environment and
- Communicating in foreign languages.

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

- Multinational companies as well as small exporting firms
- International financial institutions
- Government agencies such as U.S. Commerce Department and Ex-Im Bank
- Management consulting firms and export management companies
- Logistics and transportation companies
- Colleges and universities

Students combine theoretical concepts learned in the classroom with practical training gained through fieldwork experiences. Fieldwork options include business internship opportunities with U.S. offices of multinational corporations as well as opportunities to combine work and study abroad. D'Youville admits high school and transfer students directly into the combined B.S./M.S. program in international business and guarantees a place in the class as long as all of the academic requirements are met.

The international business program at D'Youville College has been approved and registered by the New York State Department of Education. Students who successfully complete all requirements specified by the five-year course of study will be awarded B.S. and M.S. degrees in international business at the time of graduation. The program is accredited by the International Assembly of Collegiate Business Education (<http://iacbe.org/>).

The program's first two years are devoted primarily to studying arts, humanities and science to satisfy the general education core requirements of the college's baccalaureate degree and certain prerequisite requirements specified by the program curriculum (such as macroeconomics, microeconomics and four semesters of foreign language). The third year is dedicated to the business core curriculum.

Graduate courses in international business begin in the fourth year and contain relevant research, analytical and communications components.

Required international fieldwork begins in the summer session between the fourth and fifth years of study. Fieldwork assignments are arranged on an individual student basis. Assignments may involve developing exporting or importing strategies, performing advertising or marketing research, developing international financing proposals or developing international policies for organizations interested in internationalizing operations. Students have an opportunity to extend fieldwork into the fifth year of study.

Code	Title	Credits
	Liberal Arts and Science Electives	57
	100- and 400- level requirements specified by the program	40
	500- and 600- level requirements as specified by the program	54
Total Credits		151

Course Requirements for the Major In the specific areas of concentration

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
ECO-207	Statistics	3
LAW-303	Business 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
Select two electives from 300-400 level		6
MKT-304	Principles of Marketing	3
IB-501	Theoretical Concepts in Global Economics	3
IB-503	International Econ Finance & Accounting	3
IB-505	International Negotiation & Comm. Communications	3
IB-506	International Management	3
IB-602	Multinational Corporate Finance	3
IB-604	International Marketing & Research	3
IB-605	Legal Environment in International Bus	3
IB-607	International Transportation & Logistics	3
IB-608	Multinational Strategic Management	3
IB-610	International Financial Reporting	3
IB-620	International Business Fieldwork	3
IB-630	International Fieldwork II	3
Total Credits		69

In other academic areas required for this major

Code	Title	Credits
ECO-201	Macroeconomics	3
ECO-202	Microeconomics	3
MAT-123	Introduction to Applied Statistics	4
GRA-600	Theory Development	3
GRA-601	Research Methodology and Design	3
IB-621	International Business Project Seminar I	3

IB-622	International Business Project Seminar	3
Select four Foreign Language electives		12
Total Credits		34

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 Regulations

The academic regulations listed here 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 term (semester/summer) and cumulative averages of 2.0
2. They must maintain a minimum grade of C in all 100- to 400- level courses required in the major and for all other courses required for the major. Students who fail to obtain a grade of C in a required course for the major at the undergraduate level will not be permitted to enroll in major courses having an IB prefix at the 500 and 600 levels until the course is repeated with a minimum grade of C. If space is available, a course must be repeated with permission of the program faculty the next time it is offered. A course may be repeated only once.
3. Undergraduate program students experiencing academic difficulties may be required to decelerate their progress until an acceptable level of general academic performance is achieved. Permission to decelerate in the program must be obtained from the chair of the department of business.
4. Students at the undergraduate level can be placed on program probation a maximum of two consecutive terms or a total of three nonconsecutive terms. Students who exceed these limits are dismissed.

Graduate Academic Requirements

To be in good standing during the fourth and fifth years of the program, the following are required:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. No more than a total of two courses with grades lower than B are applicable to the graduate level. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in international business.
3. Students who fail to achieve a minimum grade of C for any course included in the graduate portion of the program (500- or 600- level courses) might not be permitted to enroll for subsequent semesters of the graduate portion until the course has been successfully repeated with a minimum grade of C.
4. Students can be on probation for one term during their graduate portion of the program. Probation is for one full-time term. Dismissal occurs if, within the one term probation period, program requirements are not met (GPA 3.0, and no more than two courses below a grade of "B")
5. 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.
6. All fieldwork assignments must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a fieldwork

Student Responsibilities

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

Academic Probation

A student will be placed on program academic probation when there is failure to satisfy program academic standards or regulations. A student will be placed on academic probation for the immediate term (semester/summer) following 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 probational period will result in dismissal from the program.

Students may appeal a 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 chair of the department that describes extenuating circumstances that limited academic performance. The chair of the department will render a decision and inform the student of that decision via written letter.

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.

Admission requirements for applicants entering as freshmen are as follows:

1. Combined SAT scores of at least 1,080 (math and verbal) or 21 ACT
2. A high school average of at least 85 percent
3. High school rank in the upper half of class

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

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

Applicants holding other baccalaureate degrees at the time of admission are not required to satisfy the college's core curriculum. However, foreign language and economics requirements must be met prior to advancement to the fourth year of study. In addition, it is highly recommended that transfer students gain competence in word processing and other basic computing skills prior to entering the program.

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

International Business M.S.

The master's of science degree program in international business combines specialized training in international business with a strong foundation in foreign language, research, communication, ethics and interpersonal skills. Coursework concentrates on all facets of international business operations, such as law, economics, management, marketing, finance, logistics and transportation, and negotiation techniques.

The program may be completed in four semesters if pursued on a full-time basis (nine to twelve credit-hours per semester). Part-time students generally register for six credit-hours per semester. Classes are offered weekday evenings and weekends to accommodate the working student. Select courses are also offered on the Internet. The master of science in international business is accredited by the International Assembly for Collegiate Business Education (IACBE) (<http://iacbe.org/>).

Course Requirements for the Program In the Area of Concentration

Code	Title	Credits
IB-503	International Econ Finance & Accounting	3
IB-505	International Negotiation & Comm. Communications	3
IB-506	International Management	3
IB-602	Multinational Corporate Finance	3
IB-604	International Marketing & Research	3
IB-605	Legal Environment in International Bus	3
IB-607	International Transportation & Logistics	3
IB-608	Multinational Strategic Management	3
IB-610	International Financial Reporting	3
Total Credits		27

Research Component

Code	Title	Credits
GRA-600	Theory Development	3
IB-621	International Business Project Seminar I	3
IB-622	International Business Project Seminar	3
Total Credits		9

Fieldwork

Code	Title	Credits
IB-620	International Business Fieldwork	3-9
Total Credits		3-9

Total Required for M.S.: 39-45

Fieldwork Requirement

A minimum of three to nine credit-hours (30 clock hours/credit) of fieldwork experience in an international business environment in the U.S. or abroad are required. Credit-hours required will be determined by the department of business, based upon the length and type of any previous internship or professional experience.

Language Requirement

Four semesters of college-level courses or fluency in a modern foreign language (other than English) prior to the completion of this program are required.

Graduate Academic Regulations

To be in good standing during the fourth and fifth years of the program, students are responsible for the following:

1. A student must maintain a minimum semester/summer and cumulative average of at least 3.0.
2. No more than a total of two courses with grades lower than B are applicable to the graduate level. This policy applies to all 500- and 600-level courses. A grade of C- or lower is not applicable to the degree in international business.
3. Students who fail to achieve a minimum grade of C for any course included in the graduate portion of the program (500- or 600- level courses) might not be permitted to enroll for subsequent semesters of the graduate portion until the course has been successfully repeated with a minimum grade of C.
4. Students can be on probation for one term during their graduate portion of the program. Probation is for one full-time term. Dismissal occurs if, within the one term probation period, program requirements are not met (GPA 3.0, and no more than two courses below a grade of "B").
5. 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.
6. 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 Regulations

In addition to the general academic regulations, all matriculated students in the master's program in international business must fulfill these requirements:

1. Completion of a minimum of 39 credits as required in the program.
2. Completion of fieldwork and language requirements.
3. Completion of a master's project.

Academic Probation

A student will be placed on program academic probation when there is failure to satisfy program academic standards or regulations. A student will be placed on academic probation for the immediate term (semester/summer) following the date of probation. All students on program academic probation must meet the departmental and college-wide academic standards for graduate students. Failure to meet the academic standards during a probational period will result in dismissal from the program.

Students may appeal a 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 chair of the department that describes extenuating circumstances that limited academic performance. The chair of the department will render a decision and inform the student of that decision via written letter.

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.

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in international business must present the following:

1. A completed baccalaureate degree in business.¹
2. An undergraduate course in computer science or its equivalent and a minimum of a three-credit statistics course. Courses in computer science and statistics are available at the college for students who do not meet these admission criteria.
3. Two reference letters from undergraduate professors and/or employers (supervisors, colleagues).
4. The GMAT or the GRE may be required based upon an evaluation of the applicant's education and work experience.
5. An undergraduate G.P.A. of 3.0 (equivalent to a B) or better. Students with an overall G.P.A. lower than 3.0 may be considered for provisional acceptance into the program based INTERNATIONAL BUSINESS (M.S.) upon personal and professional qualifications.
6. A minimum Test of English as a Foreign Language (TOEFL) score of 550 is required for international students from non-English speaking countries.

¹ Students with baccalaureate degrees in fields other than business may be required to take Mgmt Strategy and Policy (MGT-412) and Financial Management (MGT-315) as prerequisites prior to entering the M.S. in international business program, should the student lack basic knowledge in principles of business, such as in accounting, finance, marketing, economics, business law, management or business statistics. The department of business may allow students to waive these prerequisites based upon an evaluation of any relevant previous coursework or work experience. The decision to waive any of the following courses rests with the chair of the department of business. Prerequisites The academic qualifications of each individual student will be reviewed by the business department to determine if the student needs to take the prerequisites Financial Management (MGT-315) and Mgmt Strategy and Policy (MGT-412).

Prerequisites

The academic qualifications of each individual student will be reviewed by the business department to determine if the student needs to take the prerequisites Financial Management (MGT-315) and Mgmt Strategy and Policy (MGT-412).

Chemistry Department

The Chemistry department (<http://www.dyc.edu/academics/schools-and-departments/arts-sciences-education/departments/chemistry/>) is committed to creating a nurturing environment that supports student learning and research.

The faculty members are experts in their field and disseminate that knowledge to students and colleagues alike. The department aims to offer a rigorous and modern curriculum for chemistry majors and minors. Consistent with the mission of D'Youville College, we seek to train leaders both inside and outside of the laboratory.

We prepare chemistry majors with the skills needed to be successful professionally as scientists and educators, or in post-baccalaureate studies. We also serve the campus community by offering introductory science courses that meet liberal arts requirements as well as chemistry courses required for professional degrees at D'Youville.

The department offers classroom, laboratory and research experiences that extend over each of the main areas of chemistry (analytical, inorganic, organic, biochemistry and physical chemistry). Our faculty members are mentors to undergraduate students partaking in research. They work directly and alongside the students during the research experience. Through hands-on experimentation in the chemistry laboratories, students gain valuable experience in a specific area of chemistry. They will have opportunities to present their research at local and national conferences and symposia, engaging fellow students and researchers from across the D'Youville College community to across the nation.

Chemistry B.S.

Overview

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

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

B.S. Program

Students are required to take the following courses with their corresponding laboratories: General Chemistry I (CHE-101), General Chemistry II (CHE-102), Organic Chemistry (CHE-219), Organic Chemistry II (CHE-220), Biochemistry (CHE-303), Physical Chemistry I (CHE-311), Physical Chemistry II (CHE-312), Analytical Chemistry (CHE-331), Instrumental Analysis (CHE-332) and Inorganic Chemistry (CHE-401). In addition, the student must choose to take either Spectroscopy (CHE-412) or Survey of Organometallic Chemistry (CHE-421). Other required courses include the following: General Physics I (PHY-101), Gen Physics Lab I (PHY-101L), General Physics (PHY-102), Gen Physics Lab II (PHY-102L), Calculus I (MAT-125), Calculus II (MAT-126), Calculus III (MAT-202) and a CSC course.

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

Program Requirements

Students within the department must maintain a minimum of 2.0 G.P.A. in courses taken at D'Youville in coursework required for their major. Students who fail to earn this G.P.A. will be placed on probation in the major. Probation may continue for a maximum of three consecutive semesters or a total of four nonconsecutive semesters. Students who exceed these limits will be dismissed from the major. Students may appeal these decisions on academic status by submitting, in writing to the department chairperson, reasons why exceptional consideration may be justified.

Course Requirements for the Major

Code	Title	Credits
	General Education Requirements	30
	Chemistry courses	42
	Additional mathematics and natural science courses	23
	Liberal Arts and Science Electives	27
	Total Credits	122

In the Specific Areas of Concentration

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
CHE-220	Organic Chemistry II	3

CHE-220L	Organic Chemistry II Lab	1
CHE-303	Biochemistry	3
CHE-303L	Biochemistry Laboratory	1
CHE-311	Physical Chemistry I	3
CHE-311L	Physical Chemistry I Lab	1
CHE-312	Physical Chemistry II	3
CHE-312L	Physical Chemistry II Lab	1
CHE-331	Analytical Chemistry	4
CHE-332	Instrumental Analysis	4
CHE-401	Inorganic Chemistry	3
Select one of the following electives:		3
CHE-351	Medicinal Chemistry	
CHE-412	Spectroscopy	
CHE-421	Survey of Organometallic Chemistry	
Total Credits		42

In Other Academic Areas Required for the Major

Code	Title	Credits
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
PHY-102	General Physics	3
PHY-102L	Gen Physics Lab II	1
MAT-125	Calculus I	4
MAT-126	Calculus II	4
MAT-202	Calculus III	4
Select one elective from the following:		3
CSC-110	Computers and Computing	
CSC-120	Computers & Electronic Health Records	
CSC-151	Introduction to Programming I	
CSC-389	Special Topics	
Total Credits		23

Admission into the B.S. in chemistry program requires a minimum SAT score of 1080 (or ACT of 21), a high school average of 85 percent and a rank in the top 50 percent of one's class. Transfer students are required to have a minimum G.P.A. of 2.5.

Educational Leadership

D'Youville's Educational Leadership students gain real-world research and policy analysis experience that confronts key challenges faced by educational institutions. Students also make life-changing connections with fellow peers in the doctoral program, who serve in a variety of administrative and leadership positions throughout the region. The network of EDL alumni is growing and provides an impressive range of opportunities for research and professional growth.

Through disciplined discussions, student presentations at regional and national conferences, awards dinners and social seminars, students engage with peers, faculty, local and regional leaders and researchers. Coursework not only includes the traditional academic paper which prepares students for the dissertation, but also incorporates the crafting of policy briefs and other projects that apply classroom learning to the student's practice site and the education profession at large.

Our graduates go on to advance their careers, with many now occupying senior leadership positions in K12 and post-secondary educational

institutions; many conduct nationally recognized research, are noted policy analysts, and innovators of educational practice.

Our program can be completed part-time or full-time and is ideal for working professionals who want to give their career a boost. Most courses are offered during evenings, using a hybrid (50% online format), with many offered during the summer.

Educational Leadership Ed.D.

Through this program, educational professionals are prepared to confront leadership challenges and engage in effective research, policy analysis, and formulation. Graduates serve as leaders in a variety of teaching, research and administrative contexts across the P-16 education continuum.

This powerful, dynamic, and supportive doctoral program is designed to provide extensive preparation in educational theory, policy analysis, administration and applied research. The curricular design offers the opportunity for students to focus on higher education or K-12 leadership, and culminates in the dissertation. The program utilizes a delivery system that is sensitive to the professional demands on education practitioners by offering hybrid, evening, and summer coursework. Dissertations are driven by student interests, and professional and community needs.

The curriculum involves 50 hours of doctoral-level coursework beyond the master's degree. It is comprised of 17 courses including dissertation research, writing, and defense.

Code	Title	Credits
	Credits required for EdD courses	50
	Transfer Credits	40
	Total Credits	90

Course Requirements for the Program

Research Core

Code	Title	Credits
EDL-732	Advanced Statistics & Lab	4
EDL-733	Quantitative Research Design	3
EDL-734	Qualitative Research Design	3
EDL-735	Case Study Method and Design	3
	Total Credits	13

Academic Core

Code	Title	Credits
EDL-731	Doctoral Seminar	3
EDL-737	Inequality and Education	3
EDL-738	History & Future of Education Reform	3
EDL-739	Cultural Perspectives in Education	3
	Total Credits	12

K-12 Professional Core

Code	Title	Credits
ELK-741	K-12 Education Governance, Law & Policy.	3
ELK-742	Education Finance & Planning	3
ELK-743	School-Community Relations	3
ELK-744	Curriculum, Instruction & Assessment Of Learning	3

ELK-745	Applied Research Practicum I	3
ELK-746	Applied Research Practicum II	3
	Total Credits	18

Higher Education Professional Core

Code	Title	Credits
ELH-741	Higher Education Governance, Law and Policy	3
ELH-742	Higher Education & Strategic Planning	3
ELH-743	Higher Education Curriculum	3
ELH-744	Program Evaluation and Outcomes Assessment	3
ELH-745	Applied Research Practicum I	3
ELH-746	Applied Research Practicum II	3
	Total Credits	18

No dissertation core courses can be taken until the Comprehensive Exam has been completed successfully.

Dissertation Core

Code	Title	Credits
EDL-752	Dissertation Proposal I	3
EDL-753	Dissertation Proposal II	2
EDL-831	Dissertation Guidance	4
	Total Credits	9

Additional Requirements

In addition to the course work, students are also required to complete the following:

- Complete the Comprehensive Examination at the completion of all coursework prerequisite to the dissertation. Students must successfully pass the comprehensive examination before proceeding to take Dissertation Proposal I (EDL-752).
- Present a defense of the dissertation proposal and completed dissertation. (See the dissertation handbook for a detailed presentation of the dissertation requirement.)

Academic Regulations

In addition to the general academic regulations for graduate programs, the following regulations apply for this doctoral program:

- Doctoral students are required to receive a grade of B or higher in all courses in the educational leadership curriculum. Students who receive less than a B (B-, C+, etc.) will not only have to repeat that course, but will also be placed on academic probation (see section on academic probation). Grades of U, or unsatisfactory, are considered to be grades below a B for all policies that contain reference to grades of B- or below for doctoral coursework. A course may be repeated one time only. The original grade will be replaced by the second grade whether higher or lower. Students who receive a grade of B- or below twice for the same course will be dismissed from the program.

Academic Probation

Students enrolled in the doctoral programs who receive a grade of B- or below will be notified in writing that they have been placed on academic probation. Academic probation will then apply to the next semester of their enrollment, including summer semesters. Students who have been placed on academic probation must successfully complete all

coursework with grades of B or higher in the next semester of their enrollment in order to be removed from academic probation. Students who have been placed on academic probation, and receive a grade of B- or below for any course taken in the next semester of their enrollment, will be dismissed from the program.

Students who are taking coursework, and are carrying an "I" (Incomplete) grade from any previous doctoral coursework, and who have a grade of B- or below submitted to replace any I grade, will immediately be placed on academic probation for the current semester of their enrollment.

Doctoral Policies on Student Misconduct

In addition to the college's policy regarding academic integrity, students enrolled in the educational leadership doctoral program are expected to demonstrate the highest standards of personal behavior and professional conduct in academic and educational environments. Dishonesty or misconduct in any form, whether academic or professional, will not be tolerated by program faculty. Unprofessional behavior in any educational setting, including any on- or off-campus experiences related to the research practicum or dissertation, may result in failure of the course regardless of the mastery of all other course requirements, and may result in dismissal from the program.

The director of the Educational Leadership doctoral program will convene and refer any and all allegations of misconduct to the Educational Leadership program's student misconduct review committee upon written notification of any type of misconduct identified by program faculty. At least two doctoral faculty not involved in the charge(s) of misconduct will be included on the committee. After a careful review of the charge(s), which includes providing the student an opportunity to present the student's case before the committee, the committee will render, in writing, a decision to the director of the Educational Leadership doctoral program, who will in turn inform the student of the committee's decision.

Students may appeal the committee's decision to the director of the Educational Leadership doctoral program.

Application Requirements

Prospective applicants must forward the following materials to the graduate admissions office:

- A completed application with a nonrefundable application fee.
- Official undergraduate and graduate transcripts of all institutions attended.
- Submission of any one of the following: GRE, GMAT, or LSAT scores (optional).

In addition to the application procedure, candidates must present the following:

- A completed master's degree in education or a related field.
- Evidence of leadership and professionalism in education or a related field.
- A minimum graduate grade point average of 3.5 (based on a 4.0 system).
- Two letters of professional recommendation.
- A written statement (1,000 - 1,500 words, including references) describing an educational problem that you would like to research if admitted to the program.

- One writing sample, including examples from within your graduate program coursework, or an individual scholarly publication.
- Professional resume or curriculum vitae.
- Students being considered for admission may be asked to come to campus to be interviewed by education leadership faculty.

Applications for admission are considered on a competitive basis; applicants meeting minimum requirements may not be admitted.

Provisional Admission

Applicants who do not meet the above criteria but have a graduate grade point average of at least 3.25 and show promise will be reviewed on an individual basis by the admissions committee and may be admitted provisionally. Students who are provisionally admitted will be immediately dismissed from the program should they receive a grade of B- or below for any of the first four courses in which they enroll.

Transferring Credits

Students may transfer up to 40 graduate credits with grades of B or better at the discretion of the program director. Credits must be from an accredited institution in courses appropriate to the program.

In the event applicants have fewer than 40 hours of prior graduate work, additional graduate-level courses will be necessary to complete the total required.

Humanities 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 Humanities department (<http://www.dyc.edu/academics/schools-and-departments/arts-sciences-education/departments/liberal-arts/>) offers degrees in English, global studies, history, liberal studies for education, psychology, sociology and philosophy. Requirements for these programs are listed in the courses of instruction section of this catalog. Courses are also offered in foreign languages, fine arts and religious studies.

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

English B.A.

Overview

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

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

internship allows a student to prepare application material to graduate school and/or to explore a career path.

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

English and Study Abroad at D'Youville College

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

The English degree curriculum is designed for maximum flexibility for students to develop their own course of study in partnership with their academic English faculty advisor. The path through the rest of the curriculum is individually designed to move students through basic skill sets to more advanced study and application of knowledge.

Code	Title	Credits
Major		39
Minor - Students are strongly encouraged to have a minor in another discipline		15
Liberal Arts and Science Electives		66
Total Credits		120

Course Requirements for the Major

Code	Title	Credits
ENG-237	Introduction to Literary Criticism	3
Select two of the following:		6
ENG-201	English Literature Beginnings to 1798	
ENG-202	19th and 20th Century English Literature	
ENG-211	American Literature Beginnings to 1865	
ENG-212	American Literature 1865 - Present	
ENG-302 or ENG-329	Shakespeare Major Author	3
ENG	Any four additional 200-level courses in ENG	12
ENG	Any four additional 300-400-level courses in ENG	12
Select one of the following:		3
One Free Elective		

ENG-444	Internship	
Total Credits		39

Note: Introduction to Literature: Acad Writing (ENG-111)-Humanities Seminar (ENG-112) are required of all students and do not count towards the major.

Admission Requirements

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 980 (or ACT equivalent score of 19)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

History B.A.

To fulfill the requirements for a bachelor of arts in history, students must complete the following history courses: Comparing World Civilizations (HIS-103), Growth of Western Culture (HIS-111), American History to 1865 (HIS-203), and American History Since 1865 (HIS-204); two courses in U.S. history; one course in European history; one non-Western history course; five history courses above American History Since 1865 (HIS-204) or in a related field as recommended by the student's advisor to fulfill a concentration focused on a geographical region, time period, or theme; three-credit hour senior research project and a minimum three-credit hour internship are also required.

Twelve credits must be completed in a related field (e.g., political science) or a structured minor (any discipline).

Students within the department must maintain a minimum 2.0 G.P.A. in courses taken at D'Youville in their major subject area.

A core requirement history course must be taken before any 300-level history course, unless the individual has a B average in high school social science.

Code	Title	Credits
Major		57
Liberal Arts and Science Electives		63
Total Credits		120

Course Requirements for the Major

Four courses from the History Core

Code	Title	Credits
HIS-103	Comparing World Civilizations	3
HIS-111	Growth of Western Culture	3
HIS-203	American History to 1865	3

HIS-204	American History Since 1865	3
Total Credits		12

Two United States History Courses

Code	Title	Credits
HIS	Any courses in US history except HIS-203 and HIS-204 fulfill the requirement	6
Total Credits		6

Two Non-United States History Courses

Code	Title	Credits
HIS	One course must be in European history and one must be non-Western history to fulfill the requirement. HIS-103 and HIS-111 do not fulfill this requirement	6
Total Credits		6

Five Upper-Division History Courses (Concentration)

Code	Title	Credits
HIS	Concentration in a US or Non-US history track may be focused on geographical region, time period, or theme in consultation with a History Department advisor	15
Total Credits		15

Code	Title	Credits
HIS-444	Internship	3
HIS-450	Senior Research Project	3
Total Credits		6

In other academic areas required for the major

Related field in one of the following:

Structured Minor

- Any discipline

Related Field

- Economics
- Foreign Languages
- Political Science

Admission Requirements

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 980 (or ACT equivalent score of 19)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

Philosophy B.A.

The philosophy program leads to the bachelor of arts degree in philosophy. Of the 33 credit hours in philosophy required for the major, six serve as the basic core: Ethics in Theory & Action (PHI-201), Logic and Reasoning (PHI-204), Wisdom, Justice and Happiness (PHI-280), Reason, Science and Religion in the Modern World (PHI-305), Enlightenment, Liberty and Progress in The Modern World (PHI-310), Senior Research (PHI-450) and Philosophical Methods (PHI-600). Twelve additional credit hours in philosophy must be taken, along with four support courses in a related field (e.g., business, accounting, management, computer science or any other area which supports a student's goals). A student may develop the philosophy major by completing 12 hours beyond the basic philosophy core. The 12 hours must include two courses at the 300 level and two courses at the 400 level. A minimum three credit hour internship is also required.

Philosophy Minor

Students may take a philosophy focus majoring while in another subject by completing 15 credit hours in philosophy. This set of philosophical courses requires registration in Ethics in Theory & Action (PHI-201) and Logic and Reasoning (PHI-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.

Code	Title	Credits
Major		45
Liberal Arts and Science Electives		75
Total Credits		120

Course Requirements for the Major In the specific areas of concentration

Code	Title	Credits
PHI-201	Ethics in Theory & Action	3
PHI-204	Logic and Reasoning	3
PHI-280	Wisdom, Justice and Happiness	3
PHI-305	Reason, Science and Religion in the Modern World	3
PHI-310	Enlightenment, Liberty and Progress in The Modern World	3
PHI-450	Senior Research	3
PHI-600	Philosophical Methods ¹	3
PHI	Four Electives (two at 300 level, two at 400 level)	12
PHI-444	Internship	3-12
Total Credits		36-45

¹ Undergraduate credit only will be awarded when taking course.

In other academic areas required for the major

Code	Title	Credits
PHI	Four Electives	12
Total Credits		12

Admission Requirements

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 980 (or ACT equivalent score of 19)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

Religious Studies B.A.

D'Youville College's Bachelor of Arts program in Religious Studies allows students to examine and explore one of the most pervasive and influential forces in society. From world religions – Judaism, Christianity, Islam, Buddhism, and Hinduism – to major ethical issues – abortion, LGBT rights, stem cell research, social justice, and poverty – students will develop the analytical writing and comprehension skills necessary for advanced careers.

Our compact, 36-credit program offers students the opportunity to cater their studies to their personal preferences as they plan for careers in law, education, ministry, and government, or to continue their education through graduate programs. Students are encouraged to explore a double major in fields such as Psychology, Philosophy, History, Dietetics, and more.

Code	Title	Credits
	Major	36
	Liberal Arts and Science Electives	84
	Total Credits	120

Course Requirements for the Major In the Specific Area of Concentration

Code	Title	Credits
RS-101	Introduction to the Bible	3
RS-102	Belief & Unbelief in the Brave New World	3
RS-209	Judaism, Christianity, and Islam	3
PHI-308	Eastern Philosophy	3
RS-211	Catholicism Today	3
RS	Six Religious Studies Electives	18
RS-444	Religious Studies Internship	3
	Total Credits	36

First Time Freshmen

D'Youville selects students who are academically well-rounded and committed to meeting the challenges of a high-quality education. If you have been successful in a traditional college preparatory program in high school, you should be well-prepared for the academic challenges at D'Youville.

Students entering D'Youville as a freshman must meet the following minimum entrance criteria:

High School Average	SAT + (or)	ACT
80	980	19

+ Score is based on the new SAT score format which went into effect in March 2016.

Our admitted freshman class profile

High school average: 85% attained a B or better

Class rank: 87% of students in the top 50 percent of their class or higher

Test Scores	25th Percentile	75th Percentile	Median
SAT Evidence-based Reading and Writing	460	590	530
SAT Math	510	590	550
SAT Composite	1010	1180	1090
ACT Composite	21	25	23

Transfer Students

Students entering D'Youville as a transfer student must meet the following entrance criteria:

- **Criteria for Admission:** Transfer students with a 2.5 cumulative GPA or higher will be considered for admission.
- **Average Cumulative GPA:** 3.26

Review the steps to apply for admission (<https://catalog.dyouville.edu/admissions/transfer/>) to D'Youville as a transfer student.

Spanish B.A.

As the official language of 20 countries around the world, a foundation in Spanish opens the doors to a wealth of opportunities at home and abroad. Students in the 4-year Spanish BA program will learn about Hispanic communities of the world through coursework, internship experiences, and service opportunities.

Spanish is a global language that extends to a diverse set of cultures and countries, and students in the program will be fully-immersed in the various varieties of Spanish spoken around the world. Students will gain a deep knowledge of the language, history, culture, and literature of the Spanish-speaking world as they learn about the values, customs, and beliefs that frame the various rich and dynamic Hispanic cultures.

Dual Major

At 41 credit hours, the Spanish BA major is a compact major that allows you to pursue a dual major in any other BA major field of study offered at D'Youville. And a second major opens even more opportunities in fields like business, government, politics, education, or the non-profit world.

Code	Title	Credits
	Major	41
	Liberal Arts and Science Electives	79
	Total Credits	120

Course Requirements for the Major

Code	Title	Credits
Select one of the following: ¹		3-6
SPA-101 & SPA-102	Beginner Spanish I and Beginner Spanish II	
SPA-103	Transitional Beginner Spanish	
SPA-104	Spanish for Heritage Speakers	
SPA-201	Intermediate Spanish I	3
SPA-202	Intermediate Spanish II	3
SPA-211	Conversation and Composition I	3
SPA-212 or SPA-213	Spanish Conversation and Composition II Int Spanish, Latin Amer & Us Hispanic Lit	3
SPA	Three SPA 300-level electives	9
SPA-400 or SPA-401	Spanish Internship DYC Spanish Study Abroad Seminar	3
SPA-410	Spanish Senior Seminar	2
SPA	SPA electives ²	9
Total Credits		38-41

¹ All students will be required to complete the Spanish Language Assessment and Agreement form in order to place students in the appropriate level.

² For students beginning with Beginner Spanish I (SPA-101), this would equal 23 credit hours in foundation courses and six electives for a total of 41 credit hours. A minimum of three electives at the 300 level are also required. Students who place out of one or more of the required foundation hours will make up their hours by selecting more electives.

Freshmen Students

D'Youville selects students who are academically well-rounded and committed to meeting the challenges of a high-quality education. If you have been successful in a traditional college preparatory program in high school, you should be well-prepared for the academic challenges at D'Youville.

Students entering D'Youville as a freshman must meet the following minimum entrance criteria:

High School Average	SAT + (or)	ACT
80	980	19

+ Score is based on the new SAT score format which went into effect in March 2016.

Our admitted freshman class profile

High school average: 85% attained a B or better

Class rank: 87% of students in the top 50 percent of their class or higher

Test Scores	25th Percentile	75th Percentile	Median
SAT Evidence-based Reading and Writing ¹	460	590	530
SAT Math ¹	510	590	550
SAT Composite ¹	1010	1180	1090
ACT Composite ¹	21	25	23

¹ These scores reflect the new SAT score format, which went into effect in March 2016.

Transfer Students

Students entering D'Youville as a transfer student must meet the following entrance criteria:

- **Criteria for Admission:** Transfer students with a 2.5 cumulative GPA or higher will be considered for admission.
- **Average Cumulative GPA:** 3.26

Review the steps to apply for admission (<https://catalog.dyouville.edu/admissions/transfer/>) to D'Youville as a transfer student.

Social Science Department

The Department of Social Sciences at D'Youville College seeks to transmit knowledge to students and members of the community in order to promote the health, welfare, interpersonal tolerance and understanding of oneself, others, the community, and the world. Students are afforded an open and intimate learning environment for developing their critical thinking and interpersonal skills, and engage in ongoing self and professional exploration. In keeping with the mission of St. Marguerite D'Youville, concern for and service to the community are strongly encouraged.

The department offers majors in psychology and sociology, and minors in psychology, sociology, and medical sociology. In our exciting new curriculum, both psychology and sociology majors complete a joint cluster of courses consisting of the *Nuts and Bolts* of the social sciences. These courses include an introduction to the discipline, a two-semester professional development sequence, statistics and research methods in the social sciences, and two semesters of internship or service learning and senior seminar. Majors also complete four courses each from two course clusters chosen based on professional interests and goals. While many colleges and universities offer majors in the social sciences, D'Youville College is unique in providing ongoing, personalized guidance and mentorship in establishing clear professional goals and preparing for the transition into those professions. Yes, our students acquire the foundation of knowledge needed to continue their professional path, but they also find the support required to gain immediate employment in the field, admission to graduate programs, or both!

Psychology B.A.

D'Youville College has offered a B.A. in psychology since the fall of 2000. This program provides students with a strong foundation of psychological knowledge that is valuable in any career requiring critical thinking and thoughtful understanding. In addition, the curriculum is designed to provide the student with ongoing guidance in the establishment and attainment of professional goals. The student will be well prepared to gain employment or admission to graduate programs in psychology or related fields.

During the first two years of the program, students complete general education core courses in the arts, humanities and sciences, and program core courses in the foundation areas of psychology. These core courses prepare the student for advanced study.

In the last two years of the program, students are required to complete seven upper-level psychology electives within content areas including developmental, physiological, social, abnormal, cognitive or personality

psychology. Students are required to complete a minimum of two electives at the 400-level to provide familiarity with peer-reviewed sources, but may choose electives in any content areas that are in keeping with their academic or professional interests. Students are also required to complete two semesters of internship and its corequisite senior seminar during their senior year. Students may choose internships in human or social service, forensic/legal, research, medical, school or other placements that are consistent with their goals and interests and approved by the college. All students will spend a minimum of approximately 15 hours per week in internship-related activities. In the senior seminar, students discuss issues pertaining to their internship experiences and professional development (e.g., ethics, supervision, cultural diversity, applying to graduate school) that culminates in the development of a senior paper. The senior experience is designed to enhance the student's studies in psychology, career development and preparation for graduate study or vocational placement.

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 General Psychology (PSY-101), two of the following courses: Lifespan Development (PSY-203), Physiological Psychology (PSY-204), Social Psychology (PSY-205), Abnormal Psychology (PSY-206), Cognitive Psychology (PSY-207), Personality (PSY-208); and two additional three-credit psychology electives at any level.

Code	Title	Credits
	Liberal Arts and Science Electives	58
	Required Psychology courses	41
	Elective Psychology courses	21
	Total Credits	120

Course Requirements for the Major

Psychology courses required by program

Code	Title	Credits
PSY-101	General Psychology	3
SOS-201	Social Science Professions I	1
SOS-202	Social Science Professions II	1
SOS-301	Statistics in the Social Scien	3
SOS-302	Research Methods in Social Sciences	3
SOS-401	Social Sciences Internship I	4
SOS-402	Senior Seminar I	2
SOS-403	Social Sciences Internship II	4
SOS-404	Senior Seminar II	2
	Total Credits	23

Seven additional psychology elective courses are required, with courses chosen from at least four of the following fundamental areas and including at least two courses at the 400-level.

Choose 4 courses form each of the two clusters below:

Development of the Person

Code	Title	Credits
PSY-203	Lifespan Development	3
PSY-311	Child Development	3
PSY-312	Adolescent Development	3
PSY-353	Adult Development	3
PSY-414	Language	3
PSY-453	Developmental Psychopathology	3
PHI-214	Challenges of Death	3
RS-315	Spirituality in Human Experience	3
PSY-419	Topics in Development	3
	Total Credits	27

Behavioral and Mental Health

Code	Title	Credits
PSY-206	Abnormal Psychology	3
PSY-314	Health Psychology	3
PSY-356	Theories of Counseling	3
PSY-366	Psychological Testing	3
PSY-411	Clinical Interviewing	3
PSY-456	Behavior Modifications	3
ESS-101	Introduction to Exercise and Sports Studies	3
PH-301	Health Behavior	3
PSY-417	Topics in Behavioral and Mental	3
	Total Credits	27

Brain and Body

Code	Title	Credits
PSY-204	Physiological Psychology	3
PSY-207	Cognitive Psychology	3
PSY-344	Animal Behavior	3
PSY-357	Sensation and Perception	3
PSY-454	Drugs and Behavior	3
PSY-457	Learning & Memory	3
BIO-105	Human Biology	4
BIO-105L	Human Biology Lab	0
BIO-117	Drugs and Disease	3
PSY-418	Topics in Brain and Body	3
	Total Credits	28

Personality

Code	Title	Credits
PSY-208	Personality	3
PSY-315	Intelligence	3
PSY-319	Self and Identity	3
PSY-367	Psychology of Consciousness	3
PSY-455	Multicultural Psychology	3
PSY-458	Psychology of Gender	3
PHI-101	Philosophy & the Human Condition	3
BIO-105	Human Biology	4

BIO-105L	Human Biology Lab	0
PSY-422	Topics in Personality	3
Total Credits		28

Personal Growth

Code	Title	Credits
PSY-212	Personal Growth	3
PSY-316	Close Relationships	3
PSY-317	Emotions and Motivation	3
PSY-368	Stress & Adjustment	3
PSY-412	Goal Setting and Decision Making	3
PSY-425	The Science of Wellbeing	3
PHI-210	Freedom, Death, and Meaning	3
RS-315	Spirituality in Human Experience	3
PSY-421	Topics in Personal Growth	3
Total Credits		27

Law, the Person, and Society

Code	Title	Credits
SOC-201	Social Problems	3
PSY-206	Abnormal Psychology	3
SOC-301	Deviance and Society	3
PSY-365	Psychology and the Legal System	3
SOC-405	Drugs and Society	3
PSY-413	Criminal Behavior	3
HIS-330	History of Constitutional Law	3
PSY-413	Criminal Behavior	3
HIS-330	History of Constitutional Law	3
PHI-204	Logic and Reasoning	3
PSY-423	Topics in Law, the Person, and Society	3
or SOC-415	Topics in Law, the Person and Society	

Media, the Person, and Society

Code	Title	Credits
PSY-205	Social Psychology	3
SOC-202	Media and Society	3
PSY-313	Consumer Behavior	3
SOC-304	Media Literacy	3
PSY-415	Mass Communication	3
SOC-407	Social Media	3
FA-331	Media and Culture	3
PHI-211	Technology and Society	3
PSY-420	Topics in Media, the Person, Society	3
or SOC-416	Topics in Work, the Person and Society	
Total Credits		27

Work, the Person, and Society

Code	Title	Credits
PSY-211	Working on a Team	3
SOC-206	Sociology of Work	3
PSY-318	Industrial and Organizational Psychology	3
PSY-416	Motivation in the Workplace	3
SOC-403	American Labor Movement	3

MGT-304	Communicating in Organizations	3
MGT-350	Leadership	3
PSY-424	Topics in Work, the Person, and Society	3
or SOC-416	Topics in Work, the Person and Society	

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.

1. Grade and G.P.A. requirements
 - a. Freshman academic requirements:
 - i. Students must maintain a semester and cumulative average of a minimum of 2.0.
 - ii. Students must maintain a minimum grade of C in courses required for the major.
 - iii. 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).
 - iv. 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.
 - b. Sophomore, junior and senior academic requirements:
 - i. Students must maintain a semester and cumulative average of a minimum of 2.33.
 - ii. Students must maintain a minimum grade of C in all courses required for the major.
 - iii. Students who fail to meet these requirements are placed on program probation where they will remain for two fulltime semesters (see B.1 and B.2, Probationary Standing).
 - iv. Students are permitted to repeat a course once. Permission to repeat a course must be obtained from the faculty in that course on a space-available basis.
 - c. Psychology elective academic requirements
 - i. Students must achieve a C or better in seven psychology electives covering at least four areas and with at least two at the 400 level.
 - ii. 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)
2. Probationary standing:
 - a. Students who are placed on program probation have the following limitations:
 - i. Students who are placed on probation will be limited to no more than 13 credit hours per semester.
 - ii. 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.
 - iii. Students with probationary status must have the permission of the internship supervisor before registering for Psychology Internship I (PSY-469)/Senior Seminar I (PSY-489) or Psychology Internship II (PSY-470)/Senior Seminar II (PSY-490). 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.

- b. Students on program probation are required to meet the following conditions in two full-time semesters or be dismissed from the program:
 - i. Freshmen must maintain a semester and cumulative average of a minimum of 2.0
 - ii. Sophomores, juniors, and seniors must maintain a semester and cumulative average of a minimum of 2.33
 - iii. 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
 - iv. All students must maintain a minimum grade of C in all courses required in the major.
- c. Previously dismissed students who reapply and are re-accepted into the program will be on program probation for two full-time semesters.

Admission Requirements

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 980 (or ACT equivalent score of 19)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

Sociology B.A.

The mission of the sociology program is to consider the notion of power and the complex ways in which humans make meaning. Sociology students explore the relationships between individuals and social institutions, with a focus on societal diversity. At the core of the program is the emphasis on human rights, and the belief that all individuals deserve a life of dignity and equality. From the investigation of daily interactions to the study of broadbased global social movements, the program accentuates a concern for social justice along lines of social class, race, ethnicity, gender and so forth. The program stresses the importance of devising solutions to social problems. Students are exposed to the substantive areas within the discipline, and within courses they develop skills in critical thinking, data collection and interpretation, policy analysis and oral and written communication. They graduate from the program with a deeper sense of self and a richer and more meaningful sense of one's place in society.

Students pursue careers and graduate school in areas in which they can be of service to others. Graduates pursue a wide range of careers, for example, in government, public policy, criminal justice, social activism, law, human services, health care administration, counseling and human resources. A degree in sociology also provides excellent preparation for graduate study in sociology and a variety of applied or related areas including law, public policy, urban and community planning, health care

administration, social work, social research, health research, market research and education.

The sociology major is organized to provide a firm grounding in the discipline. The sociology courses at the 100-level introduce students to the basic concepts and analytical tools used in sociology. Courses at the 200-level provide exposure to theory, methods of research and concentration upon particular social processes. The upper-level courses present opportunities for in-depth investigation of particular social problems, institutions or sub-fields. The Special Topics 420 course is always changing in terms of focus to reflect current issues. Every student must complete an internship in either their junior or senior year. Students have worked on internships for instance in public health policy, human rights, education, government, public service and in medical institutions. Unique to the program, at the upper course level, the major offers an applied urban case study opportunity in which students undertake an intense, micro-sty of problems in a specific urban center.

To complete the program, students must fulfill a 27-credit sociology sequence composed of Principles of Sociology (SOC-101), Social Problems (SOC-201), Social Theory (SOC-203), Social Change (SOC-211), Research Methods in Sociology (SOC-215), Sociology of Human Rights (SOC-342), Senior Project (SOC-410), Internship (SOC-444), and Who Rules the World? (SOC-490). In addition, students must satisfy 12 credits of sociology electives, and have a related field or minor of at least 12 credits. A minimum grade of C+ must be earned in each required course in the sociology major or the course must be repeated.

Code	Title	Credits
	Major	51-60
	Liberal Arts and Science Electives	69
	Total Credits	120-129

Course Requirements for the Major In the specific areas of concentration

Code	Title	Credits
SOC-101	Principles of Sociology	3
SOS-201	Social Science Professions I	1
SOS-202	Social Science Professions II	1
SOS-301	Statistics in the Social Scien	3
SOS-302	Research Methods in Social Sciences	3
SOS-401	Social Sciences Internship I	4
SOS-402	Senior Seminar I	2
SOS-403	Social Sciences Internship II	4
SOS-404	Senior Seminar II	2
	Total Credits	23

SOCIOLOGY COURSE CLUSTERS – Choose 4 courses each from two clusters below – 24 credits

Medical Sociology

Code	Title	Credits
SOC-222	Health, Illness and Society	3
SOC-309	Soc of Disability & Rehabilitation	3
SOC-313	Health Disparities	3
SOC-316	Social Policy for Better Health	3
SOC-400	Social Epidemiology	3
SOC-405	Drugs and Society	3

PHI-301	Knowledge and Reality	3
PH-306	Population Health	3
SOC-412	Topics in Medical Sociology	3

Stratification and Inequality

Code	Title	Credits
SOC-201	Social Problems	3
SOC-204	Social Stratification	3
SOC-302	Gender	3
SOC-305	Race and Ethnicity	3
SOC-313	Health Disparities	3
SOC-406	Global Issues	3
PSC-201	American Government & Economics	3
PHI-306	Social & Political Philosophy	3
SOC-414	Topics in Stratification and Inequality	3

Activism and Social Justice

Code	Title	Credits
SOC-201	Social Problems	3
SOC-211	Social Change	3
SOC-315	Social Inquiry and Activism	3
SOC-342	Sociology of Human Rights	3
SOC-404	Collective Action	3
SOC-406	Global Issues	3
FA-236	Writing for Social Justice	3
PSC-349	Political Activism	3
SOC-409	Topics in Activism and Social Justice	3

Activism and Social Justice

Code	Title	Credits
SOC-204	Social Stratification	3
SOC-222	Health, Illness and Society	3
SOC-311	Families	3
SOC-312	Sociology of Sports and Phys Activity	3
SOC-417	Sociology of Education	3
SOC-490	Who Rules the World?	3
FA-331	Media and Culture	3
RS-102	Belief & Unbelief in the Brave New World	3
SOC-413	Topics in Social Institutions	3

Law, the Person, and Society

Code	Title	Credits
SOC-201	Social Problems	3
PSY-206	Abnormal Psychology	3
SOC-301	Deviance and Society	3
PSY-365	Psychology and the Legal System	3
SOC-405	Drugs and Society	3
PSY-413	Criminal Behavior	3
HIS-330	History of Constitutional Law	3
PHI-204	Logic and Reasoning	3
or SOC-415	Topics in Law, the Person and Society	

Media, the Person, and Society

Code	Title	Credits
PSY-205	Social Psychology	3
SOC-202	Media and Society	3
PSY-313	Consumer Behavior	3
SOC-304	Media Literacy	3
PSY-425	The Science of Wellbeing	3
SOC-407	Social Media	3
FA-331	Media and Culture	3
PHI-211	Technology and Society	3
or SOC-411	Topics in Media, the Person and Society	

Work, the Person, and Society

Code	Title	Credits
PSY-211	Working on a Team	3
SOC-206	Sociology of Work	3
PSY-318	Industrial and Organizational Psychology	3
SOC-320	Inequality in the Labor Force	3
PSY-416	Motivation in the Workplace	3
SOC-403	American Labor Movement	3
MGT-304	Communicating in Organizations	3
MGT-350	Leadership	3
or SOC-416	Topics in Work, the Person and Society	

Admission Requirements

Freshman Admission

Applicants must meet the following three criteria:

1. Combined SAT scores of at least 980 (or ACT equivalent score of 19)
2. A high school average of at least 80 percent
3. A high school rank in the upper half of the class

Transfer Admission

Students must have a minimum G.P.A. of 2.33. Transfer credits will be determined on a case-by-case basis to assess adaptability to curriculum requirements.

Each student accepted into the program must submit a letter of intent prior to course registration.

Other Academic Programs

D'Youville provides the following academic programs to interested students.

School of Health Professions

Educating future healthcare professionals.

The School of Health Professions is driven by academic excellence while educating tomorrow's leaders to be service-minded professionals focused on the health and well-being of society.

The seven academic departments and programs within the School of Health Professions are recognized for outstanding academic programs and innovative research.

Chiropractic Department

The Doctor of Chiropractic Program (DCP) leads to a doctoral level professional degree. The chiropractic curriculum emphasizes the development of chiropractic skills in diagnosis and treatment of neuromusculoskeletal conditions and the application of research methodologies in an integrative evidence-informed practice model. While utilizing the latest technology, our skilled and experienced faculty work alongside students through didactic and online lectures, clinical skills, labs, and diverse internship rotations over a period of 11 terms. In preparation for success as part of a collaborative healthcare team, students participate in the cutting edge Interprofessional Education and Simulation Center, gaining exposure to emulated, realistic patient scenarios in the safety of a controlled environment. The internship and preceptorship experiences include approximately 30-35 hours per week at a variety of clinical settings including, but not limited to, the D'Youville campus clinic, integrative private practices, and hospital-based clinical experiences. Preceptorships are offered in the last term to supplement the clinical education, during which students gain further practical experience across a wide offering of practice environments.

The program is approved by the New York Board of Regents and is registered with the New York State Education Department. The doctor of chiropractic degree program at D'Youville College is awarded programmatic accreditation by the:

Council on Chiropractic Education (<http://www.cce-usa.org/>)
8049 North 85th Way
Scottsdale, AZ, 85258-4321

Tel: (480) 433-8877
Website: <http://www.cce-usa.org>.

Individuals with complaints about compliance of the program with the CCE Standards should be directed to the CCE at the above address. Students who successfully complete the doctor of chiropractic program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations. Graduates who pass the NBCE examinations may apply for licensure in all states. Students are advised that some states may have additional or special requirements that must be met in order to obtain licensure in that state. For example, some states currently require a baccalaureate degree in addition to a doctor of chiropractic degree to apply for licensure. In some cases, the baccalaureate degree must be earned prior to entering the chiropractic program. In other cases, the baccalaureate degree may be earned concurrently with the doctor of chiropractic degree. Individual state requirements for chiropractic licensure are subject to change. New York state requires specific undergraduate courses and green card/citizenship in order to qualify for New York state licensure. Please see <http://www.nysed.gov> for specifics.

Chiropractic D.C.

Overview

The Doctor of Chiropractic Program (DCP) leads to a doctoral level professional degree. The chiropractic curriculum emphasizes the development of chiropractic skills in diagnosis and treatment of neuromusculoskeletal conditions and the application of research methodologies in an integrative evidence-informed practice model. While utilizing the latest technology, our skilled and experienced faculty work alongside students through didactic and online lectures, clinical skills, labs, and diverse internship rotations over a period of 11 terms.

In preparation for success as part of a collaborative healthcare team, students participate in the cutting edge Interprofessional Education and Simulation Center, gaining exposure to emulated, realistic patient scenarios in the safety of a controlled environment. The internship and preceptorship experiences include approximately 30-35 hours per week at a variety of clinical settings including, but not limited to, the D'Youville campus clinic, integrative private practices, and hospital-based clinical experiences. Preceptorships are offered in the last term to supplement the clinical education, during which students gain further practical experience across a wide offering of practice environments.

Program Mission Statement

The Department of Chiropractic of D'Youville, through quality academics, research, scholarship and service, prepares future and existing doctors of chiropractic as primary health care practitioners and spinal specialists, and for a significant role among the health professions.

Vision Statement

The D'Youville Department of Chiropractic faculty, students and alumni are actively engaged with the chiropractic profession and the wider world, influencing both through education, research, and service. As a result, members of the chiropractic profession are respected partners with all other health care professions in the delivery of direct services to patients, the implementation and development of patient-centered best practice protocols, and the use of integrative clinical management strategies that improve health outcomes.

Strategic Intent

The Department of Chiropractic at D'Youville will be a recognized center of academic and clinical excellence in chiropractic education, practice and research, and the first choice for chiropractic students both nationally and internationally.

The Department of Chiropractic adheres to the core values and principles of D'Youville. In addition, we bring forward the following values as having particular importance to the department:

Core Values

- Evidence-based best practice is at the center of what the department teaches, and is the foundation of our research.
- Social responsibility is important to the profession and is demonstrated by contributing to the health and well-being of patients, the community, and at-risk populations through advocacy, education, volunteerism and service.
- Continuous quality improvement is the means to discovering best practices and providing the very best clinical and teaching outcomes.
- Collaboration with other departments and health professions is beneficial within the context of our mission and is fundamental to achieving our goals.

Accreditation

The program is approved by the New York Board of Regents and is registered with the New York State Education Department. The Doctor of Chiropractic degree program at D'Youville has been awarded full, eight-year programmatic accreditation by the:

Council on Chiropractic Education
8049 North 85th Way
Scottsdale, AZ, 85258-4321
Tel: (480) 433-8877

Website: <http://www.cce-usa.org>

Individuals with concerns about compliance of the program with the CCE Standards should be directed to the CCE at the above address. Students who successfully complete the Doctor of Chiropractic Program are eligible to sit for the National Board of Chiropractic Examiners (NBCE) and the Canadian Chiropractic Examining Board (CCEB) licensure examinations.

Doctor of Chiropractic (D.C.) Licensure

Students should be aware that graduation from an academic program does not guarantee licensure, registration, and/or board certification for entry into practice. It is the student's responsibility to check with the state licensure board in the jurisdiction(s) in which they wish to practice for any additional requirements that must be met for licensure in that state, and to meet those requirements if they desire to obtain licensure to practice in that state. For a complete list of individual state requirements please see <http://www.fclb.org> (<http://www.fclb.org/>).

Graduates who pass the NBCE examinations may apply for licensure in all states. Students are advised that some states may have additional or special requirements that must be met to obtain licensure in that state. Individual state requirements for chiropractic licensure are subject to change. New York State requires specific undergraduate courses and green card/citizenship to qualify for New York State licensure. Please see <http://www.nysed.gov> for specifics.

Required Courses

Code	Title	Credits
BIO-507L	Human Anatomy and Physiology Lab	1
BIO-508L	Human Anatomy & Physiology II Lab	1
BIO-603	Biochemistry	3
BIO-603L	Biochemistry Lab	1
BIO-607	Pathophysiology	3
BIO-608	Microbiology	3
BIO-608L	Microbiology Lab	1
BIO-610	Immunology	3
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
BIO-659	Advanced Physiology I	3
BIO-660	Advanced Physiology II	3
CHR-600L	Introduction to Chiropractic Lab	2
CHR-613	Pharmacology I	3
CHR-614	Pharmacology II	3
CHR-621	Physiologic Therapeutics	4
CHR-621L	Physiological Therapeutics Lab	1
CHR-623	Clinical Internship I	7
CHR-624	Clinical Internship II	7
CHR-625	Clinic Internship III Preceptorship	7
CHR-631	Biomechanics	3
CHR-633	Clinical Nutrition	2
CHR-634	Intro to Epidemiology & Public Health	3
CHR-635	Spinal Anatomy	3
CHR-635L	Spinal Anatomy Lab	1
CHR-636	Sports Injuries & Emergency Care	1
CHR-636L	Sports Injuries & Emergency Care Lab	2

CHR-637	Chiropractic Rehabilitation	2
CHR-637L	Chiropractic Rehabilitation Lab	3
CHR-638	Psychology for Health Care Professionals	3
CHR-639	History & Physical Examination	3
CHR-639L	History & Physical Examination Lab	2
CHR-640	Clinical Diagnosis	6
CHR-640L	Clinical Diagnosis Lab	1
CHR-641	Historical Foundations	1
CHR-642	Chiropractic Theories & Evolution Theories & Evolution of the Profession	1
CHR-644	Business Entrepreneurship	4
CHR-646	Geriatric & Special Needs Populations	2
CHR-647	Pediatrics & Women's Health	2
CHR-649L	Psychomotor Skills Lab	0.5
CHR-650	Adjustive Techniques I	1
CHR-650L	Adjustive Techniques I Lab	2
CHR-651	Adjustive Techniques II	1
CHR-651L	Adjustive Techniques II Lab	1
CHR-652	Adjustive Techniques III	1
CHR-652L	Adjustive Techniques III Lab	1
CHR-653	Adjustive Techniques IV	5
CHR-653L	Adjustive Techniques IV Lab	2
CHR-655	Adjustive Techniques VI	5
CHR-655L	Adjustive Techniques VI Lab	2
CHR-656	Clinical Neuroscience	4
CHR-656L	Clinical Neuroscience Lab	1
CHR-657	Applied Neurology	3
CHR-657L	Applied Neurology Lab	2
CHR-661	Diagnostic Imaging I	3
CHR-661L	Diagnostic Imaging Lab	0.5
CHR-662	Diagnostic Imaging II	4
CHR-662L	Diagnostic Imaging II Lab	2
CHR-663	Diagnostic Imaging III	4
CHR-663L	Diagnostic Imaging III Lab	2
CHR-664	Diagnostic Imaging IV	4
CHR-664L	Diagnostic Imaging IV Lab	2
CHR-665	Diagnostic Imaging V	2
CHR-665L	Diagnostic Imaging V Lab	1
CHR-670	Professional Communications	2
CHR-671L	EIP I: Information Literacy Lab	1
CHR-672	EIP II Resh Meth Design & Stats Intp	3
CHR-673	EIP III: Chiro Prin: Evid Inform Pract	3
CHR-674L	EIP IV: Journal Club Seminar	1
CHR-675	EIP V: Evidence-Informed Clinical Mgmt	4
CHR-675L	EIP V: Evidence-Informed Clin Mgmt Lab	1.5
CHR-676L	Introduction to Clinical Laboratory	1.5
HP-203	Medical Terminology	1
HSA-612	Culture in Healthcare	1
NTR-610	Nutrition and Health	3
NTR-611	Life Cycle Nutrition	3
NTR-612	Nutrition & Disease	2

PHI-609	Ethics in Health Care	3
Total Credits		193

Academic Regulations

Good Academic Standing

To be in good academic standing for the doctor of chiropractic program, student must meet following standards:

- A cumulative graduate quality point average (CQPA) at a 2.5 or above
- Individual class grades at C or above or a satisfactory (S)
- A course may be repeated one time only, unless a W has been received in which case the student will be allowed one more attempt at that course
- A student may be on probation no more than three terms consecutively during the entire graduate program
- Only if in the circumstance a course is not offered in the probationary period of three terms will the student be allowed to extend the academic probation for a fourth term.

Academic Probation

If a student fails to achieve the 2.5 CQPA or above, or receives a grade below a C or unsatisfactory grade (U) in the same course or another course, the Student Progress committee will place the student on academic probation for an additional term.

Dismissal

Students will be dismissed from the chiropractic program if cumulative quality point average (CQPA) and/or GPA of 2.5 or above is not achieved and/or a C or above or S achieved after the academic probationary period, then the student will be considered for dismissal due to lack of academic progress.

Appeals regarding any decisions made by the Student Progress Committee may be made by following the grievance procedures found at <http://www.dyc.edu/appeals> (<http://www.dyc.edu/appeals/>).

Disclaimer

Due to the continuing development of policies and curriculum for the department of chiropractic at the printing of this catalog: the department of chiropractic reserves the right to change and enforce said policies and curriculum post publication of this catalog. Students should contact the executive director of chiropractic programs for the most up to date information concerning the program and its policies.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at <http://www.dyc.edu/appeals> (<http://www.dyc.edu/appeals/>).

Admission Requirements

The Doctor of Chiropractic Program (DCP) admits students whose goals, abilities, and character are consistent with the DCP's mission, and who have completed a baccalaureate degree at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency. The overall GPA minimum requirement for admittance to the DCP must be a 2.50 /4.0.

Ninety (90) hours will include a minimum of 24 semester hours in life and physical science courses. Students must also have completed coursework in the following: biology, general chemistry, organic chemistry, and physics. These science courses will provide an adequate background for success in the DCP, and at least four of these courses will have a substantive laboratory component. The student's undergraduate preparation also includes a well-rounded general education program in the humanities and social sciences, and other coursework deemed relevant by the DCP for students to successfully complete the DCP curriculum. The minimum GPA for these 90 hours must be no less than 3.0 on a 4.0 scale.

A life science includes any branch of science that studies living organisms, their organization, life processes, and relationships to their environment. This would include areas of study such as, biology, ecology, medicine, anthropology, anatomy, physiology, microbiology and other similar areas of study. A physical science includes any branch of science that studies the nature and properties of energy and nonliving matter. This would include areas of study such as, physics, chemistry, astronomy, mathematics, statistics, and geology. Included in the list of acceptable science classes are those that combine these areas of study such as kinesiology, exercise science and biomechanics.

Students who have prior graduate-level coursework must demonstrate a minimum 2.5 graduate

GPA to be considered for admission into the DCP. Students who have been dismissed from a chiropractic program, including D'Youville's Doctor of Chiropractic Program, will not be considered for admission to the DCP.

Students Admitted to the D.C.P. From International Institutions

Each student admitted to begin the DCP on the basis of academic credentials from institutions outside the United States must meet the following requirements:

1. Provide evidence of proficiency in reading and writing in the English language, and an understanding of oral communication in English.
2. Demonstrate academic preparation equivalent to that possessed by beginning students admitted from United States institutions.
3. Provide evidence of proficiency in the subject matter of each course for which credits are accepted.
4. Provide evidence of having financial resources sufficient to complete at least one full year of full time attendance in the DCP.
5. Meet all applicable legal requirements for study in the United States.

Transfer Policies

Students transferring credits applicable to the DCP must meet the following requirements:

1. The applicant for transfer from another doctor of chiropractic program must meet the prerequisite admissions requirements detailed above.
2. Credits considered for transfer must have been awarded for graduate-level courses offered by an institution which is recognized by a national accrediting agency.
3. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.00 on a 4.00 scale or better will be considered for transfer credits. Courses recording a grade of

"pass", "satisfactory", or equivalent will not be considered for transfer credit.

4. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by D'Youville.
5. Credits accepted for transfer must have been awarded within five years of the date of admission with the exception that D'Youville may, at its discretion, accept older credits if the entering student holds an earned professional degree in one of the health sciences (e.g., D.C., MD, DO, DDS, DPM) or a graduate degree in an academic discipline closely related to the health sciences.
6. Credits accepted for transfer from institutions outside the United States must be accompanied by evidence of the individual student's proficiency in the subject matter of each course for which credits are accepted. Students may be required to take a challenge examination to demonstrate proficiency prior to transfer credit being awarded.
7. Transfer students must complete all of the internship requirements at D'Youville.
8. Transfer students may not transfer more than 50 percent of chiropractic-specific courses.
9. Transfer students must earn no less than 25 percent of the total credits required for the DC degree from D'Youville.

Performance Qualifications

Physical Requirements

Students should have adequate physical abilities, strength, and coordination necessary for appropriate execution of procedures related to patient care.

Sensory Requirements

Students must have the ability to utilize sensory information as necessary and appropriate toward the acquisition, analysis, and integration of knowledge as follows:

Visual

- ability to utilize visual observational skills, whether in the laboratory, classroom, or clinical setting, to the degree of being able to inspect a patient, use diagnostic instruments such as an otoscope and ophthalmoscope, interpret radiographs and other diagnostic images, and be able to accurately discern discolorations of the skin.

Auditory

- capacity to acquire information through auditory-based systems such as auscultation and percussion.

Touch

- ability to make determinations through palpation.

Smell

- ability to recognize that certain odors may be indicative of specific pathological conditions and to accurately identify odors and recognize the significance of a particular odor.

Technical Requirements

Cognitive

- ability to acquire, assess, analyze, and integrate information in varying settings and situations.
- ability to conceptualize three dimensional objects and their relationship to related structures and/or function.
- capacity to problem solve and to appropriately utilize knowledge and skill sets in novel situations.

- ability to demonstrate professionalism, decorum, and sound judgment as expected of a physician.

Communication

- have the ability to effectively communicate with individuals, notably patients, towards the objective of gathering and disseminating information.
- skill set necessary for clear, articulate, and coherent communication, including verbal and written with all involved individuals including other practitioners, faculty, and patients.

Dietetics Department

The Dietetics (p. 44) program is a five-year combined B.S./M.S. degree program which meets the knowledge requirements and competencies for entry-level practice as a Registered Dietitian Nutritionist (RDN). The Coordinated Program (CP) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics. Graduates are awarded a dual B.S./M.S. degree and are eligible to take the national examination to become a registered dietitian (RD) or a registered dietitian nutritionist (RDN).

Dietetics B.S./M.S.

The Dietetics Program is a five-year program which meets the knowledge requirements and competencies for entry-level practice as a Registered Dietitian Nutritionist (RDN). The program is divided into two phases: the pre-professional phase (years 1 through 3) and the ACEND® accredited Coordinated Program phase which begins in the summer term following year 3 of study. Students who maintain the college and department academic standards are guaranteed placement in the Coordinated Program. Maximum accreditation class size limit is thirty (30) students per cohort.

The Coordinated Program curriculum offers classroom instruction along with the 1200 hours of supervised practice required to become a RDN. Students gain practical experience in local facilities that support the development of professional skills in medical nutrition therapy, community nutrition and food service management. In addition, the program's concentration in Advanced Nutrition Practice provides higher level coursework and experiences in:

- Treating patients with complex conditions, such as trauma, pediatric hospitalizations, renal failure with complications and nutrition support
- Planning, developing and implementing nutrition intervention programs
- Developing and managing a nutrition business
- Planning and conducting research, including communicating findings of this research. Requirements for program completion include achieving a satisfactory grade in all required courses, completing a thesis and passing a comprehensive examination.

Students who complete all requirements are awarded both a B.S. and a M.S. degree in Dietetics at the time of graduation and are eligible to take the Commission on Dietetic Registration (CDR) national credentialing examination to become a RDN. The Dietetics Program has been approved and registered by the New York State Education Department. In New York State, graduates who obtain the RDN credential are eligible to apply to receive the Certified Dietitian/Nutritionist (CDN) credential. Each graduate receives a verification statement, which documents completion

of all academic, supervised practice and degree requirements for the Coordinated Program and D'Youville College.

Accreditation

The Coordinated Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) of the Academy of Nutrition and Dietetics. ACEND® can be contacted by:

Email: ACEND@eatright.org

Phone: 800/877-1600, ext. 5400

Mail: 120 South Riverside Plaza

Suite 2190, Chicago, IL 60606-6995

Website: <https://www.eatrightpro.org/acend> (<https://www.eatrightpro.org/acend/>)

Mission Statement

Recognizing the role of the Registered Dietitian Nutritionist (RDN) as the nutrition expert and the key role that nutrition plays in health and well-being, the Coordinated Program strives to serve the community by providing students with the knowledge, skills and experience to meet the challenges of the diverse and changing fields of dietetics. Our intent is to prepare entry-level registered dietitian nutritionists who will become leaders in their fields and fulfill prominent and varied professional roles.

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

Program Goals and Outcome Measures

Goal 1

Prepare graduates who are competent for entry-level practice as registered dietitian nutritionists and obtain employment in a variety of nutrition- and dietetics-related positions.

Outcome Measures:

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

Goal 2

Prepare graduates who demonstrate a commitment to professional growth, lifelong learning and service to the profession and community.

Outcome Measures:

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

Outcome data are available on request.

Code	Title	Credits
	Program	79
	Program requirements in other academic areas	41
	Liberal Arts and Sciences Requirements	48
	Total Credits	168

Course Requirements for the Program In the Specific Area of Concentration

Code	Title	Credits
DTC-101	Orientation to Dietetics	1
DTC-205	Food Science	3
DTC-210	Food and Culture	2
DTC-306	Principles of Nutrition	3
DTC-319	Nutritional Biochemistry	3
DTC-327	Nutrition Throughout the Life Cycle	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
DTC-409	Food Service Management I	2
DTC-409L	Quantity Food Preparation Lab	2
DTC-410	Food Service Management II	3
DTC-410SP	Food Service Management Supervised Practice	1
DTC-418	Introduction to Professional Practice	1
DTC-420	Introduction to Nutrition Care	3
DTC-420SP	Intro to Nutrition Supervised Practice	1
DTC-426	Nutrition Education & Counseling Methods	3
DTC-511	Medical Nutrition Therapy I	2
DTC-511SP	Medical Nutrition Therapy I Supervised Practice	3
DTC-512	Medical Nutrition Therapy II	2
DTC-512SP	Medical Nutrition Therapy II Supervised Practice	3
DTC-521	WIP Community Nutrition	3
DTC-521SP	Community Nutrition Supervised Practice I	2
DTC-522SP	Community Nutrition Supervised Practice II	1
DTC-524	The Nutrition Entrepreneur	3
DTC-600	Nutrition Theory & Practice	3
DTC-601	Research Methods in Dietetics	3
DTC-610	Dietetics Research Seminar	3
DTC-622	Professional Seminar	2
DTC-631	Advanced Nutrition Practice I	8
DTC-632	Advanced Nutrition Practice II	8
	Total Credits	79

In Other Academic Areas Required for this Program

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-209	Principles of Organic Chemistry	3
CHE-209L	Principles of Organic Chemistry Lab	1
CHE-219L	Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4

MGT-305	Principles of Management	3
HSA-613	Management in Healthcare Organizations	3
GRA-629	Thesis Advisement	3
Total Credits		42

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

The 5 year B.S./M.S. curriculum is composed of two phases which extend across five years. The pre-professional phase includes the first three years of study which is comprised of the prerequisites, liberal arts and science curriculum, and didactic preparation for future supervised practice experiences. The ACEND® accredited Coordinated Program professional phase begins the summer after the third year. The Coordinated Program includes continued didactic preparation, all supervised practice experiences (1200 hours), graduate level coursework and research requirement. Students who do not meet the program's academic and/or professional standards in the pre-professional phase will not be permitted to progress to the Coordinated Program. In addition to general college policies and regulations which apply to all students, academic regulations of the Dietetics Department are applicable to all students regardless of full-time or part-time status.

Dietetics Department Good Academic Standing – All Dietetic Students

1. Students must comply with the good academic standing as noted for their respective year in the program.
2. Students must meet all of the following: **minimum course requirements, overall cumulative GPA requirements, and semester cumulative GPA requirements** to remain in good academic standing. Any department required course may be repeated only once upon the recommendation of the dietetics faculty.
3. In addition to all college academic integrity policies, students are expected to maintain high standards of personal behavior and professional conduct in the academic and supervised practice environments.
4. Professional misconduct or unprofessional behavior in any setting may result in immediate dismissal from the program. Professional misconduct or unprofessional behavior in a course will result in failure of the course regardless of course mastery.
5. College policy regarding academic dishonesty will be followed.
6. As per college policy, students may repeat any course once. For any additional repeat of any course, permission must be recommended by the department chair and forwarded to the vice president for academic affairs or dean, as appropriate for a final decision.
7. Students who fail a course or do not meet minimum course requirements for a major at D'Youville College may only replace the failure by passing the course at D'Youville College. Only by special permission secured beforehand would a student be allowed to register off campus for a course failed at D'Youville College.
8. Students must successfully pass a comprehensive examination within course DTC-622 Professional Seminar.

Dietetics Department Good Academic Standing – Pre-Professional Phase

Students enrolled in years one, two and three of the dietetics curriculum must maintain:

1. An overall and semester cumulative grade point average (GPA) of at least 2.5 is required in years 1 and 2 of the program.
2. An overall and semester cumulative grade point average (GPA) of at least 3.0 is required in year 3 of the program.
3. A minimum of a C grade (2.0) in all pre-requisite courses for the dietetics major. All of the courses noted in this section must be completed prior to entering the Coordinated Program. These courses include:
 - BIO-107 Human Anatomy & Physiology I and Human Anatomy & Physiology Laboratory (BIO-107L)
 - Human Anatomy & Physiology II (BIO-108) and Human Anatomy & Physiology II Lab (BIO-108L)
 - Microbiology (BIO-208) and Microbiology Lab (BIO-208L)
 - Biochemistry (BIO-303) and Biochemistry Lab (BIO-303L)
 - General Chemistry I (CHE-101) and General Chemistry Laboratory (CHE-101L)
 - General Chemistry II (CHE-102) and General Chemistry Laboratory II (CHE-102L)
 - Principles of Organic Chemistry (CHE-209) and Principles of Organic Chemistry Lab (CHE-209L)
 - Introduction to Applied Statistics (MAT-123)
 - Principles of Management (MGT-305)
4. A 3.0 overall average in dietetics (DTC) courses. A minimum of a B- (2.67) grade is required in all dietetics courses at the 100-400 levels. These courses are:
 - Orientation to Dietetics (DTC-101)
 - Food Science (DTC-205)
 - Food and Culture (DTC-210)
 - Principles of Nutrition (DTC-306)
 - Nutritional Biochemistry (DTC-319)
 - Nutrition Throughout the Life Cycle (DTC-327)
 - Nutrition for Fitness & Athletic Performance (DTC-328)
 - Nutrition Education & Counseling Methods (DTC-426)

Dietetics Department Good Academic Standing – Professional Phase - Coordinated Program

The Coordinated Program begins in the summer term following year 3 of study. Students enrolled in the Coordinated Program must maintain:

1. Evidence of vaccinations/immunizations and annual history and physical examinations in compliance with Centers for Disease Control (CDC) recommendations for healthcare programs. Requirements **must be completed prior to the start** of the following courses: Intro to Nutrition Supervised Practice (DTC-420SP), Medical Nutrition Therapy I Supervised Practice (DTC-511SP), Medical Nutrition Therapy II Supervised Practice (DTC-512SP), Advanced Nutrition Practice I (DTC-631) and Advanced Nutrition Practice II (DTC-632). Students who do not provide evidence of vaccinations/immunizations, annual history, and physical examinations will not be allowed to enter any

supervised practice site which will result in a grade of Unsatisfactory (U) in the respective supervised practice course.

2. A minimum semester GPA of 3.0 is required throughout the Coordinated Program.
3. A minimum grade of B (3.0) is required in all 400, 500 and 600 level courses taken, both Dietetics and college-wide, during the Coordinated Program.
4. In Supervised Practice:
 - a. a minimum of a B grade (3.0), which is equivalent to an S (Satisfactory) grade, is required in the following courses: Food Service Management Supervised Practice (DTC-410SP), Intro to Nutrition Supervised Practice (DTC-420SP), Medical Nutrition Therapy I Supervised Practice (DTC-511SP), Medical Nutrition Therapy II Supervised Practice (DTC-512SP), Community Nutrition Supervised Practice I (DTC-521SP), Community Nutrition Supervised Practice II (DTC-522SP), Advanced Nutrition Practice I (DTC-631) and Advanced Nutrition Practice II (DTC-632).
 - b. a supervised practice course can be repeated only once on a space available basis
 - c. any student who must repeat coursework, decelerate or attend part-time must be aware that maximum accreditation class size limit is thirty (30) students per cohort. Actions such as these may alter the start date of the coordinated program cohort and the student's graduation date from the program. Changing to a new cohort and start date is done on a space available basis.
5. In Thesis Advisement (GRA-629):
 - a. Registration in Thesis Advisement (GRA-629) is required for students while completing research. A student is required to enroll in a three (3) credit Thesis Advisement (GRA-629) for research advisement.
 - b. If all coursework is complete, but the student has not completed the research requirements, they must continue to register for Thesis Advisement (GRA-629). Students must be registered during the semester in which they receive their graduate degree.
 - c. Students are expected to complete the BS/MS program in Dietetics within two (2) years of initial registration in Thesis Advisement (GRA-629) Thesis Advisement. Students who do not complete the program within this timeframe must petition for an extension of the time limit. Please refer to Graduate Catalog/ Completion of Master's Degree Requirements.
 - d. Students receiving a grade of unsatisfactory (U) in Thesis Advisement (GRA-629) must repeat the course and receive a grade of satisfactory (S) within two full-time semesters of the initial completion of the course.
 - e. Students receiving a second consecutive grade of unsatisfactory (U) in Thesis Advisement (GRA-629) will be dismissed from the program.
6. Recency of Coursework:
 - a. Professional Seminar (DTC-622) Professional Seminar, offered in the spring semester, must be taken within two (2) years of graduation. Students who have taken this course more than two (2) years before graduation must register for and repeat the course prior to graduating.
 - b. Relevant coursework and supervised practice experiences aligned with current ACEND-required Core Competencies and Program-Defined Concentration Competencies must be taken within five (5) years prior to degree conferral. Students who have taken a leave of absence, decelerated, received an extension to complete

the graduate degree will be required to retake coursework or supervised practice even if previously completed successfully.

Academic Probation and Dismissal

Dietetics academic policies are in addition to college policies as outlined in the current Undergraduate and/or Graduate catalogs. All student grades will be reviewed at the end of each marking period (fall, spring and/or summer) throughout all phases in the Dietetics program.

1. Any student who fails to achieve the required grades in any pre-professional phase (years 1, 2 and 3) course during any marking period (fall, spring and/or summer), will be placed on academic probation. This includes failure to meet the following standards:
 - a. An overall and semester cumulative grade point average (GPA) of at least 2.5 is required in years 1 and 2 of the program.
 - b. An overall and semester cumulative grade point average (GPA) of at least 3.0 is required in year 3 of the program.
 - c. A minimum of a C grade (2.0) in all pre-requisite courses for the dietetics major.
 - d. A 3.0 overall average in dietetics (DTC) courses.
 - e. A minimum of a B- (2.67) grade is required in all dietetics courses at the 100-400 levels. These courses are: Orientation to Dietetics (DTC-101), Food Science (DTC-205), Food and Culture (DTC-210), Principles of Nutrition (DTC-306), Nutrition Throughout the Life Cycle (DTC-327), Nutrition for Fitness & Athletic Performance (DTC-328), Nutrition Education & Counseling Methods (DTC-426).
2. Students must meet all of the following: minimum course requirements, overall cumulative GPA requirements, and semester cumulative GPA requirements as noted above to remain in good academic standing. Any department required course may be repeated only once upon the recommendation of the dietetics faculty.
3. Any student who fails to achieve the required grades in any Coordinated Program course during any marking period (fall, spring and/or summer), will be placed on academic probation. This includes failure to meet the following standards:
 - a. A minimum semester GPA of 3.0 is required throughout the Coordinated Program.
 - b. A minimum grade of B (3.0) is required in all 400, 500 and 600 level courses taken, both Dietetics and college-wide, during the Coordinated Program.
 - c. A minimum of a B grade (3.0), which is equivalent to an S (Satisfactory) grade, is required in the following courses: Food Service Management Supervised Practice (DTC-410SP), Intro to Nutrition Supervised Practice (DTC-420SP), Medical Nutrition Therapy I Supervised Practice (DTC-511SP), Medical Nutrition Therapy II Supervised Practice (DTC-512SP), Community Nutrition Supervised Practice I (DTC-521SP), Community Nutrition Supervised Practice II (DTC-522SP), Advanced Nutrition Practice I (DTC-631) and Advanced Nutrition Practice II (DTC-632). Students will be allowed to repeat only one of these courses.
 - d. Students receiving a grade of unsatisfactory (U) in Thesis Advisement (GRA-629) must repeat the course and receive a grade of satisfactory (S) within two full-time semesters of the initial completion of the course.
4. Students (full-time or part-time) who do not meet these academic standards will be placed on probation for the two (2) subsequent semesters that immediately follow the date of probation. The period of probation will be no longer than two (2) full-time semesters and includes any course work completed during the summer term.

5. Students who receive an unacceptable grade in a course required for the major must repeat the course and receive an acceptable grade within two (2) subsequent semesters of initially taking the course.
6. Students on academic probation must meet with his/her academic advisor within 30 days of the receipt of his/her letter to establish a written plan of correction. This plan will be maintained in the student's program file.
7. All students on probation must meet the academic standards for the program. Failure to meet academic standards will result in dismissal from the program.
8. A student who has not registered for consecutive semesters in the dietetics program (i.e. withdrawal, leave of absence, failure to register, etc.) and desires to return to the program must meet college requirements. In addition to meeting college requirements, the student must submit a personal statement requesting a return to the program prior to scheduling a personal interview with the dietetics department chair. This interview must be conducted before a decision can be rendered regarding continuing with the program. If allowed to continue with the program, the student will be accepted provisionally. While on provisional status, the student must meet all academic requirements of the program and college as detailed above for two (2) full-time semesters. Failure to meet any standard will result in immediate dismissal without probation.
9. A student who has been dismissed from the program and desires to return must reapply to the program through Undergraduate Admissions. Prior matriculation in the Dietetics Department does not guarantee future acceptance. The department chair will render the decision for acceptance to the program. Any student who must repeat coursework, decelerate or attend part-time must be aware that maximum accreditation class size limit is thirty (30) students per cohort. Actions such as these may alter the start date of the Coordinated Program and anticipated graduation date. Changing to a new cohort and start date is done on a space available basis.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, students must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/catalog/current/policies-procedures/academic-appeals-procedures.aspx>).

Costs of the Professional Phase - Coordinated Program

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

Additional Program Cost (2019-2020)

Item	Cost
Room & Board (on campus)	\$1,224
Academy Student Membership	\$58/year
Third-Year Summer Semester Textbooks	\$425
Fourth-Year Textbooks	\$775 - \$850
Fifth-Year Textbooks	\$750 - \$850
Clinical I.D. Badge	\$10
Lab coat, Dietetics polo shirt	\$40 - \$60

Transportation to SP site ¹	\$100/semester (summer)
Transportation to SP site ¹	\$175/semester (year 4)
Transportation to SP site ¹	\$350/semester (year 5)
Transportation Expenses and Parking	Variable: \$350 - \$500
Lab Fee (DTC 409L)	\$75
Poster Presentation Fee - Year 5	\$40
Health Professions Fee	\$75/semester
Physical/Medical Exam/ Immunizations	Variable: \$100 - \$375
Liability Insurance	\$50/semester
ServSafe® Certification	\$75 - \$100 (course book and online examination)
*Drug Testing/Background Checks	Variable: \$60 - \$70
MNYDA Student Membership - Optional	\$15
Student Dietetics Association Membership - Optional	\$10
Additional RD Exam Prep Materials - Optional	\$200 - \$400

¹ Estimated \$.55 per mile, with an average trip of 12 miles plus parking

Admission requirements reflect the structure of the program as a five-year B.S./M.S. degree. *All applicants are accepted on a competitive, space-available basis, based on the criteria noted below. **Maximum accreditation class size limit is thirty (30) students per cohort.***

1. Freshman applying for admission into the pre-professional phase of the dietetics program must meet the following criteria:
 - Combined SAT scores of at least 1080 or composite ACT score of 21;
 - High school average of at least 85 percent or 2.85 on a 4.0 scale;
 - Successful completion of the following high school courses: two years of math, one year of biology and one year of chemistry.
2. Transfer students applying to the B.S./M.S. program must meet or exceed each of the criteria noted below:
 - Minimum 2.75 GPA on a 4.0 scale is required to be accepted into years one and two of the program.
 - Minimum 3.0 GPA on a 4.0 scale is required to be accepted into year three of the program.
 - Minimum of a C (2.0) grade in all pre-requisite courses for the dietetics major completed at a previous institution (Refer to Course Requirements For the Major below).
 - Minimum of a B - (2.67) grade in all dietetics courses at the 100-400 levels completed at a previous institution (Refer to Course Requirements For the Major below).
3. Transfer students applying for admission into the Coordinated Program (CP) must:

Submit an undergraduate D'Youville College application and student essay by February 1 to be considered for acceptance into the start of the next Coordinated Program start date (summer term).

Selection criteria for students who apply to the Coordinated Program include, but is not limited to:

- Minimum 3.0 GPA on a 4.0 scale is required to be accepted into the CP.

- Minimum of a C (2.0) grade in all pre-requisite courses for the dietetics major completed at a previous institution (Refer to Course Requirements For the Major below).
- Minimum of a B - (2.67) grade in all dietetics courses at the 100-400 levels completed at a previous institution (Refer to Course Requirements For the Major below).
- Dietetics coursework must have been completed within the previous 5 years at time of application. Dietetics coursework that was completed more than 5 years prior to time of application must be repeated.
- Personal essay with reference to prior work and volunteer experiences in the field of dietetics.

The D'Youville College Dietetics Program Application Review Committee will review applicants after the February 1 deadline. There will be no early admission granted.

The Admissions Department will provide written notice to students of acceptance to the CP on or before March 1. Students accepted into the professional phase of the CP must submit a deposit by April 15 in order to secure a seat in the Coordinated Program.

A wait list will be maintained. Students on the wait list will receive notification of placement on the wait list on or before March 1. Applicants on the wait list will be notified of seat availability prior to June 1. Students must commit verbally within 48 hours of receipt of notice of acceptance to retain Coordinated Program seat.

The admissions department will provide written notice to students of acceptance to the coordinated program on or before March 1. Students accepted into the professional phase of the CP must submit a deposit by April 15 in order to secure a seat in the coordinated program.

Acceptance into the Coordinated Program professional phase is based on meeting requirements as noted and availability of an adequate number of quality supervised practice sites.

Exercise & Sports Studies Department

The exercise and sports studies (ESS) program leads to a bachelor's of science (B.S.) degree designed to provide undergraduate students with the knowledge, skills, and abilities to be successful in a variety of careers within the health professions, fitness industry and/or competitive athletics. The ESS faculty and staff are committed to offering a rigorous curriculum designed to prepare students for either careers in ESS or graduate degree programs.

All ESS students are provided with a major foundation of ESS-specific courses in traditional, online, and hybrid formats. ESS students must choose one of three areas of specialization that are catered to each student's personal and professional interests. This flexibility allows students interested in ESS to pursue careers that are both rewarding and meaningful. As such, this path of study is consistent with the educational mission of DYC and the ESS program and provides students with an attractive pathway for undergraduate studies in an area related to exercise and sport.

The ESS department is intimately related to and builds upon the College's rich history of health professions programs at both the undergraduate and graduate levels. The ESS program is intimately interconnected with health professions programs, such as physical therapy, chiropractic,

occupational therapy, and dietetics. An ESS minor also exists to complement other academic areas of study.

Exercise and Sports Studies B.S.

The exercise and sports studies (ESS) program leads to a bachelor's of science (B.S.) degree of 122-123 credits, and is designed to provide undergraduate students with the knowledge and skills needed to pursue rewarding careers in the health professions, fitness industry and/or competitive athletics. The ESS academic program is intimately related to the strong group of health professions currently offered at D'Youville College at both the undergraduate and graduate levels, such as physical therapy, chiropractic, and dietetics.

Students are provided with a major foundation of 18 credits of content-specific coursework and are given the option to select from three areas of specialization (Tracks). An ESS minor also exists to complement other academic areas of study.

The Exercise Studies Track (Track #1)

Provides students with a focus on the exercise and sports sciences and prepares students for careers in the fitness industry, strength and conditioning, and personal training. With a heavier emphasis on the biomedical sciences, the Exercise Studies track prepares students for careers designing, evaluating, and prescribing exercise. This track is designed to prepare students for credentialing examinations through the National Strength and Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM).

The Sports Studies Track (Track #2)

Focuses on the social, psychological, business, and management aspects of the sports and fitness industries. This track has a lesser emphasis on the scientific aspects of sports and fitness and prepares students for careers in sports and fitness management, athletic administration, and coaching.

The Health Professions Track (Track #3)

The Health Professions track is designed for students pursuing an advanced degree in either physical therapy or chiropractic. Students who meet admissions and academic performance standards for either concentration are guaranteed admission into that program upon completion of their ESS B.S. degree. Specific requirements for physical therapy and chiropractic differ slightly. Specific requirements for each are found below.

Pre-Physical Therapy

Students interested in physical therapy matriculate into the sequential-degree program (B.S. in exercise and sports studies + doctor of physical therapy [D.P.T.] program). Entering freshmen matriculate into and complete a B.S. in ESS under the administration of the ESS department. Students choosing the health professions track intimately study the basic sciences (chemistry, physics, anatomy and physiology) in addition to the exercise sciences in preparation for the D.P.T. graduate program.

Pre-Chiropractic

Students interested in chiropractic matriculate into the sequential-degree program (B.S. in exercise and sports studies + doctor of chiropractic [D.C.] program). Entering freshmen matriculate into and complete a B.S. in ESS under the administration of the ESS department. Students choosing the chiropractic focus track intimately study the basic sciences

(chemistry, physics, anatomy and physiology) in addition to the exercise sciences in preparation for the chiropractic graduate program.

ESS (Track 1 - Exercise Studies)

Code	Title	Credits
	General Education Requirements	30
	Required Courses for ESS (Track 1 - Exercise Studies) that meet Liberal Arts and Science Requirements	32
	Required Courses for ESS (Track 1 -Exercise Studies)	36
	Free Electives	24
	Total Credits	122

Required Courses for ESS (Track 1 - Exercise Studies) that meet Liberal Arts and Science Requirements

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
CHE-111	Chemistry for Health Sciences	3
CHE-112	Chemistry for Health Sciences II	2
CHE-113L	Chemistry for the Health Sciences Lab	1
PSY-101	General Psychology	3
SOC-312	Sociology of Sports and Phys Activity	3
LAS Electives	Two (2)	6
	Total Credits	32

Required Courses for ESS (Track 1 - Exercise Studies)

Code	Title	Credits
ESS-101	Introduction to Exercise and Sports Studies	3
ESS-201	Principles of First Aid in Athletic Injury	3
ESS-206	Coaching Theory & Methodology	3
ESS-220	Human Biomechanics	3
ESS-232	Sport & Exercise Psychology	3
ESS-270	Exercise and Sports Studies Practicum	3
ESS-301	Fitness Eval & Exercise Prescription	3
ESS-306	Exercise Physiology	3
ESS-410	Strength & Conditioning Seminar	3
ESS-470	Exercise and Sports Studies: Internship	3
ESS-490	Exercise and Sports Studies Seminar	0
HP-203	Medical Terminology	1
NTR-325	Nutrition and Health	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
Free Electives	Eight (8)	24
	Total Credits	60

ESS (Track 2 - Sports Studies)

Code	Title	Credits
	General Education Requirements	30
	Required Courses for ESS (Track 2 - Sports Studies) that meet Liberal Arts and Science Requirements	32
	Required Courses for ESS (Track 2 -Sports Studies)	24
	Free Electives	36
	Total Credits	122

Required Courses for ESS (Track 2 - Sports Studies) that meet Liberal Arts and Science Requirements

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
PSY-101	General Psychology	3
PSY-203	Lifespan Development	3
SOC-222	Health, Illness and Society	3
SOC-312	Sociology of Sports and Phys Activity	3
SOC-400	Social Epidemiology	3
LAS Electives	Three (3)	9
	Total Credits	32

Required Courses for ESS (Track 2 - Sports Studies)

Code	Title	Credits
ESS-101	Introduction to Exercise and Sports Studies	3
ESS-201	Principles of First Aid in Athletic Injury	3
ESS-206	Coaching Theory & Methodology	3
ESS-232	Sport & Exercise Psychology	3
ESS-270	Exercise and Sports Studies Practicum	3
ESS-307	Sports & Fitness Management	3
ESS-410	Strength & Conditioning Seminar	3
ESS-470	Exercise and Sports Studies: Internship	3
ESS-490	Exercise and Sports Studies Seminar	0
Free Electives	Twelve (12)	36
	Total Credits	60

ESS (Track 3 - Pre-Physical Therapy)

Code	Title	Credits
	General Education Requirements	30
	Required Courses for ESS (Track 3 - Pre-Physical Therapy) that meet Liberal Arts and Science Requirements	32
	Required Courses for ESS (Track 3 - Pre-Physical Therapy)	36
	Free Electives (8)	24
	Total Credits	122

Required Courses for ESS (Track 3 - Pre-Physical Therapy) that meet Liberal Arts and Science Requirements

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
CHE-111	Chemistry for Health Sciences	3
CHE-112	Chemistry for Health Sciences II	2
CHE-113L	Chemistry for the Health Sciences Lab	1
MAT-123	Introduction to Applied Statistics	4
PHY-111	Introduction to Physics	3
PHY-111L	Introduction to Physics Lab	1
PHY-112	Introduction to Physics	3
PHY-112L	Introduction to Physics Lab	1
PSY-101	General Psychology	3
SOC-312	Sociology of Sports and Phys Activity	3
Total Credits		32

Required Courses for ESS (Track 3 - Pre-Physical Therapy)

Code	Title	Credits
ESS-101	Introduction to Exercise and Sports Studies	3
ESS-201	Principles of First Aid in Athletic Injury	3
ESS-206	Coaching Theory & Methodology	3
ESS-220	Human Biomechanics	3
ESS-232	Sport & Exercise Psychology	3
ESS-270	Exercise and Sports Studies Practicum	3
ESS-301	Fitness Eval & Exercise Prescription	3
ESS-306	Exercise Physiology	3
ESS-410	Strength & Conditioning Seminar	3
ESS-470	Exercise and Sports Studies: Internship	3
ESS-490	Exercise and Sports Studies Seminar	0
HP-203	Medical Terminology	1
NTR-325	Nutrition and Health	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
Free Electives	Eight (8)	24
Total Credits		60

ESS (Track 3 - Pre-Chiropractic)

Code	Title	Credits
General Education Requirements		30
Required Courses for ESS (Track 3 - Pre-Chiropractic) that meet Liberal Arts and Science Requirements		36
Required Courses for ESS (Track 3 - Pre-Chiropractic)		36
Free Electives (7)		21
Total Credits		123

Required Courses for ESS (Track 3 - Pre-Chiropractic) that meet Liberal Arts and Science Requirements

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
CHE-111	Chemistry for Health Sciences	3
CHE-112	Chemistry for Health Sciences II	2
CHE-113L	Chemistry for the Health Sciences Lab	1
CHE-209	Principles of Organic Chemistry	3
CHE-209L	Principles of Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4
PHY-111	Introduction to Physics	3
PHY-111L	Introduction to Physics Lab	1
PHY-112	Introduction to Physics	3
PHY-112L	Introduction to Physics Lab	1
PSY-101	General Psychology	3
SOC-312	Sociology of Sports and Phys Activity	3
Total Credits		36

Required Courses for ESS (Track 3 - Pre-Physical Therapy)

Code	Title	Credits
ESS-101	Introduction to Exercise and Sports Studies	3
ESS-201	Principles of First Aid in Athletic Injury	3
ESS-206	Coaching Theory & Methodology	3
ESS-220	Human Biomechanics	3
ESS-232	Sport & Exercise Psychology	3
ESS-270	Exercise and Sports Studies Practicum	3
ESS-301	Fitness Eval & Exercise Prescription	3
ESS-306	Exercise Physiology	3
ESS-410	Strength & Conditioning Seminar	3
ESS-470	Exercise and Sports Studies: Internship	3
ESS-490	Exercise and Sports Studies Seminar	0
HP-203	Medical Terminology	1
NTR-325	Nutrition and Health	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
Free Electives	Seven (7)	21
Total Credits		57

The B.S. in exercise and sports studies (ESS) requires 122 or 123 credits, depending on the area of specialization (track) chosen. The program offers three tracks, each of which includes 60 credits that meet the D'Youville College general education core requirements along with ESS foundation courses specific to a student's academic focus. Each track also includes additional coursework from a variety of disciplines that round out a students' educational experience.

Good Academic Standing

To be in good academic standing for exercise studies (track #1) and sports studies (track #2), students must:

1. Maintain a cumulative GPA of 2.00, and
2. Earn minimum grades of C in all courses required for students major.*

To be in good academic standing for health professions (track #3), students must refer to the section on physical therapy or chiropractic program requirements.

Academic Probation

Students who are not in good academic standing will be placed on academic probation. Student on academic probation will be limited to 13 credit hours during the semester they are on academic probation.

Dismissal

Students will be dismissed from the ESS program¹ if they:

1. Fail to remain in good academic standing while on academic probation or after having been on academic probation during a previous (non-summer) semester, or
2. Fail to earn a minimum grade of C in a repeated course.

¹ Students dismissed from track #3 (ESDPT program) may be permitted to continue in either track #1 or #2 if they otherwise meet all academic requirements of those tracks.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Applicant will meet these criteria for entrance into ESS program (**Track #1 and Track #2**):

1. Combined SAT score of 980 (or ACT of 19)
2. High school average of at least 80 percent
3. High school rank in the upper one half of the class
4. Transfers: must have a minimum of 2.0 GPA

Applicants for entrance into the ESS D.P.T. program (**Track #3**):

(Refer to physical therapy section of the catalog for admission requirements.)

Students who do not meet admission requirements for track #3 may be given the option of being accepted into either track #1 or track #2 dependent upon past academic performance. After two semesters in good academic standing that includes successful completion of two semesters of science required for the major, students can apply for a change of major into the seven-year ESS + D.P.T. program.

Applicants for entrance into the ESS + Chiropractic program (**Track #3**):

(Refer to chiropractic section of the catalog for admissions requirements)

Students who do not meet admission requirements for the ESS + chiropractic program may be given the option of being accepted into either track #1 or track #2 dependent upon past academic performance. After two semesters in good academic standing that includes successful completion of two semesters of science required for the major, students

can apply for a change of major into the seven-year ESS + chiropractic program.

Health Administration and Public Health Department

The health administration and public health department offers a bachelor of science degree in the following areas: health services management, health analytics, and public health. We also offer a master of science degree in health services administration, a doctorate in health administration, and two advanced certificates in health services administration and long-term care. The undergraduate programs are described in the undergraduate catalog and the graduate programs are described in the graduate catalog.

Clinical Research Associate Certificate (Post-Bachelor's)

A clinical research associate is a professional who monitors the administration and progress of a clinical trial (pharmaceuticals, biologics or devices) on behalf of a sponsor. This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals seeking to position themselves for certification as a clinical research associate. It will also provide knowledge and skills of clinical excellence in monitoring scientific studies toward the advancement of knowledge and improvement of health.

Required Courses

Code	Title	Credits
HSA-608	Research Methodology & Design	3
HSA-648	Introduction to Health Care Finance	3
HSA-653	Legal & Ethical Issues in HCO	3
HSA-672	HSA Practicum	3
Select one of the following electives:		3
SOC-600	Social Epidemiology	
HSA-682	Managerial Epidemiology	
HSA-656	Introducing Drugs Into Human Population	
Total Credits		15

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program's listing. Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

1. A cumulative undergraduate G.P.A. of at least 3.0
2. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work
3. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.

Program Admission Requirements

1. Complete the online graduate application
2. Submit an admissions statement/ essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college in a health care discipline. Preference will be given to candidates who have experience in the field.

Health Administration Ed.D.

The doctorate program in health administration provides health professionals with the skill sets demanded by today's healthcare environment. The only certainty is uncertainty. Our program provides trainees with a solid didactic preparation as well as training in health analytics and critical thinking. It is these skill sets that are a hallmark of our program. Graduates are trained to critically appraise and evaluate complex situations.

The above skills sets are transferred through extensive preparation in research and analysis, epidemiology, organizational behavior, law and policy, and finance. With an EdD in health administration from D'Youville, graduates will be prepared to meet the increasing demand in all sectors of healthcare including academic, health care based, and government. D'Youville graduates have gone on to assume leadership roles in the healthcare industry, as well as attaining faculty positions in institutions of higher learning.

The curriculum involves 72 hours of advanced graduate work. The curriculum is comprised of a mix of coursework in healthcare organization, finance, law, policy, epidemiology, analytics, and research methods.

Course Requirements for the Program

Required Courses

Code	Title	Credits
DHA-608	Research Methods & Design	3
DHA-615	Health Systems Organization & Management	3
DHA-616	HR Mgt in Health Care Organizations	3
DHA-648	Introduction to Health Care Finance	3
DHA-649	Applications of Health Care Finance	3
DHA-652	Health Care Economics	3
DHA-653	Legal and Ethical Issues in Health Care	3
DHA-657	Advanced Decision Making	3
DHA-660	Applied Biostatistics	3
DHA-669	Improving Performance of Health Systems	3

DHA-671	Health Informatics	3
DHA-682	Managerial Epidemiology	3
DHA-700	Health Policy	3
DHA-702	Communications Leadership	3
DHA-703	Law and Policy	3
DHA-706	Population Health	3
DHA-707	Eval Health Care System	3
DHA-708	Design of Inquiry	3
DHA-710	Healthcare Insurance	3
Two Electives		6
Total Credits		63

Dissertation Research

Code	Title	Credits
DHA-800	Advanced Research Methods	3
DHA-801	Proposal Identification Dissertation	6
Total Credits		9

800-level may only be initiated after successful completion of the comprehensive exam.

Twenty-four (24) credit hours are eligible for transfer, if applicable to coursework.

Additional Requirements

In addition to the listed coursework, students are also required to do the following:

- Successfully pass a comprehensive examination at the completion of the required coursework. Students must successfully pass the comprehensive examination before proceeding to take Advanced Research Methods (DHA-800). Students who fail the comprehensive examination on their first attempt may retake the exam once. The retake will be given at the next time the comprehensive exam is offered to all students. Students who fail the exam the second attempt will be dismissed from the program. The comprehensive exam is offered at the close of the fall and spring semester.
- Present a defense of the dissertation proposal and completed dissertation, and make a public presentation of their work.

Academic Regulations

In addition to the general academic regulations for graduate programs, the following applies for the Ed.D. program in health administration:

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate and doctoral students are expected to maintain a cumulative G.P.A. of 3.0 or above. A student who has less than a 3.0 cumulative G.P.A. at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the program's student progress committee. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 G.P.A., the program student progress committee will either dismiss the student from the program immediately or continue the student on probation for one more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless he or she has been

dismissed. A course may be repeated one time only. A student may be on probation no more than two semesters during the entire graduate program.

A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the program graduate committee for a recommendation regarding continuation in the program. An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College calendar and resource guide.

Grades Below B Policy

All grades of B or higher are applicable to the Health Administration EdD Program at D'Youville College. Up to six credits of grades lower than a B (B-, C+ or C) may be applied to the doctoral degree. Grades of C- or lower are not applicable to the Health Administration EdD program.

Provisional Admission

Applicants who do not meet the above criteria but have an graduate grade point average of at least 3.0 and show promise, will be reviewed on an individual basis by the admissions committee and may be admitted provisionally. While on provisional status students must meet all academic requirements of the program and must either receive grades of B or better in their first four courses in the Health Administration EdD Program or earn a cumulative grade point average of at least 3.0 in the first four courses in the Health Administration EdD program. Failure to do so will result in dismissal from the program.

Academic Probation

Students enrolled in the doctoral programs who receive a grade of B- or below will be notified in writing that they have been placed on academic probation. Academic probation will then apply to the next semester of their enrollment, including summer semesters. Students who have been placed on academic probation must successfully complete all coursework with grades of B or higher in the next semester of their enrollment in order to be removed from academic probation. Students who have been placed on academic probation, and receive a grade of B- or below for any course taken in the next semester of their enrollment, are at risk for dismissal from the program. Students who are taking coursework, and are carrying an I (Incomplete) grade from any previous doctoral coursework, and who have a grade of B- or below submitted to replace any I grade, will immediately be placed on academic probation for the current semester of their enrollment.

Doctoral Policies on Student Misconduct

In addition to the college's policy regarding academic integrity (see the academic catalog), the doctoral programs affirm that students enrolled in any of D'Youville College's doctoral programs are expected to demonstrate the highest standards of personal behavior and professional conduct in academic and educational environments. Dishonesty or misconduct in any form, whether academic or professional, will not be tolerated by program faculty. Unprofessional behavior in any educational setting, including on- or off campus fieldwork experiences, may result in failure of the course regardless of the mastery of all other course requirements, and may result in immediate dismissal from the program.

Students may appeal the committee's decision to the director of doctoral programs.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Application Requirements

Applicants should forward the following materials to the graduate admissions office:

1. A completed doctoral application with a non-refundable application fee.
2. All official undergraduate and graduate transcripts.
3. Two letters of reference from graduate professors and employers/supervisors focusing on the applicant's potential for success in the doctoral program.
4. Completion of a master's degree, with a minimum of 30 graduate credit-hours with grades of B or better.
5. Evidence of active involvement in the health care field (preferably over a period of at least two years), including demonstration of leadership and professionalism in health policy or education.
6. Minimum graduate grade point average of 3.20 (based on a 4.0 system).
7. A brief biographical sketch (500- 1,000 words) and written statement of goals for pursuing doctoral study.
8. Students are strongly encouraged to have taken an undergraduate accounting course prior to program admission

Applications for admission are considered on a competitive basis.

Provisional Admission

Applicants who do not meet the above criteria but have a graduate grade point average of at least 3.0 and show promise, will be reviewed on an individual basis by the admissions committee and may be admitted provisionally. While on provisional status, the student must meet all academic requirements of the program and must receive grades of B or better in the first four courses of the program. Failure to meet this standard will result in dismissal without probation.

Transferring Credits

Students may transfer up to 24 graduate credits with a grade of B or better at the discretion of the program director or department chair. Credits must be from an accredited institution in courses appropriate to the program.

Health Analytics B.S.

Analytics is the new frontier for health care organizations. Analytics offers the opportunity to identify areas of performance that can be improved, both in terms of the quality and cost of care. The mission of the health analytics program is to prepare students with the skills, knowledge and ethics necessary to work in a variety of health service organizations. The program prepares students to analyze large sets of health-related data from a variety of sources, and to effectively communicate those findings to diverse audiences.

Health analytics helps healthcare organizations convert massive amounts of information into usable, data driven intelligence. Qualified professionals in this field must work well as individuals and as

members of a team. They must possess excellent written and verbal communication skills, as well as analytic ability. They must also understand healthcare systems and their management.

Required for Health Analytics Degree

Code	Title	Credits
	General Education Requirements	30
	Major Requirements	64
	Liberal Arts and Science Electives	29
	Total Credits	123

Health Analytics Major Requirements

Code	Title	Credits
CSC-151	Introduction to Programming I	3
MAT-123	Introduction to Applied Statistics	4
MAT-124	Intermediate Applied Statistics	4
MAT-220	Applied Regression Analysis	3
MAT-222	Statistical Computing	3
MAT-224	Biostatistics	3
MAT-228	Applied Statistical Inquiry	3
PH-110	Introduction to Public Health	3
HP-203	Medical Terminology	1
HSM-210	Introduction to Healthcare Systems	3
HSM-318	Resource Management in Health Care	3
HSM-320	Health Services Internship	2
HSM-406	Health Information Management	3
HSM-408	Health Insurance	3
HSM-410	Health Care Policy and Law	3
HSM-413	Quality Improvement in Healthcare	3
HSM-414	Project Planning & Management	3
HSM-420	Health Services Management Internship	2
BIO-117	Drugs and Disease	3
SOC-400	Social Epidemiology	3
or PH-382	Managerial Epidemiology	
MGT-305	Principles of Management	3
or HSM-325	Management in Healthcare	
MGT-318	Information and Communication Tech Mgt	3
	Total Credits	64

Minimum total credits for graduation: 123

Good Academic Standing

To be in good academic standing in the health analytics program students must maintain a cumulative GPA of 2.50.

Academic Probation

Students who are not in good academic standing will be placed on academic probation for their next (non-summer) semester. Students on academic probation will be limited to 13 credit hours during the semester they are on academic probation. Students will be removed from probation if they meet the requirements for good academic standing listed above. Students can remain on academic probation for two consecutive, non-summer, semesters.

Dismissal

Students will be dismissed from the health analytics program if they fail to remain in good academic standing after having been on academic probation during the immediate two preceding consecutive, non-summer, semesters.

Graduation Requirements

Students will be eligible for a baccalaureate degree from the health analytics program if they:

1. Fulfill all college and major curriculum requirements
2. Earn a cumulative GPA of 2.5
3. Earn a minimum of a C in program Capstone and Internship requirements

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Applicants must meet these criteria for entrance into the health analytics program:

1. A combined SAT score of 1170 (or ACT 24), and
2. High school average of at least 87%, and
3. High school rank in the upper one half of the class, and
4. Transfer students must have a minimum cumulative GPA of 2.75

Health Services Administration Certificate (Post-Bachelor's) - Online Only

This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals seeking to position themselves as management in health systems. It will also provide knowledge and skills to those seeking to advance their careers in health systems.

Required Courses

Code	Title	Credits
HSA-615	Health Systems Organization & Management	3
HSA-616	HR Mgt in Health Care Organizations	3
HSA-648	Introduction to Health Care Finance	3
HSA-652	Healthcare Economics & Public Policy Making	3
HSA-653	Legal & Ethical Issues in HCO	3
	Total Credits	15

Good Academic Standing

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate students are expected to maintain a cumulative G.P.A. of 3.0 or above. A student who has less than a 3.0 cumulative G.P.A. at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the program's student progress committee. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically

removed from probation. If a student does not achieve the 3.0 G.P.A., the program student progress committee will either dismiss the student from the program immediately or continue the student on probation for one more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless he or she has been dismissed. A course may be repeated one time only. A student may be on probation no more than two semesters during the entire graduate program.

A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the program graduate committee for a recommendation regarding continuation in the program. An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College calendar and resource guide.

Grades Below B Policy

All grades of B or higher are applicable to the Health Services Administration MS Program at D'Youville College. Up to six credits of grades lower than a B (B-, C+ or C) may be applied to the graduate degree. This policy applies to most 500-600-level courses for each graduate program. Grades of C- or lower are not applicable to the Health Services Administration MS program.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at <http://www.dyc.edu/appeals> (<http://www.dyc.edu/appeals/>).

Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program's listing. Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

1. A cumulative undergraduate G.P.A. of at least 3.0
2. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work
3. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.

Program Admission Requirements

1. Complete the online graduate application
2. Submit an admissions statement or essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume
6. Possess relevant work experience and/ or a related degree.

7. Hold a baccalaureate degree from an accredited college in a health care discipline.

Preference will be given to candidates who have experience in the field.

Health Services Administration M.S.

The master of science in health services administration program focuses on a systems approach for managing health care services including financial management, policy on economics, legal aspects of health care, quality improvement and epidemiology. This program serves professionals who seek to improve their skills and develop new strategies to meet the ever-changing health care environment. The minimum program requirement is 42 credit-hours. Part-time students (six credits per semester) can complete their coursework (not including Thesis Seminar (HSA-610) or Thesis Advisement (HSA-629)) in seven semesters. Full-time students take nine to twelve credits per semester.

Required Core Courses

Code	Title	Credits
HSA-615	Health Systems Organization & Management	3
HSA-616	HR Mgt in Health Care Organizations	3
HSA-648	Introduction to Health Care Finance	3
HSA-649	Applications of Health Care Finance	3
HSA-653	Legal & Ethical Issues in HCO	3
HSA-660	Applied Biostatistics	3
HSA-669	Improving Performance of Health Systems	3
HSA-652	Healthcare Economics & Public Policy Making	3
HSA-671	Info Technology in Health Care	3
HSA-682	Managerial Epidemiology	3
HSA-672	HSA Practicum	3
Total Credits		33

Required Research Component

Code	Title	Credits
HSA-608	Research Methodology & Design	3
HSA-610	Thesis Seminar	3
HSA-629	Thesis Advisement ¹	3
Total Credits		9

¹ Students who need additional time to complete their thesis register for 1 credit.

Total minimum required for the M.S.: 42

Good Academic Standing

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate and doctoral students are expected to maintain a cumulative G.P.A. of 3.0 or above. A student who has less than a 3.0 cumulative G.P.A. at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the program's student progress committee. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 G.P.A., the program student progress committee will either dismiss the student from the program immediately or continue the student on probation for one

more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless he or she has been dismissed. A course may be repeated one time only. A student may be on probation no more than two semesters during the entire graduate program.

A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the program graduate committee for a recommendation regarding continuation in the program. An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College calendar and resource guide.

Grades Below B Policy

All grades of B or higher are applicable to the Health Services Administration MS Program at D'Youville College. Up to six credits of grades lower than a B (B-, C+ or C) may be applied to the doctoral degree. Grades of C- or lower are not applicable to the Health Services Administration MS program.

Provisional Admission

Applicants who do not meet the above criteria but have an undergraduate grade point average of at least 3.0 and show promise, will be reviewed on an individual basis by the admissions committee and may be admitted provisionally. While on provisional status students must meet all academic requirements of the program and must either receive grades of B or better in their first four courses in the Health Services Administration Program or earn a cumulative grade point average of at least 3.0 in the first four courses in the Health Services Administration MS program. Failure to do so will result in dismissal from the program.

Academic Probation

Students enrolled in the doctoral programs who receive a grade of B- or below will be notified in writing that they have been placed on academic probation. Academic probation will then apply to the next semester of their enrollment, including summer semesters. Students who have been placed on academic probation must successfully complete all coursework with grades of B or higher in the next semester of their enrollment in order to be removed from academic probation. Students who have been placed on academic probation, and receive a grade of B- or below for any course taken in the next semester of their enrollment, are at risk for dismissal from the program. Students who are taking coursework, and are carrying an I (Incomplete) grade from any previous doctoral coursework, and who have a grade of B- or below submitted to replace any I grade, will immediately be placed on academic probation for the current semester of their enrollment.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

To be considered for entrance into the HSA master's program, applicants must:

1. Complete the online graduate application.
2. Submit an admissions statement or essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit two letters of recommendations from employers.
5. Submit a current resume.
6. Possess relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college with a GPA of 3.0 or higher.
8. Have successfully completed a three-credit, undergraduate statistics course ("C" or higher).
9. Students are strongly encouraged to have taken an undergraduate accounting course prior to program admission.
10. Preference will be given to candidates with an established work history in the field.

Health Services Management B.S.

The health services management program at D'Youville develops the knowledge, skills, and abilities that students need to become a healthcare manager or to pursue further study in a graduate health professions program (e.g. Medicine, Physical Therapy, Chiropractic). The program utilizes coursework, internship, and capstone experiences to develop students' knowledge, skills, and abilities through an innovative and diverse set of major courses. Topics such as communications, professionalism, cultural competency, healthcare operations, finance, law, and policy allow students to gain practical skills for beyond the classroom. Students have the flexibility to design their non-major coursework to fit their short- and long-term interests and career goals including the ability to pursue a graduate program in a health profession.

The health services management program also serves as a pathway for students who are offered early assurance into a graduate health professions program at D'Youville, including the physical therapy program and the chiropractic program. Students who are offered early assurance should review the catalog entries for those programs for any further requirements.

Students must adhere to the requirements for the general education and liberal arts and science requirements in the year that they were admitted. The following are requirements for the Health Services Management major, some of which may be satisfied by courses taken as part of the general education and liberal arts and science requirements. The student must take at least one course in accounting, one course statistics and one course in either macro or microeconomics prior to beginning the 300-level or higher HSM major courses.

Health Services Management Degree Requirements

Code	Title	Credits
	General Education Requirements	30
	HSM Major Requirements	45
	Liberal Arts and Science Electives	46
	Total Credits	121

Prerequisite for HSM program may be fulfilled by meeting requirements above

Code	Title	Credits
ACC	One Accounting elective	3
MAT	One Statistics elective	3
ECO	One Macro or Microeconomics elective	3
Total Credits		9

Major

Code	Title	Credits
HSM-200	Professionalism in Health Care	1
HSM-210	Introduction to Healthcare Systems	3
PH-306	Population Health	3
HSM-308	Research Method for Healthcare Managers	3
HSM-314	Max Health Org Assets of Coord & Comm	2
HSM-316	Human Resources for Healthcare Managers	3
HSM-325	Management in Healthcare	3
HSM-349	Healthcare Finance	3
PH-382	Managerial Epidemiology	3
HSM-406	Health Information Management	3
HSM-408	Health Insurance	3
HSM-410	Health Care Policy and Law	3
HSM-413	Quality Improvement in Healthcare	3
HSM-415	Healthcare Operations	3
HSM-420	Health Services Management Internship	2
HSM-472	Health Services Management Capstone	3
HSM-473	Health Services Management Seminar	1
Total Credits		45

Total Curriculum: 121

Good Academic Standing

To be in good academic standing for HSM students must:

1. Maintain a cumulative GPA of 2.50.¹

¹ Students who are in an early assurance track for a graduate health progression program must also meet the academic standing requirements specific to those programs. Please see your specific program for more detail.

Academic Probation

Students who are not in good academic standing will be placed on academic probation for their next (non-summer) semester. Students on academic probation will be limited to 13 credit hours during the semester they are on academic probation. Students will be removed from probation if they meet the requirements for good academic standing listed above. Students can remain on academic probation for two consecutive, non-summer, semesters.

Dismissal

Students will be dismissed from the HSM program if they:

1. Fail to remain in good academic standing after having been on academic probation during the immediate two preceding consecutive, non-summer, semesters.

Graduation Requirements

Students will be eligible for a baccalaureate degree in HSM from the HSM program if they:

1. Fulfill all college and major curriculum requirements
2. Earn a cumulative GPA of 2.5
3. Earn a minimum of a C in HSM Capstone and Internship requirements.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Applicants must meet these criteria for entrance into the health education and operations track of the health services management program:

1. A combined SAT score of 1080 (or ACT 21), and
2. High school average of at least 85%, and
3. High school rank in the upper one half of the class, and
4. Transfer students must have a minimum cumulative GPA of 2.50
5. Students must take and achieve a C or better in the program pre-requisite courses of Accounting (Principles of Accounting I (ACC-211) or higher), Economics (Macroeconomics (ECO-201)/Microeconomics (ECO-202) or higher), and Statistics (Elementary Practical Statistics (MAT-120) or higher) prior to beginning upper-level major coursework (defined as a HSM 300 level course or higher).

Long-term Care Administration Certificate (Post-Bachelor's)

Advanced Certificate Program - online only

This certificate program, which is registered with the New York State Education Department, will provide students with the knowledge and skills needed to succeed in a career in longterm care administration. The courses meet the educational requirements for licensure of nursing home administrators in New York state.

Required Courses

Code	Title	Credits
HSA-616	HR Mgt in Health Care Organizations	3
HSA-648	Introduction to Health Care Finance	3
HSA-653	Legal & Ethical Issues in HCO	3
HSA-605	Aging American Society	3
HSA-668	Nursing Home Administration	3
Total Credits		15

Good Academic Standing

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate students are expected to maintain a cumulative G.P.A. of 3.0 or above. A student who has less than a 3.0 cumulative G.P.A. at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the program's student progress committee. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 G.P.A., the program student progress committee will either dismiss the student from the program immediately or continue the student on probation for one more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless he or she has been dismissed. A course may be repeated one time only. A student may be on probation no more than two semesters during the entire graduate program.

A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the program graduate committee for a recommendation regarding continuation in the program. An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College calendar and resource guide.

Grades Below B Policy

All grades of B or higher are applicable to the Long Term Care Administration Certificate Program at D'Youville College. Up to six credits of grades lower than a B (B-, C+ or C) may be applied to the graduate degree. This policy applies to most 500-600-level courses for each graduate program. Grades of C- or lower are not applicable to the Long Term Care Administration Certificate program.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program's listing. Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

1. A cumulative undergraduate G.P.A. of at least 3.0
2. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work
3. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.

Program Admission Requirements

1. Complete the online graduate application.
2. Submit an admissions statement/ essay specifically addressing how the program will be of benefit to you and the community that you serve. Statement should be about 250 words.
3. Provide official transcripts from ALL prior colleges.
4. Submit one letter of recommendation from an employer, professional supervisor, colleague or previous professor.
5. Submit a current resume.
6. Possess at least two years of relevant work experience and/ or a related degree.
7. Hold a baccalaureate degree from an accredited college in a health care discipline.

Public Health B.S.

The program introduces the student to a broad spectrum of public health courses in a number of disciplines that broadly reflect the field including epidemiology, natural sciences, math, philosophy/religion, sociology, research, and health services.

The mission of the program is to prepare students to enter a diverse public health workforce in a variety of job placements, as well as to provide a solid foundation for students who wish to pursue graduate studies in related fields.

Public Health Program Requirements

Code	Title	Credits
	General Education Requirements	30
	Public Health Major Requirements	46-49
	Liberal Arts and Science Electives	44
	Total Credits	120-123

Public Health Major Requirements

Code	Title	Credits
CHE-102L or CHE-112 & CHE-113L	General Chemistry Laboratory II Chemistry for Health Sciences II and Chemistry for the Health Sciences Lab	3
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
PH-110	Introduction to Public Health	3
MAT-123	Introduction to Applied Statistics	4
MAT-124	Intermediate Applied Statistics	4
HP-203	Medical Terminology	1
HSM-210	Introduction to Healthcare Systems	3
SOC-215 or HSM-308	Research Methods in Sociology Research Method for Healthcare Managers	3
PH-301	Health Behavior	3
PH-302	Global Health	3
HSM-312 or PH-306	Health Edu Program Planning & Evaluation Population Health	3
SOC-400 or PH-382	Social Epidemiology Managerial Epidemiology	3
HSM-410	Health Care Policy and Law	3
HSM-414	Project Planning & Management	3

or HSM-325	Management in Healthcare	
PH-410	Capstone Project	3-6
Total Credits		46-49

Students who chose to take Chemistry for Health Sciences (CHE-111), Chemistry for Health Sciences II (CHE-112), Chemistry for the Health Sciences Lab (CHE-113L) must take an additional approved elective to meet the 120 graduation requirement.

Approved Major Electives

Code	Title	Credits
Select four of the following:		12-15
BIO-117	Drugs and Disease	
BIO-208 & 208L	Microbiology and Microbiology Lab	
BIO-330	Environmental Microbiology	
HIS-336	American Environmental History	
HSM-406	Health Information Management	
PSY-353	Adult Development	
SOC-222	Health, Illness and Society	
Total Credits		12-15

Minimally four electives are required (12 credits) for the major. At least three must be at the 300-400 level. Check the current college catalog to ensure that you meet the prerequisites for the intended course.

General Education and Liberal Arts and Science electives: 62-68

Minimum total credits required: 120

Good Academic Standing

To be in good academic standing in the public health program students must maintain a cumulative GPA of 2.50.

Academic Probation

Students who are not in good academic standing will be placed on academic probation for their next (non-summer) semester. Students on academic probation will be limited to 13 credit hours during the semester they are on academic probation. Students will be removed from probation if they meet the requirements for good academic standing listed above. Students can remain on academic probation for two consecutive, non-summer, semesters.

Dismissal

Students will be dismissed from the public health program if they fail to remain in good academic standing after having been on academic probation during the immediate two preceding consecutive, non-summer, semesters.

Graduation Requirements

Students will be eligible for a baccalaureate degree from the health analytics program if they:

1. Fulfill all college and major curriculum requirements
2. Earn a cumulative GPA of 2.5
3. Earn a minimum of a C in program Capstone and Internship requirements

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admissions Requirements

1. A combined SAT score of 1080 (or ACT 21), and
2. High school average of at least 85%, and
3. High school rank in the upper one half of the class
4. Transfer students must have a minimum cumulative GPA of 2.5

Occupational Therapy Department

There are two occupational therapy (OT) entry-level programs. One is a five-year combined BS/MS program and the other is a three-year MS program.

The BS/MS curriculum begins with a strong liberal arts and sciences curriculum, which provides students with a general knowledge base and the opportunity to develop analytical abilities that are the foundation for excellence as an entry-level professional in OT. Students in the BS/MS program also declare and complete a structured minor.

The MS degree in OT is an entry-level degree specifically created for people who have a B.A. or B.S. degree in another area of study and who meet the admission criteria.

Both the BS/MS and the MS program offer professional development with faculty guidance and support. This guidance is a consistent process for students prior to, during, and after clinical placements. Students complete six months of full-time fieldwork experiences at a variety of settings across the country. In addition to the strong academic and clinical preparation, students are expected to complete a master's project involving research of a Critically Appraised Topic.

A student-centered approach, in combination with the curriculum's academic, clinical and research components, provides thorough preparation for graduates to develop leadership and service in a variety of health care, educational and community settings, and to be successful in practice.

Human Occupation/Occupational Therapy B.S./M.S.

The educational experience is a five-year entry-level master's program with direct admission at the freshman, sophomore, or junior level. Both the bachelor of science and master of science degrees are conferred at the end of the fifth year. In addition, each student is required to fulfill the requirements for a structured minor offered at the college.

Throughout the curriculum, studies in the liberal arts 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 400-level and higher represent a combination of professional (undergraduate) and advanced (graduate) course material. Emphasis is placed on critical thinking and theoretical analysis of various assessments and intervention techniques throughout these courses.

Clinical and community visits are arranged in several courses. Three Level I Fieldwork courses expose students to the diverse needs and/or diagnoses of people and populations. These experiences prepare students for Level II Fieldwork internships in the graduate year.

The Level II Fieldwork experience includes two three-month placements in clinics/sites. Students are assigned to sites located throughout the United States and are responsible for all travel and living arrangements while on clinical placements. Placements are based on availability.

The OT program has been fully approved and registered by the New York State Education Department. It is designed to meet or exceed the 2018 standards for an Accredited Educational Program for Occupational Therapists and to prepare graduates to succeed in diverse and emerging areas of practice. The program has been accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) (<http://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association (AOTA), located at:

4720 Montgomery Lane,
Suite 200,
Bethesda, MD
20814-3449

ACOTE's telephone number c/o AOTA is 301-652-AOTA and its web address is www.acoteonline.org (<http://www.acoteonline.org>).

Once all requirements are completed, graduates are eligible to sit for the National Certification Examination for Occupational Therapists, administered by the National Board for the Certification of Occupational Therapists (NBCOT). A felony conviction may affect a student's ability to sit for the NBCOT certification exam. After successful completion of this exam, the individual is an occupational therapist, registered (OTR). Most states, including New York, require licensure in order to practice. State licenses are usually based on the results of the NBCOT certification exam, as well as the completion of at least six months of supervised fieldwork and graduation from an accredited occupational therapy program. The student is required to apply for licensure in the state(s) in which s/he will practice.

Course Requirements for the Major

OT Content

Code	Title	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-313	Psychosocial Level I Fieldwork	1
OT-319	Functional Anatomy	5
OT-320	Neuroscience for Rehabilitation	5
OT-321	Fieldwork Seminar I	0
OT-323	Child & Adolescent Level I Fieldwork	1
OT-330	Adult & Geriatric Level I Fieldwork	1
OT-425	OT Process & Theoretical Foundations II	2
OT-427	OT Methods of Evaluation & Documentation I	2
OT-429	Child & Adolescent Intervention	4

OT-432	Fieldwork Seminar II	0
OT-433	OT Methods of Evaluation & Documentation II	2
OT-434	Adult and Geriatric Intervention	4
OT-635	OT Process & Theoretical Foundation III	2
OT-640	OT Clinical Fieldwork I	4
OT-641	OT Clinical Fieldwork II	4
OT-644	Management of OT Services I	1
OT-645	Management of OT Services II	2
OT-689	Professional Issues	2
OT-690	Community Practice	2-3
Total Credits		64-65

Research Components

Code	Title	Credits
OT-524	Research Project I	3
OT-602	Research Methods in Occupational Therapy	3
OT-693	ResearchProject II	3
Total Credits		9

As Needed

Code	Title	Credits
OT-630	Continued Research Advisement	1

In Other Academic Areas Required for the Major

Code	Title	Credits
PSY-101	General Psychology	3
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
MAT-123	Introduction to Applied Statistics	4
PSY-206	Abnormal Psychology	3
Minor	Four - five Electives determined by host department	12-15
Liberal Arts and Science Electives		45
Total Credits		75-78

Elective

Code	Title	Credits
OT-380	Special Topics	1-3
OT-605	Clinical Fieldwork III	0
Total Credits		1-3

Total:148-150

Subject to changes based on regulations by New York State of Education Departments and/or American Occupational Therapy Association requirements.

Academic Regulations

Academic regulations for OT are in addition to general college policies for all students. Fulltime (and part-time) OT students must meet all academic regulations listed below.

1. Occupational Therapy Department Good Academic Standing

- a. To be in good standing while enrolled in graduate courses (100-400 level) a student must:
 - i. Maintain a minimum semester and cumulative average of at least 2.5.
 - ii. Obtain a minimum grade of "C" in all 100- to 300- level OT courses required in the major and for all other undergraduate course requirements for the major.
 - iii. Obtain a minimum grade of "B" in all credit-bearing 400-level OT courses. Students receiving a "B-", "C +" or a "C" in these courses will be placed on academic probation.
 - iv. A grade of "C-" or lower in any course required for the major is not applicable to the occupational therapy degree.
- b. To be in good standing while enrolled in graduate courses (500- & 600-level), a student must:
 - i. Maintain semester and cumulative averages of at least 3.0
 - ii. Obtain a minimum grade of "B" in all graduate-level work.
- c. To be in good standing in OT courses that are graded as Satisfactory/Unsatisfactory (Psychosocial Level I Fieldwork (OT-313), Fieldwork Seminar I (OT-321), Child & Adolescent Level I Fieldwork (OT-323), Adult & Geriatric Level I Fieldwork (OT-330), Fieldwork Seminar II (OT-432), OT Clinical Fieldwork I (OT-640), OT Clinical Fieldwork II (OT-641), ResearchProject II (OT-693)), students must achieve a grade of Satisfactory. An Unsatisfactory grade in any of these courses constitutes a failure to meet academic regulations and will require the student to repeat the course.

2. Occupational Therapy Department Academic Probation

- a. Students, whether full time or part time, who are not in good standing in the department are placed on OT department academic probation where they will remain until they meet the conditions of academic good standing for two full-time semesters. The conditions of OT department academic probation must be met in each successive (full- or part-time) semester, but probationary status is not removed until conditions are fulfilled during two full-time semesters.
- b. Conditions of Occupational Therapy Department Academic Probation
 - i. While on probation, failure to meet the following conditions will result in dismissal from the program. A student on probation must:
 1. For all 100- and 300-level courses over the next two full-time semesters:
 - a. Receive no less than a "C" in all courses;
 - b. Achieve a semester and cumulative average of at least 2.5
 2. For all 400- to 600-level courses over the next two full-time semesters:
 - a. Receive no less than a "B" in all courses;
 - b. Achieve semester and cumulative averages of at least 3.0
 3. For the S/U graded OT courses (listed in 1.c of the Occupational Therapy Department Good Academic Standing section), over the next two full-time semesters, receive grades of S.

3. Dismissal From the Occupational Therapy Program

- a. A student who is on OT department academic probation and does not meet the conditions of OT department academic probation will be dismissed from the OT department but not necessarily

dismissed from the college. The dismissed student is encouraged to meet with the OT academic advisor/faculty mentor and the advisor in the Student Success Center.

- b. A student dismissed from the OT department has the option to appeal the dismissal. In order to appeal, the student must follow the School of Health Professions' appeals process as indicated below under "Appeals."
4. **Grades Below B Policy Pertaining to Degree Conferral** - This policy applies to all 500- and 600-level OT courses. No more than a total of six credits or two courses (whichever better advances academic progress) with grades lower than B (B-, C+, C) are applicable to the OT degree. A grade of C- or lower is not applicable to the OT degree
 5. **Requirements for Level II Fieldwork**
 - a. Students must have the permission of the instructor before registering for Level II fieldwork courses (OT Clinical Fieldwork I (OT-640), OT Clinical Fieldwork II (OT-641)). In order to obtain permission, students must demonstrate the ability to meet academic and professional standards of the program and participate in faculty-led professional development interviews in the third and fourth years of study.
 - b. Receipt of a U grade in either Psychosocial Level I Fieldwork (OT-313), Fieldwork Seminar I (OT-321), Child & Adolescent Level I Fieldwork (OT-323), Adult & Geriatric Level I Fieldwork (OT-330), Fieldwork Seminar II (OT-432) may alter the student's choices or plans for Level II Fieldwork.
 - c. Students who receive a U in a Level II fieldwork course or who voluntarily withdraw from the course must receive approval from the faculty in the OT major before repeating the course. Students will not be allowed to repeat more than one Level II fieldwork course.
 - d. A student can not proceed to Level II Fieldwork if s/he is involved in an unresolved appeal.

Policy for Completion of Occupational Therapy Program in Timely Manner

Full-time and part-time students in the OT programs must complete all academic requirements within three (3) semesters or one 12- month calendar-year following successful completion of both Clinical Fieldwork I and II (OT Clinical Fieldwork I (OT-640) and OT Clinical Fieldwork II (OT-641)). This includes the semester following clinical fieldwork Level II when students return to campus to complete Professional Issues, Community Practice and the research project course, and two (2) additional semesters. In addition to other academic requirements, Clinical Level II Fieldwork must be successfully completed within a 12-month period of completion of all other coursework or repetition of academic courses may be required.

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

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

Students who do not complete their program within the time frame specified in this policy must petition for an extension of the time limit by submitting a completed "Request for Extension of Time to Complete the Graduate Program" form. [Refer to "Extension to Complete Graduate

Degree" (<http://www.dyc.edu/catalog/current/policies-procedures/extension-to-complete-graduate-degree.aspx>) in the academic policies and procedures section of the catalog for the required steps in the procedure.]

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, a student must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements

The program accepts applicants (on a rolling-admission basis) for full-time study in the freshman year. Students are admitted directly into the OT program and they do not have to reapply for admission to the upper division. Admission requirements reflect the structure of the program as a five-year bachelor of science and master of science degree program.

In order to be eligible for direct acceptance into this program, students must submit proof of the following minimum criteria:

1. Combined SAT scores of at least 1,080 (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. Students are expected to enroll in distance learning/online coursework throughout the OT curriculum. Students are expected to have a laptop or tablet for personal use in class for coursework and for quizzes/exams.

Thirty-six students are admitted to the program in the freshman year. These students are selected from the pool of applicants on the basis of the above criteria. Late applications are processed on a space-available basis. Students who have been out of high school for more than five years need not submit SAT scores. Selection is based on high school average and class rank.

Transfer students are accepted on a competitive, space-available basis. A minimum G.P.A. of 2.5 (on a 4.0 scale) is required to apply. Point of entry depends on the number of transfer credits accepted by the registrar, including major course requirements.

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

Occupational Therapy M.S.

The master of science degree in occupational therapy (OT) is an entry-level degree specifically created for people who have a B.A. or B.S. degree in another area of study and who meet the admission criteria. The degree program includes courses in occupational therapy theory and delivery systems, foundational courses in sciences (functional anatomy and neuroscience), human development, interpersonal and group skills, medical/social conditions, evaluation, documentation and intervention and courses in research and fieldwork (Level I and Level II). Students are required to complete a research project involving a Critically Appraised Topic and are required to complete six months of supervised Level II fieldwork. The program may be completed within three academic years.

The OT program has been fully approved and registered by the New York State Education Department. The program is designed to meet or exceed the 2018 Standards for an Accredited Educational Program for the Occupational Therapist and to prepare graduates to succeed in diverse and emerging areas of practice. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) (<http://www.aota.org/Education-Careers/Accreditation.aspx>) of the American Occupational Therapy Association (AOTA) located at:

4720 Montgomery Lane
Suite 200
Bethesda, MD
20814-3449

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org (<http://www.acoteonline.org>).

Once all requirements are completed, graduates are eligible to sit for the National Certification Exam 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 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 as well as six months of supervised fieldwork and graduation from an accredited program. The student is required to apply for licensure in the state(s) in which s/he will practice.

For the Major Degree

Code	Title	Credits
OT-501	OT Process & Theoretical Foundations I	2
OT-506	Occupational Development I	4
OT-509	Medical & Social Conditions I	2
OT-510	Medical & Social Condition II	2
OT-512	Occupational Development II	4
OT-513	Psychosocial Level I Fieldwork	1
OT-514	Interpersonal Skills	2
OT-515	OT Delivery Systems	2
OT-517	Group Process	2
OT-519	Functional Anatomy	5
OT-520	Neuroscience for Rehabilitation	5
OT-521	Fieldwork Seminar I	0
OT-523	Child & Adolescent Level I Fieldwork	1
OT-525	OT Process & Theoretical Foundations II II	2

OT-527	OT Methods of Evaluation & Documentation I	2
OT-529	Child & Adolescent Intervention	4
OT-530	Adult & Geriatric Level I Fieldwork	1
OT-632	Fieldwork Seminar II	0
OT-633	OT Methods of Evaluation & Documentation II	2
OT-634	Adult and Geriatric Intervention	4
OT-635	OT Process & Theoretical Foundation III	2
OT-640	OT Clinical Fieldwork I	4
OT-641	OT Clinical Fieldwork II	4
OT-644	Management of OT Services I	1
OT-645	Management of OT Services II	2
OT-689	Professional Issues	2
OT-690	Community Practice	2
Total Credits		64

Research Components

Code	Title	Credits
OT-524	Research Project I	3
OT-602	Research Methods in Occupational Therapy	3
OT-693	ResearchProject II	3
Total Credits		9

As Needed

Code	Title	Credits
OT-630	Continued Research Advisement	1

Elective

Code	Title	Credits
OT-605	Clinical Fieldwork III	0
Total Credits		0

Total: 73-74

Subject to changes based on regulations by New York State of Education Departments and/or American Occupational Therapy Association requirements.

Academic Regulations

Academic regulations for the OT are in addition to general college policies for all students. Fulltime (and part-time) students must meet all academic regulations listed below.

1. Occupational Therapy Department Good Academic Standing

- To be in good standing while enrolled in graduate courses (500 & 600 level) a student must:
 - Maintain a minimum semester and cumulative average of at least 3.0.
 - Obtain a minimum grade of B in all graduate-level work
- To be in good standing in OT courses that are graded as Satisfactory/Unsatisfactory (Psychosocial Level I Fieldwork (OT-513), Fieldwork Seminar I (OT-521), Child & Adolescent Level I Fieldwork (OT-523), Adult & Geriatric Level I Fieldwork (OT-530), Fieldwork Seminar II (OT-632), OT Clinical Fieldwork I (OT-640), OT Clinical Fieldwork II (OT-641), ResearchProject II (OT-693)), students must achieve a grade of Satisfactory. An Unsatisfactory grade in any of these courses constitutes a failure to meet

academic regulations and will require the student to repeat the course.

2. Occupational Therapy Department Academic Probation

- Students, whether full time or part time, who are not in good standing in the department are placed on OT department academic probation where they will remain until they meet the conditions of academic good standing for two full-time semesters. The conditions of OT department academic probation must be met in each successive (full- or part-time) semester, but probationary status is not removed until conditions are fulfilled during two full-time semesters.
- Conditions of Occupational Therapy Department Academic Probation While on probation, failure to meet the following conditions will result in dismissal from the program. A student on probation must:
 - For all 500- and 600-level courses over the next two full-time semesters:
 - Receive no less than a "B" in all courses;
 - Achieve a semester and cumulative average of at least 3.0.
 - For the S/U graded OT courses (listed in 1.b. of the OT Department Good Academic Standing section), over the next two full-time semesters; receive a grade of S.

3. Dismissal From the Occupational Therapy Program

- A student who is on OT department academic probation and does not meet the conditions of OT department academic probation will be dismissed from the OT department but not necessarily dismissed from the college. The dismissed student is encouraged to meet with the OT academic advisor/faculty mentor and an advisor/career coach in the Student Success Center.
- A student dismissed from the OT department has the option to appeal the dismissal. In order to appeal, the student must follow the School of Health Professions' Appeals process as indicated below under "Appeals."

4. Grades Below B Policy

This policy applies to all 500- and 600-level OT courses. No more than a total of six credits or two courses (whichever better advances academic progress) with grades lower than B (B-, C+, C) are applicable to the occupational therapy degree. A grade of C- or lower is not applicable to the occupational therapy degree.

5. Requirements for Level II Fieldwork

- Students must have the permission of the instructor before registering for Level II fieldwork courses (OT Clinical Fieldwork I (OT-640), OT Clinical Fieldwork II (OT-641)). In order to obtain permission, students must demonstrate the ability to meet academic and professional standards of the program and participate in faculty-led professional development interviews in the first and second years of study.
- Receipt of a U grade in either Psychosocial Level I Fieldwork (OT-513), Fieldwork Seminar I (OT-521), Child & Adolescent Level I Fieldwork (OT-523), Adult & Geriatric Level I Fieldwork (OT-530), Fieldwork Seminar II (OT-632) may alter the student's choices or plans for Level II Fieldwork.
- Students who receive a U in a Level II fieldwork course or who voluntarily withdraw from the course must receive approval from the faculty in the OT major before repeating the course. Students will not be allowed to repeat more than one Level II fieldwork course.

6. Policy for Completion of Occupational Therapy Program in Timely Manner:

Full-time (and part-time students) in the OT program must complete all academic requirements within three (3) semesters or one 12-month calendar-year following successful completion of both Clinical Fieldwork I and II (OT Clinical Fieldwork I (OT-640) and OT Clinical Fieldwork II (OT-641)). This includes the semester following Level II clinical fieldwork when students return to campus to complete Professional Issues, Community Practice and research project courses and two (2) additional semesters. In addition to other academic requirements, Clinical Level II Fieldwork must be successfully completed within a 12-month period of completion of all other coursework or repetition of academic courses may be required. A student who does not complete Level II Clinical Fieldwork within the required 12-month period may need to repeat one or more of the following courses:

- OT Methods of Evaluation & Documentation I (OT-527)
- Child & Adolescent Intervention (OT-529)
- OT Methods of Evaluation & Documentation II (OT-633)
- Adult and Geriatric Intervention (OT-634)

Students who do not complete their program within the time frame specified in this policy must petition for an extension of the time limit by submitting a completed "Request for Extension of Time to Complete the Graduate Program" form. [Refer to "Extension to Complete Graduate Degree" (<http://www.dyc.edu/catalog/current/policies-procedures/extension-to-complete-graduate-degree.aspx>) in the academic policies and procedures section of catalog, for the required steps in the procedure.]

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, a student must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements

The D'Youville occupational therapy program is a participant of the Occupational Therapist Centralized Application Service (OTCAS), a program of the American Occupational Therapy Association that allows prospective students to use one application to apply to multiple participating OT programs through a single application process. Interested applicants should refer to OTCAS to complete the application process and are required to follow OTCAS and D'Youville OT program-specific instructions.

In addition to the general admission requirements for graduate programs at D'Youville, applicants to the master's in occupational therapy must meet the required minimum criteria and must present the following by November 30:

1. Two letters of recommendation: one academic and one professional (or two academic). References from OT observations will not be accepted.
2. Evidence of completion of a baccalaureate degree with an official transcript.
3. Evidence of capability to succeed in a graduate program as shown by a cumulative undergraduate G.P.A. of at least 3.0 (all grade point averages are based on a 4.0 system).
4. Completion of the following prerequisite courses with a grade of C or better. Courses must be at least three credits and pass/fail grades are not accepted:

- a. General or Developmental Psychology (must cover life span development)
- b. Abnormal Psychology
- c. Sociology or Social Anthropology
- d. Applied Statistics
- e. Human Anatomy and Physiology I and II with labs or six to eight 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 Human 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.

Upon admission, students will take a writing skills assessment. If the results indicate the need for remediation, students must follow through with recommendations. The faculty expects students to have basic computer skills for word processing, email and online database and library searches. Students who lack any of these abilities should enroll in tutorials offered by the college or other institutions. Students are expected to participate in distance learning/online coursework throughout the OT curriculum. Students are expected to have a laptop or tablet for personal use in class for coursework and for quizzes/exams.

Other Academic Programs

D'Youville provides the following academic programs to interested students.

- Health Professions Education Ed.D. (p. 65)

Health Professions Education Ed.D.

The Health Professions Education Doctoral Program (Ed.D.) is designed to prepare healthcare professionals for teaching, administration and research in higher education. The program ties together advanced practice in applied research, best practices in teaching and curriculum development, and higher education leadership and policy studies. Students will graduate from the program ready to meet the local, national, and international challenge of educating the next generation of healthcare practitioners, educators, and researchers.

The Ed.D. in Health Professions Education is a 60 credit hour program intended to be completed within a 3 year time frame. This program is designed for practicing health professionals and educators who customarily have completed 36-60 hour master's and post-master's courses of study. The essential design of the doctoral program will consist of the following features:

Comprehensive Teaching Core

The comprehensive teaching core will focus on skills required to develop and implement courses in the health care professions. Course development is not a component of the didactic/field instruction of health professionals, and as such, is a skill needed prior to transitioning to higher education. Areas highlighted in the teaching core include instruction on curriculum development, evidence-based teaching, teaching/learning strategies, student characteristics that impact learning, and outcomes assessment. The teaching core is comprised of five courses worth 2-3 credits each, for a total of 13 credit hours.

Comprehensive Administration Core

The comprehensive administration core highlights the skills required to function as an administrator in a higher education institution. Courses

focus on leadership skills, trending topics, legal and ethical issues, finance, and organizational culture. Knowledge in these areas will provide students with the skills to function in roles as department chairs and/or higher education administrators. The administration core is comprised of five courses that are 2-3 credits each, for a total of 13 credit hours.

Teaching or Administration Practicum

Students select to complete either the teaching or administration practicum, which allows them the opportunity to practice skills learned in the classroom in a real world situation. Students will either develop and implement teaching plans to college-level students, or will review and develop a strategic plan at an administrative level. By allowing students the opportunity to hone their skills through practical experience, the proposed program provides dynamic learning that prepares learners for the workplace. Whether they select teaching or administration, this component of the curriculum is comprised of two, 2 credit courses, for a total of 4 credits.

Comprehensive Research Core

The comprehensive research core provides students with the skills to effectively develop and implement scholarly research in accordance with the demands of most higher education institutions. Students will take courses in advanced statistics, as well as both quantitative and qualitative research methods.

Applied Research or Grant Writing Practicum

As part of the research core, students are required to complete either an Applied Research or Grant Writing Practicum. This practicum allows students to dig more deeply into the research or grant writing process as it applies to faculty within health professions education. Whether students select applied research or grant writing, the practicum is comprised of two, 2 credit courses for a total of 4 credits.

The complete research core (including practicum) is comprised of seven courses of varying credit loads. Each student is required to complete 14 credits in the research core.

Dissertation Preparation and Completion

The dissertation is intended to address current and real concerns of the health professions/health professions educators in order to provide leadership and direction for evolving healthcare systems. The dissertation will customarily be guided by a committee comprised of three faculty members, each of whom will hold an earned doctorate. Additionally, the completed dissertation will be reviewed by an outside reader (approved by the department) who is particularly distinguished in the problem area of the research question. The dissertation will ordinarily carry 10 hours of doctoral credit.

Electives

Electives for the program were developed to help enhance students' knowledge in one (or more) of the three identified core areas. Electives include courses focused on teaching, issues in administration, and research. Students will select electives as they look toward their future area of interest in higher education. There are currently six elective courses to choose from, each worth three credit hours. Each student is required to complete 6 credits of electives.

The distribution of courses identified above totals 60 hours of doctoral work. It is anticipated that all 60 hours will be completed at D'Youville College, although the college does recognize previous studies of students

and may accept up to 12 hours of transfer credits if the courses are considered equivalent to those within the program.

Code	Title	Credits
HED-701	Soc Determinants of Healthcare & Edu	2
HED-702	Leadership in Health Professions Education	3
HED-703	Current Issues in Hlth Professions Edu	2
HED-704	Legal & Ethical Hlth Prof Edu	3
HED-705	Finance & Planning Hlth Professions	3
HED-706	Curr Plan & Design in Hlth Prof Edu	3
HED-707	Evidence Based Prac Hlth Professions Edu	2
HED-708	Strategies in Health Professions Edu	3
HED-709	Outcomes Assess Hlth Prof Education	3
HED-710	Organizational Culture Hlth Professions	2
HED-720	Advanced Statistics	4
HED-721	Quantitative Research Design	3
HED-722	Qualitative Research Design	3
HED-730 or HED-732	Teaching Practicum I Administration Practicum I	2
HED-731 or HED-733	Teaching Practicum II Administration Practicum II	2
HED-740 or HED-742	Applied Research Practicum I Grant Writing Practicum I	2
HED-741 or HED-743	Applied Research Practicum II Grant Writing Practicum II	2

APPLICATION REQUIREMENTS

Prospective candidates must forward the following materials to the graduate admissions office:

1. A completed application with a non-refundable application fee.
2. Official undergraduate and graduate transcripts from all institutions attended.

In addition to the application procedure, candidates must present the following:

- Completion of a master's degree, with a minimum of 30 graduate credit hours with grades of B or better.
- Minimum graduate grade point average of 3.25 (based on a 4.00 system).
- Professional resume or curriculum vitae showing evidence of clinical experience in a health care profession (preferably over a period of at least 2 years).
- Two letters of professional recommendation from graduate professors and/or employers/supervisors focusing on the candidate's potential for success in a doctoral program.
- A brief written statement (500-1000 words) of goals for pursuing doctoral study.
- One writing sample, including examples from within your graduate program coursework, or an individual scholarly publication.
- Candidates being considered for admission will be asked to complete a video interview with Health Professions Education Faculty.

Applications for admission are considered on a competitive basis.

PROVISIONAL ADMISSION

Candidates who do not meet the above criteria, but who have a graduate grade point average of 3.00 and show promise, will be reviewed on an individual basis by the admissions committee and may be admitted provisionally. While having provisional status, the student must meet all academic requirements of the program and must receive grades of B or better in the first four courses of the program.

Physical Therapy Department

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

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

In this sequential-degree pathway, entering freshmen matriculate in and complete their B.S. degree through the respective departments. Upon completion of the B.S. degree, students who satisfy all D.P.T. admission requirements are accepted into the three-year doctor of physical therapy (D.P.T.) program.

For a further description of the D.P.T. curriculum and academic requirements, please refer to the D'Youville College Graduate Catalog (<http://www.dyc.edu/catalog/current/degrees-programs/physical-therapy/physical-therapy-dpt/>). The three-year graduate D.P.T. program is registered with the New York State Education Department (NYSED) and is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) (<http://www.capteonline.org/home.aspx>) of the American Physical Therapy Association:

Commission Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia, 22314

Telephone: 703-716-3245
E-mail: accreditation@apta.org
Website: www.capteonline.org (<http://www.capteonline.org>)

Advanced Orthopedic Physical Therapy Certificate (Post-Master's)

This certificate program, which is registered with the New York State Education Department, offers physical therapists advanced theoretical knowledge, problem-solving, and hands-on skills in the specialty area of neuromusculoskeletal examination, evaluation and interventions.

Required Courses

Code	Title	Credits
PT-709	Business Management Strategies for Physical Therapists	2
PT-731	Advanced Orthopedic Spine	3
PT-732	Advanced Orthopedics Extremities	3
Total Credits		8

Advanced Practice (Must Complete 5 Credits from the List Below)

* Other Advanced Practice electives require prior approval from the certificate director.

Code	Title	Credits
PT-634	Spinal Manipulation	1
PT-684	Manual Therapy in Sports Rehabilitation	1
PT-686	Aquatic P.T.	1
PT-687	Comprehensive Soft Tissue Manipulation	1
PT-688	Functional Approach to Exercise	1
PT-750	Taping Methods	1
PT-752	Intro to Pelvic Floor Dysfunction	1

Clinical Fieldwork

Code	Title	Credits
PT-660	Clinical Residency	2
Total Credits		2

Total required for Certificate in Advanced Orthopedic Physical Therapy: 15

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements

Applicants to this certificate program must present the following:

1. Official transcripts indicating an entry-level degree in physical therapy and,
2. A current active license to practice physical therapy in the U.S. or its equivalent.

Students who are currently enrolled in the doctor of physical therapy program may also apply for admission to this certificate program if they:

1. Obtain a recommendation letter from a faculty member who is an orthopedic specialist, and
2. Are in good standing within the DPT program, and
3. Have a minimum 3.30 G.P.A. for all courses within the DPT orthopedic curriculum (Functional Anatomy (PT-522), Orthopedic Physical Therapy I (PT-513), lecture and labs).

The number of seats available per cohort in the certificate program will be determined by the number of sites available that can offer the advanced clinical internship.

Physical Therapy B.S. + D.P.T.

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

- B.S. in biology offered through the math and natural sciences department+ D.P.T. program

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

In this sequential-degree pathway, entering freshmen matriculate in and complete their B.S. degree through the respective departments. Upon completion of the B.S. degree, students who satisfy all D.P.T. admission requirements are accepted into the three-year doctor of physical therapy (D.P.T.) program. For a further description of the D.P.T. curriculum and academic requirements, please refer to the D'Youville College Graduate Catalog (<http://www.dyc.edu/catalog/current/degrees-programs/physical-therapy/physical-therapy-dpt/>).

The three-year graduate D.P.T. program is registered with the New York State Education Department (NYSED) and is fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association:

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

Telephone: 703.706.3245

E-mail: accreditation@apta.org

Website: www.capteonline.org (<http://www.capteonline.org>)

Physical Therapy

Sample Undergraduate P.T. prerequisite courses

Math & Natural Sciences

- Two 3-credit courses in human-based science or applied science courses
- One course in human anatomy with lab
- One course in human physiology with lab—may be two courses in human anatomy with physiology with labs
- Two courses in chemistry with labs
- Two courses in physics with labs
- One semester of statistics

Social & Behavioral Sciences

- One course in psychology

Sequential Degree: Six-Year B.S. + D.P.T. D.P.T. Program

Code	Title	Credits
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
GRA-601	Research Methodology and Design	3
PT-500	Essential Skills I	3
PT-500L	Essential Skills I Lab	1
PT-502	Pathophysiology for Physical Therapists	3
PT-503	Clinical Orientation Seminar I	0
PT-504	Clinical Orientation Seminar II	0
PT-505	Intro PT and Health Care Systems	2
PT-506	Physiology of Therapeutic Exercise	2
PT-506L	Physiology of Therapeutic Exercise Lab	1
PT-510	Essential Skills II	2
PT-510L	Essential Skills II Lab	1

PT-513	Orthopedic Physical Therapy I	2
PT-513L	Orthopedic I Lab	2
PT-514	Integumentary Examination & Intervention	2
PT-515	Professional Development I	1
PT-518	Biomechanics and Kinesiology for PT	2
PT-518L	Biomechanics and Kinesiology Lab	1
PT-519	Lifespan Development	1
PT-519L	Lifespan Development Lab	1
PT-520	Lifespan Development II	1
PT-520L	Lifespan Development II Lab	1
PT-522	Functional Anatomy	2
PT-522L	Functional Anatomy Lab	1
PT-547	Pharmacology for Rehabilitation Spec	1
PT-550	Clinical Neuroscience	5
PT-550L	Clinical Neuroscience Lab	0
PT-552	Cardiopulmonary Physical Therapy	2
PT-552L	Cardiopulmonary Lab	1
PT-552S	Cardiopulmonary Seminar	0
PT-574	Clinical Fieldwork I	3
PT-602	Neurodevelopmental Pediatrics	2
PT-602L	Neurodevelopmental Pediatrics Lab	1
PT-604	Clinical Orientation Seminar III	0
PT-606	Neuromuscular Assessment	2
PT-606L	Neuromuscular Assessment Lab	1
PT-614	Community Health & Wellness	3
PT-613	Orthopedic Physical Therapy II	2
PT-613L	Orthopedic II Lab	2
PT-615	Professional Development II	1
PT-618	Rehabilitation II	3
PT-618L	Rehabilitation Lab II	2
PT-627	Application of Research Methods in PT	4
PT-627L	App of Research Methods in PT Lab	0
PT-628	Research Seminar	3
PT-674	Fieldwork II	4
PT-675	Clinical Fieldwork III	4
PT-701	Clinical Decision in Therapeutic Exercise	2
PT-701L	Clinical Decision in Therapeutic Exercise Lab	1
PT-703	Education Advocacy Consultation	3
PT-709	Business Management Strategies for Physical Therapists	2
PT-725	Clinical Fieldwork IV	5
PT-748	Differential Diagnosis	3
PT-799	NPTE Examination Preparation	0
PT-XXX	Graduate Elective Credits	5
Total Credits		108

Physical Therapy Department Technical Standards

The Physical Therapy Department at D'Youville College is prepared to make reasonable accommodations in order to allow students with disabilities an equal opportunity to participate and succeed in the academic program. An accommodation must be reasonable and may not be provided if it fundamentally alters the nature of the curriculum,

including the didactic component, laboratory sessions, or supervised practice experiences, requires substantial program modification or lowering of academic standards, causes undue hardship for the college or affiliating agencies, or jeopardizes the health or safety of the student or others.

No otherwise qualified person shall be excluded from participation, admission, or matriculation, or denied benefits solely by reason of his or her disability. The physical therapy department will not discriminate against qualified individuals but will expect applicants and students to meet certain minimum academic and technical standards. *Please refer to the graduate catalog for a complete description of the Physical Therapy Department Technical Standards* (<http://www.dyc.edu/catalog/current/degrees-programs/physical-therapy/physical-therapy-dpt/>).

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Classification Of Students

Undergraduate students who are accepted into the sequential degree pathway leading to the physical therapy major are classified by their undergraduate major of choice while completing the bachelor's degree and hold a specialization code for DPT.

Sequential B.S. + D.P.T. Degree Admissions Requirements

(Undergraduate acceptance into sequential degree pathway)

Freshmen or undergraduate transfer students accepted into any of the three sequential-degree B.S. + D.P.T. pathways must satisfy the following admission criteria:

Freshmen admission requires:

1. Combined SAT scores of at least 1,170 (Math and Verbal) or composite ACT score of 24, and
2. High school average of at least 85 percent or 2.85 on a four point scale, and
3. Successful completion of two years of math and three years of science; physics is strongly recommended

Transfer student admission requires:

1. Satisfaction of all freshman admission requirements above, and
2. Minimum cumulative G.P.A. of 3.00 (after a minimum of 2 full time semesters of study), and
3. Complete at least one of a two semester required science D.P.T. prerequisite course with a B or better. (For example: BIO-107 BIO-107L BIO-108 BIO-108L PHY-111 PHY-111L PHY-112 PHY-112L CHE-111 CHE-111L CHE-112 CHE-112L)
4. Minimum GPA for all D.P.T prerequisite courses of 3.20.

Note: For transfers, when calculating both overall G.P.A. and D.P.T. prerequisite GPA, grades from other colleges or universities will be included. Grades for any D.P.T. prerequisite course lower than a B will not be accepted from any other college or university, and the course will need to be repeated at D'Youville College.

5. All internal transfer applications will be reviewed at the end of each semester (after final grades are posted). Requests for a change of major into the sequential degree pathway must occur by September 1 of the academic year of anticipated undergraduate degree completion.

While students are enrolled in the sequential degree undergraduate pathway, the following requirements apply to be in good academic standing:

1. Maintain a minimum cumulative G.P.A. of 3.0 after two semester of full-time study at D'Youville College.
2. Maintain a cumulative G.P.A. of 3.20 for all DPT prerequisite courses.
3. Earn a minimum grade of B in all DPT prerequisite courses.
4. Students may earn only two grades of C, C+ or B- for D.P.T. prerequisite courses. Students who achieve a second grade below a B will be placed on academic probation in the sequential degree pathway.
5. Students who earn a third grade below a B in the D.P.T. prerequisite courses will be removed from the sequential degree pathway. Students removed from the sequential degree pathway may be permitted to continue their degree program if they otherwise meet all academic requirements of that program. Student may not reapply to any sequential degree pathway at the college.

D.P.T. Admission Requirements

(Graduate acceptance into D.P.T. program)

1. Conferral of B.S. degree, and
2. Evidence of capability to succeed in D.P.T. program as demonstrated by a cumulative undergraduate G.P.A. of at least 3.00 (on a 4.00 system), and
3. Evidence of completion of all prerequisite courses completed with a grade of B or better with the exception that a maximum of two undergraduate course grades may be a C or better (C, C+, B-). The applicant must also have a pre-requisite G.P.A. of 3.20. Pre-requisite courses are equivalent to:
 - a. Math and Natural Sciences
 - Two 3-credit courses in human-based science or applied science courses
 - One course in human anatomy with lab
 - One course in human physiology with lab —may be two courses in human anatomy with physiology with labs
 - Two courses in chemistry with labs
 - Two courses in physics with labs
 - One semester of statistics
 - b. Social and Behavioral Sciences
 - One course in psychology
4. Evidence of the completion of 60 or more hours of volunteer, work or internship with a vulnerable population (e.g., children, individuals who are socioeconomically disadvantaged, clinical populations, and individuals with disabilities), and
5. Two letters of recommendation addressing leadership potential and ability to work with others, and
6. Submission of Graduate Record Examination (GRE) score from GRE exam taken no greater than five years prior to application filing, and
7. Willingness to conform to published college and program policies and procedures.

Physical Therapy D.P.T.

The graduate entry-level doctor of physical therapy (D.P.T.) program is offered to applicants who have completed a bachelor's degree and undergraduate prerequisites required by the physical therapy department. The graduate professional program is also offered as part of a sequential-degree program to D'Youville College undergraduate students, where students can choose a pathway through the departments of health services, biology in math and natural sciences or exercise and sports studies. The three-year graduate D.P.T. program is registered with the New York State Education Department (NYSED) and fully accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE) of the American Physical Therapy Association:

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

Telephone: 703-706-3245
E-mail: accreditation@apta.org
Website: www.capteonline.org (<http://www.capteonline.org>)

The D.P.T. curriculum involves 108 credit hours and includes traditional college coursework, distance learning, and clinical fieldwork affiliations. Coursework in the doctoral program begins in the summer semester of the first year of graduate study and runs through nine consecutive semesters to typically be completed by May of the third year. D'Youville's 36-month doctoral professional program is organized as 12-month curricula, allowing students to enter practice in a minimum of time. D'Youville's physical therapy program offers quality clinical fieldwork experiences at a choice of more than 300 clinical sites.

The physical therapy program is a demanding program in coursework, time commitment and financial obligations. Students enrolled in the professional program must complete three full-time summer sessions in addition to the six full semesters of coursework in the three-year doctoral program. Clinical fieldwork, which is scheduled throughout the curriculum, may require an additional expense for travel and room and board. Physical therapy students also incur an additional expense for laboratory fees. Successful performance on a comprehensive exam is required for graduation from this program. A few students in the physical therapy program may seek employment as work-study students on campus. Due to the time commitment to the program, part-time off-campus work during the program is not recommended.

Course Requirements for the Professional Phase

In the Specific Area of Concentration

Code	Title	Credits
BIO-639	Human Gross Anatomy	6
BIO-639L	Human Gross Anatomy Lab	0
GRA-601	Research Methodology and Design	3
PT-500	Essential Skills I	3
PT-500L	Essential Skills I Lab	1
PT-502	Pathophysiology for Physical Therapists	3
PT-503	Clinical Orientation Seminar I	0
PT-504	Clinical Orientation Seminar II	0
PT-505	Intro PT and Health Care Systems	2
PT-506	Physiology of Therapeutic Exercise	2

PT-506L	Physiology of Therapeutic Exercise Lab	1
PT-510	Essential Skills II	2
PT-510L	Essential Skills II Lab	1
PT-513	Orthopedic Physical Therapy I	2
PT-513L	Orthopedic I Lab	2
PT-514	Integumentary Examination & Intervention	2
PT-515	Professional Development I	1
PT-518	Biomechanics and Kinesiology for PT	2
PT-518L	Biomechanics and Kinesiology Lab	1
PT-519	Lifespan Development	1
PT-519L	Lifespan Development Lab	1
PT-520	Lifespan Development II	1
PT-520L	Lifespan Development II Lab	1
PT-522	Functional Anatomy	2
PT-522L	Functional Anatomy Lab	1
PT-547	Pharmacology for Rehabilitation Spec	1
PT-550	Clinical Neuroscience	5
PT-550L	Clinical Neuroscience Lab	0
PT-552	Cardiopulmonary Physical Therapy	2
PT-552L	Cardiopulmonary Lab	1
PT-552S	Cardiopulmonary Seminar	0
PT-574	Clinical Fieldwork I	3
PT-602	Neurodevelopmental Pediatrics	2
PT-602L	Neurodevelopmental Pediatrics Lab	1
PT-604	Clinical Orientation Seminar III	0
PT-606	Neuromuscular Assessment	2
PT-606L	Neuromuscular Assessment Lab	1
PT-613	Orthopedic Physical Therapy II	2
PT-613L	Orthopedic II Lab	2
PT-614	Community Health & Wellness	3
PT-615	Professional Development II	1
PT-618	Rehabilitation II	3
PT-618L	Rehabilitation Lab II	2
PT-627	Application of Research Methods in PT	4
PT-627L	App of Research Methods in PT Lab	0
PT-628	Research Seminar	3
PT-748	Differential Diagnosis	3
PT-674	Fieldwork II	4
PT-675	Clinical Fieldwork III	4
PT-701	Clinical Decision in Therapeutic Exercise	2
PT-701L	Clinical Decision in Therapeutic Exercise Lab	1
PT-703	Education Advocacy Consultation	3
PT-709	Business Management Strategies for Physical Therapists	2
PT-725	Clinical Fieldwork IV	5
PT-799	NPTE Examination Preparation	0
PT-XXX	One Graduate Elective/Practicum/Study	5
Total Credits		108

Physical Therapy Department Technical Standards

Introduction

The Americans with Disabilities Act of 1990 (ADA) (Public Law 101-336) was established to empower qualified persons with disabilities to seek employment opportunities, transportation, and access to programs and services without fear of discrimination. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodation needed to participate in an educational program.

The Physical Therapy Department at D'Youville College is prepared to make reasonable accommodations in order to allow students with disabilities an equal opportunity to participate and succeed in the academic program. An accommodation must be reasonable and may not be provided if it fundamentally alters the nature of the curriculum, including the didactic component, laboratory sessions, or supervised practice experiences, requires substantial program modification or lowering of academic standards, causes undue hardship for the College or affiliating agencies, or jeopardizes the health or safety of the student or others.

If the student feels he or she meets the requirements of the ADA and will require ADA accommodation, the disability must be supported by medical documentation **prior to** receiving accommodation. To receive accommodation, the student must take the responsibility to make the department aware of the need for accommodation by notifying the Physical Therapy Department chair, **and** the student must contact the Disability Services office at D'Youville College and complete the process required. The Disability Services office will then contact the Physical Therapy Department and reasonable accommodations will be made based on the recommendations of the disability office. Some accommodations may be the fiscal responsibility of the student.

No otherwise qualified person shall be excluded from participation, admission, or matriculation, or denied benefits solely by reason of his or her disability. The Physical Therapy Department will not discriminate against qualified individuals but will expect applicants and students to meet certain minimum academic and technical standards.

Technical Standards

The physical therapy program at D'Youville College is a rigorous program that places specific requirements and demands on enrolled students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Physical Therapy Department identify the attributes needed to establish the knowledge, skills, and values necessary to meet the standards of the American Physical Therapy Association (APTA) and the Commission on Accreditation in Physical Therapy Education (CAPTE) in order to achieve the **educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment** and fulfill the physical therapy department mission. The mission of the physical therapy department at D'Youville College is as follows:

- *Consistent with the mission of D'Youville College, the Department of Physical Therapy develops students both academically and socially through evidence-based learning and community service.*
- *Students graduate as knowledgeable professional doctors of physical therapy committed to life-long learning, leadership and service to society.*

- *The DPT program prepares students with the skills to provide sound patient care, as well as offer preventive, educational, administrative, and consultative services that respect individuality in changing healthcare environments.*

Full participation in the academic and supervised practice environments requires that students, with or without reasonable accommodation, possess abilities, attributes, and skills in five major areas:

1. Sensory Processing
2. Communication
3. Motor/Strength/Coordination
4. Conceptual/Integrative/Quantitative
5. Behavioral/Social

All of these skills must be performed in a reasonable time frame required for clinical practice. Details regarding these essential abilities are found in the following paragraphs; they are not intended to be all inclusive.

Sensory Processing

Candidates and students must:

1. have sufficient vision to be able to observe demonstrations or physical changes, such as in skin and musculature or changes in other areas of the body, in lecture, lab and clinical settings in the program
2. have sufficient functional visual ability and processing to read printed material in both hard copy and electronic formats
3. have sufficient functional auditory acuity and processing to comprehend multiple sounds, such as one or more persons engaged in conversational speech, and to hear timers and alarms

Communication

Candidates and students must:

1. be able to communicate effectively and sensitively, orally, in writing, and non-verbally with peers, faculty, staff, community partners, the general public, and patients/clients, including individuals of different ages and from different cultural and social backgrounds
2. be able to understand, read, speak, and write the English language at a level consistent with competent professional practice, using appropriate grammar, spelling, and vocabulary

Motor/Strength/Coordination

Candidates and students must:

1. have sufficient dexterity, coordination and fine motor function to perform PT-related skills
2. have sufficient physical strength and endurance to carry equipment and supplies, lift and transfer patients and other items (up to 50 pounds), walk, bend, and stoop while carrying items, and sit and stand for long periods of time
3. have the capability to physically maneuver in required settings in a safe manner
4. have the ability to access transportation to attend classes and supervised practice experiences in a timely manner

Conceptual/Integrative/Quantitative

Candidates and students must:

1. be able to utilize all assessment parameters in order to assess the physical status of the clients and implement a plan of care to achieve optimal health (e.g., obtaining the client's history, performing physical assessments and analysis of laboratory data)
2. have sufficient conceptual, integrative and quantitative abilities, including but not limited to measurement, calculations, reasoning, analysis, and synthesis; additionally, a student must be able to understand spatial relationships related to patient care
3. have the ability to critically think, solve problems, and deal effectively with a variety of concrete and abstract variables in situations where limited standardization exists within reasonable time frames
4. have the ability to analyze, conceptualize, and summarize complex relationships as ascertained from patient records, research studies, and other written reports and be able to communicate that information effectively
5. have the ability to learn and work effectively in both independent and collaborative situations
6. have the ability to execute multiple tasks simultaneously

Behavioral/Social

Candidates and students must:

1. possess the emotional health required for utilization of his/her intellectual abilities
2. be able to exercise good judgment in the prompt completion of all academic and supervised practice responsibilities
3. have affective skills and appropriate demeanor and rapport that relate to professional education and quality patient/client care and customer relations
4. be able to develop mature, sensitive, ethical, and effective relationships with instructors, colleagues, and patients/clients/customers
5. have the capacity (maturity, emotional stability) to adapt to change, maintain composure, and display flexibility in the face of uncertainties and stressful situations
6. portray attributes of professionalism that include but are not limited to honesty, integrity, caring, respect, trustworthiness, competence, and responsibility to and for their instructors, colleagues, and patients/clients/customers

Conclusion

The D'Youville College Physical Therapy Department and its sponsoring institutions will provide reasonable accommodations as needed to open the program to competitive, qualified individuals with disabilities. In doing so, however, the program and sponsoring institutions must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physical therapist (which include the technical standards set forth above). The program and sponsoring institutions cannot compromise the health and safety of patients/clients/customers or students. It is inevitable that adherence to minimum requirements will disqualify some applicants and students, including some who have a disability. However, adherence to those requirements is necessary, as an applicant or student who is unable to meet the minimum academic and technical standards is not qualified for participation in the program or the practice of the profession.

Academic And Professional Regulations For The D.P.T. Program

In addition to the general academic regulations, all matriculating students in the graduate D.P.T. physical therapy program must complete 108 credit hours as required. Additional academic regulations of the physical therapy program, which are applicable to both full-time and part-time students, include the following:

1. A minimum grade of C is required for all courses. Students who do not earn a C in a required course will not be permitted to enroll in any courses with a PT prefix until the course grade is remediated. A course must be repeated with permission of the program faculty the next time it is offered. A course may only be repeated once.
2. Students may earn only two (2) grades of C, C+ or B- for graduate level courses. Students who achieve a second grade below a B will be placed on academic probation for the remainder of the D.P.T. program.
3. Students who earn a third grade below a B will be dismissed from the program.
4. A minimum cumulative G.P.A. of 3.0 must be maintained throughout the program. Any student who fails to earn a G.P.A of 3.0 will immediately be placed on probation.
5. Students are required to obtain permission of department faculty and successfully complete all course related competency exams prior to registration in clinical fieldwork. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.
6. All clinical fieldwork must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for a clinical fieldwork must receive formal approval of program faculty to repeat the fieldwork experience.
7. A student will only be permitted to repeat 1 clinical education experience if fully justified. A student will not be allowed to repeat more than 1 clinical education experience. If a student fails a second clinical experience, either failure of a repeated clinical experience or failure of a different clinical experience, the student will be dismissed from the program. A dismissed student will be required to apply to a different graduate program in order to continue enrollment at D'Youville College.
8. All clinical fieldwork must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required.
9. Students must successfully pass a comprehensive examination within the deadline established by the program in order to be cleared for graduation from the PT program. The exam may be repeated one time. A second unsuccessful attempt on the comprehensive examination will result in the student petitioning the PT student progress committee for permission to make a third attempt.
10. A student that fails to meet any one of the above academic or professional regulations may experience a delay in graduation due to the need for correction/remediation of the program standards prior to progression in the D.P.T. curriculum.

Student Conduct

Students enrolled in the D'Youville College physical therapy department are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout the curriculum, students are assessed on their student conduct related to a set of generic abilities adopted by the profession. Areas of generic professional behaviors include interpersonal

communication, problem-solving skills and responsibility. Personal integrity is considered an essential of practice as such, this program has a policy of zero tolerance for academic dishonesty. Any student with documented areas of conduct deficiency will be reviewed by the program student progress committee. Actions related to improper student conduct may include a committee request for a student-initiated contract of conduct remediation, program probation or dismissal from the program. Failure to meet student conduct standards during a probationary period or a serious breach of student conduct standards will result in dismissal from the program.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admission Requirements – Entry-Level Program Degree Candidates (D.P.T.)

Applicants to the doctor of physical therapy (D.P.T.) must submit a graduate application through the Physical Therapist Centralized Application Service (PTCAS) online at www.ptcas.org (<http://www.ptcas.org>). The graduate admissions office will evaluate on the basis of:

1. Academic performance based on official college or university transcripts
2. Official academic transcripts from colleges and universities attended both undergraduate and graduate levels
3. Evidence of completion of 60 or more hours of work with a vulnerable population (e.g., children, individuals who are socio/ economically disadvantaged, clinical populations, individuals with disabilities).
4. Two letters of recommendation addressing leadership potential and the ability to work with others.
5. Submission of Graduate Record Examination (GRE) score from GRE exam taken no greater than five years prior to application filing.
6. Evidence of capability to succeed in a graduate program, as shown by a cumulative undergraduate G.P.A. of at least 3.00 (on a 4.00 system)
7. Evidence of completion of all prerequisite courses completed with a grade of B or better with the exception that a maximum of two undergraduate course grades may be a C (C+, C, B-) or better. The applicant must also have a minimum pre-requisite P.A. of 3.20 or better.

Prerequisite courses equivalent to the following D'Youville College courses:

Math and Natural Sciences

- Two 3-credit courses in human-based science or applied science courses
- One course in human anatomy with lab
- One course in human physiology with lab – may be two courses in human anatomy with physiology with labs
- Two courses in chemistry with labs
- Two courses in physics with labs
- One semester of statistics

Social and Behavioral Sciences

- One course in psychology

Qualified applicants meeting all other admission requirements for acceptance in the professional program, with the exception of PT-specific undergraduate prerequisites, may be accepted into the program with matriculation pending completion of identified undergraduate coursework.

8. International students whose language of instruction was other than English must submit a TOEFL (Test of English as a Foreign Language) score. Students must achieve a minimum score of 550 written or 250 computer-based on the TOEFL.
9. A willingness to conform to published college and program policies.

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 are required to self identify their needs to the director of disability services.

Graduate Application Process

Applicants to the doctor of physical therapy (D.P.T.) must submit a graduate application through the Physical Therapist Centralized Application Service (PTCAS) online at www.ptcas.org (<http://www.ptcas.org>). The deadline for applications is December 1st for acceptance into the next cohort beginning in the summer semester.

Graduate admissions counselors initially conduct application review. Once an application file is complete, then transcript/ course review is conducted by designated P.T. department core faculty to determine equivalency of course content with specified undergraduate prerequisites for acceptance into the professional program.

Physician Assistant Department

The physician assistant department offers a 4 1/2 year combined B.S./ M.S. degree. Graduates are eligible for the Physician Assistant National Certification Examination developed and administered by the National Commission on Certification of Physician Assistants.

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

Program policies must apply to all students, principal faculty, and the program director regardless of location.

Principal faculty, the program director and the medical director must not participate as health care providers for students in the program.

Physician Assistant B.S./M.S. Combined B.S./M.S. P.A. Curriculum

The physician assistant department offers a 4 1/2 year combined B.S./ M.S. degree. All students admitted to the department are expected to complete at least the last three years of the curriculum through full-time studies at D'Youville College. Students who successfully complete all curriculum requirements will be awarded a B.S./M.S. in physician assistant studies, and will be eligible to sit for the Physician Assistant

National Certification Examination, developed and administered by the National Commission on Certification of Physician Assistants.

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

Within the B.S./M.S. curriculum, the first two years (Phase I) are devoted to the study of the arts, humanities and sciences, which satisfy general education core requirements of the college's baccalaureate degree and other prerequisite requirements specified by the departmental curriculum. The third year, begins the professional phase of study (Phase II), and prepares students with a broad, comprehensive base in clinical medicine, pharmacology, physical diagnosis, clinical laboratory medicine, behavioral and preventive medicine. The professional phase also allows students to develop interpersonal, communication and critical-thinking skills, which are essential to facilitate effective and empathetic relationships with patients and effective collaboration with other health care professionals. The fourth year of the curriculum allows the student to apply and refine his/her critical thinking and clinical skills while working under the guidance and supervision of clinical preceptors. During the clinical phase, students will complete ten mandatory clinical rotations and the choice of two elective clinical rotations. The students also complete a research project during this phase.

Curriculum Sequence

4 1/2 Year BS/MS Degree Curriculum-First & Second Year

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
ENG-111	Introduction to Literature: Acad Writing	3
CSC-110	Computers and Computing	3
PSY-203	Lifespan Development ¹	3
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
ENG-112	Humanities Seminar	3
MAT-123	Introduction to Applied Statistics ¹	4
CHE-219 & 219L	Organic Chemistry and Organic Chemistry Lab	4
or CHE-209 & 209L	Principles of Organic Chemistry and Principles of Organic Chemistry Lab	
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-303	Biochemistry ²	3
BIO-303L	Biochemistry Lab	1
BIO-339	Human Gross Anatomy ²	6
BIO-639L	Human Gross Anatomy Lab	0
HP-203	Medical Terminology	1
PHI-214	Challenges of Death ¹	3
PHI-312	Bioethics Seminar ¹	3

BIO-307	Pathophysiology ²	3
Total Credits		60

- ¹ Fulfills departmental curriculum requirements and liberal arts and science requirements.
- ² Courses must be taken at D'Youville unless successfully completed within 18 months prior to matriculation.

Courses Challenges of Death (PHI-214) can be replaced by Challenges of Death (RS-214) and Bioethics Seminar (PHI-312) can be replaced by Bioethics Seminar (RS-312).

Code	Title	Credits
General Education Requirements		30
Total Credits		30

Requirements subtotal: 89

Didactic Year Requirements - Third Year

Code	Title	Credits
PA-303	Clinical Medicine I	5
PA-305	Behavioral Medicine	2
PA-309	Clinical Laboratory Medicine I	2
PA-311	Clinical Skills	3
PA-312	Physical Diagnosis I	2
PA-312L	Physical Diag Lab	0
PA-335	Pharmacology I	3
PA-304	Clinical Medicine II	5
PA-310	Clinical Laboratory Medicine II	2
PA-313	Physical Diagnosis II	2
PA-313L	Physical Diagnosis Lab	0
PA-336	Pharmacology II	3
Total Credits		29

Clinical Year Requirements - Fourth Year

Code	Title	Credits
PA-401B	Internal Medicine ¹	3
PA-401C	Family Medicine ¹	3
PA-402	General Surgery ¹	3
PA-403	General Pediatrics ¹	5
PA-404	Obstetrics and Gynecology ¹	3
PA-405	Psychiatry ¹	3
PA-406	Emergency Medicine ¹	3
PA-407	Geriatrics ¹	1
PA-408	Orthopaedics ¹	3
PA-412	Senior Seminar Clinical Enrichment A	0
PA-413	Senior Seminar Clinical Enrichment B	0
Total Credits		27

- ¹ Denotes Clinical Rotation

Masters Level

Code	Title	Credits
PA-500	Professional Issues	1
PA-501	Elective Clinical Rotation I ¹	3

PA-502	Elective Clinical Rotation II ¹	3
PA-503	Primary Medicine Core Practicum ¹	6
PA-504	Graduate Seminar I	1
PA-505	Graduate Seminar II	1
PA-603	Applied Research Methods	3
PA-604	Applied Project Seminar I	3
PA-605	Applied Project Seminar II	3
Select two of the following:		6
PA-509	Neuroanatomy	
PA-511	Medical Microbiology	
PA-512	Alternative Medicine	
PA-606	Medical Epidemiology	
Total Credits		30

¹ Denotes Clinical Rotation

Total of B.S./M.S. Degree: 175

Course Requirements

Course Requirements for the Major

In the Specific Areas of Concentration

Code	Title	Credits
PA-303	Clinical Medicine I	5
PA-304	Clinical Medicine II	5
PA-305	Behavioral Medicine	2
PA-309	Clinical Laboratory Medicine I	2
PA-310	Clinical Laboratory Medicine II	2
PA-311	Clinical Skills	3
PA-312	Physical Diagnosis I	2
PA-313	Physical Diagnosis II	2
PA-335	Pharmacology I	3
PA-336	Pharmacology II	3
PA-401B	Internal Medicine	3
PA-401C	Family Medicine	3
PA-402	General Surgery	3
PA-403	General Pediatrics	5
PA-404	Obstetrics and Gynecology	3
PA-405	Psychiatry	3
PA-406	Emergency Medicine	3
PA-407	Geriatrics	1
PA-408	Orthopaedics	3
PA-500	Professional Issues	1
PA-501	Elective Clinical Rotation I	3
PA-502	Elective Clinical Rotation II	3
PA-503	Primary Medicine Core Practicum	6
PA-504	Graduate Seminar I	1
PA-505	Graduate Seminar II	1
PA-603	Applied Research Methods	3
PA-604	Applied Project Seminar I	3
PA-605	Applied Project Seminar II	3
Select two of the following:		6
PA-509	Neuroanatomy	
PA-511	Medical Microbiology	

PA-512	Alternative Medicine	
PA-606	Medical Epidemiology	
Total Credits		86

In Other Academic Areas Required for this Major

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-339	Human Gross Anatomy ¹	6
BIO-303	Biochemistry ¹	3
BIO-307	Pathophysiology ¹	3
BIO-639L	Human Gross Anatomy Lab	0
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4
PHI-214	Challenges of Death	3
PHI-312	Bioethics Seminar	3
PSY-203	Lifespan Development	3
HP-203	Medical Terminology	1
Total Credits		50

¹ Courses must be taken at D'Youville College. No transfer credit will be given for courses completed over 18 months prior to the beginning of professional phase courses.

Code	Title	Credits
Remaining Liberal Arts and Science Electives		39
Total Credits		39

Student Responsibilities

The physician assistant department is a demanding program in coursework, time commitment and financial obligations. Students enrolled in the PA department must complete four summer sessions in addition to the nine regular full-time semesters, for a total of 175 credit hours. Clinical rotations will require additional expenses for travel and room and board. All students are responsible for their own transportation to and from clinical rotations, and extended daily travel distances may be required. It is required that each student have a valid driver's license and his or her own vehicle. Due to the time commitment of the program, particularly in the professional phase, off-campus work is not recommended.

Students are encouraged to be a member of the D'Youville College Student Physician Assistant Association. PA students must not be required to work for the program. Students must not substitute for or function as instructional faculty.

Academic Regulations

The 4 1/2-year B.S./M.S. curriculum is composed of two phases, which extend across five years. Phase I, the pre-professional phase, includes the first two years of study, which is comprised of the prerequisites and core curriculum. Phase II is the third, fourth, and fifth year, which is the professional phase, and includes the didactic preparation for practice and clinical rotations, and the master's curriculum. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement. In addition to general college policies and regulations, which apply to all students, academic regulations of the physician assistant department are applicable to both full- and part-time students. They include the following:

Program Contents and Requirements 4 1/2-Year B.S./M.S.

1. The physician assistant curriculum is demanding in coursework, time, commitment and financial obligations. Students enrolled in the 4 1/2-year B.S./M.S. curriculum must complete four summer sessions in addition to the nine regular full-time semesters. Clinical rotations will require additional expenses for travel and room and board. Due to the time commitment to the program, particularly in the professional phase of the curriculum, off-campus work is not recommended.
2. As noted above, the physician assistant curriculum is composed of two distinct academic phases. Each phase of the program is considered a prerequisite to the next phase and must be satisfactorily completed prior to advancement.
3. Student Conduct: Students enrolled in the D'Youville College physician assistant department are expected to demonstrate high standards of personal behavior and professional conduct in all academic and clinical environments. Dishonesty or misconduct, whether academic or professional, in any form will not be tolerated. College policy regarding academic dishonesty will be followed with the possible recommendation that the offender be dismissed from the physician assistant department. Professional misconduct will be reviewed by the progress committee and may result in probation and/or dismissal from the department. Unprofessional behavior in the clinical setting will result in failure of the rotation regardless of course mastery and may result in immediate dismissal from the department.

Other Specific Requirements Include the Following

Phase I: Good Academic Standing

1. Once students are matriculated and enrolled in the first two years of the curriculum, they must maintain a cumulative science grade point average (G.P.A.) of at least 3.00.
2. Once students are matriculated and enrolled in the first two years of the curriculum, they must maintain an overall semester and cumulative grade point average (G.P.A.) of at least 3.00.
3. A minimum grade of a B- for all science courses (C for all other coursework) specified as a Phase I prerequisite in the curriculum plan is required. However, students must be aware of the 3.0 minimum semester and cumulative G.P.A. requirements and 3.0 minimum cumulative science G.P.A.

Phase I: Academic Probation

1. If the student fails to achieve a 3.00 (semester and cumulative) overall and science G.P.A. (cumulative), they will be placed on probation, will be required to retake courses at D'Youville in which they did not meet the minimum, and may also be decelerated. These are the minimum grade standards of all PA department curricular requirements.

2. If a student fails to achieve these standards in any department required course, they will be placed on probation.
3. Students who do not meet academic requirements for two science course requirements in the same semester will be automatically decelerated into the next graduating class, and at the very least, placed on probation.
4. A student will be placed on academic probation when there is a failure to satisfy specific departmental academic standards or regulations. The period of probation extends until completion of the two full-time semesters immediately following conferral of probation status and includes any coursework completed during summer term while on probation.
5. Academic deficiencies that result in departmental academic probation must be corrected within the two full-time semesters that immediately follow the date of probation.
6. 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.

Phase I: Dismissal

1. Failure to meet the conditions of probation will result in dismissal from the department.
2. To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, the student must follow the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).
3. Dishonesty or misconduct, whether academic or professional in any form, will not be tolerated. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant department.

Phase II: Good Academic Standing

1. A minimum grade of B- (80 percent) is required for all courses included during the didactic year of curriculum (Phase II) with the exceptions of Clinical Skills (PA-311), and Behavioral Medicine (PA-305) Medicine in which the minimum passing grade is 73 percent.
2. Students are required to obtain permission of the department faculty prior to registration in clinical rotations included in Phase II of the program.
3. All 400-level clinical rotations must be completed with a minimum grade of C (73 percent). All 500-level clinical rotations must be completed with a minimum grade of B (83 percent). Formal or informal remediation may be required prior to returning to the clinical experiences. All clinical rotations must be completed within 21 months of completion of didactic academic coursework or repetition of academic courses may be required.
4. A student must possess current certification in Cardiopulmonary Resuscitation (CPR), child abuse recognition certification, HIPAA and New York State in-servicing on bloodborne pathogens, prior to matriculation into the clinical phase of the program. All students in the clinical and graduate phase will be required to have professional liability insurance specified by the program. Students must also have evidence of vaccinations/ immunizations and annual history and physical examinations in compliance with CDC recommendations for health care professionals.
5. During the final year of study in the 4 1/2-year B.S./M.S. degree program, as a requirement of the primary care rotation, all senior level students must satisfactorily complete a community service project with a corresponding poster presentation. This project must have

prior approval of the department and the IRB and be overseen by a faculty advisor.

- A minimum passing grade for all masters-level courses will be a B (83 percent). Achieving and maintaining a minimum G.P.A. of 3.0 is a requirement for completion of the program.
- All master's degree candidates must satisfactorily complete a research project with a corresponding presentation. This project must have prior approval of the department and the IRB and be overseen by a faculty advisor.

Phase II: Academic Probation

- Students who fail to obtain the required grades in any Phase II course during the didactic year will not be permitted to progress in the professional curriculum without review by the progress committee, which may entail probation, deceleration and possible remediation. Students may be permitted to decelerate and repeat 300-level courses on a case-by case basis, depending on their past academic history and next available class seat. Any department-required course may be repeated only once. Students who must repeat a 300-level course will be required to repeat and demonstrate continued proficiency in any or all other 300-level courses prior to enrollment in 400-level courses.
- Despite meeting minimum academic standards, permission to progress into the clinical phase may be denied on the basis of demonstrated weakness or inability to meet the program academic and/or professional standards.
- Students who do not meet these minimum criteria in any 400- or 500-level clinical rotation course, or who voluntarily withdraw from the clinical rotation, must receive formal approval by the faculty to repeat that course or to continue with subsequent rotations. A student will not be allowed to repeat more than one 400- or 500-level clinical course required in the major.
- If a student fails to obtain the minimum passing grade for any course in the clinical phase of the curriculum, the student will be placed on academic probation. Failure to meet the conditions of probation will result in dismissal from the department.
- To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, the student must follow the appeal procedures which are available at www.dyc.edu/appeals.
- Dishonesty or misconduct, whether academic or professional in any form, will not be tolerated. College policy regarding academic dishonesty will be followed with the recommendation that the offender be dismissed from the physician assistant department.

Phase II: Dismissal

- Second failure of the same 300-level course will result in automatic dismissal from the physician assistant department. Any student who fails more than one 300-level course in the same semester will be automatically dismissed from the department.
- Failure of a second 400- or 500-level course will result in dismissal from the department.
- Failure to meet the academic standards or conditions of probation will result in dismissal from the department.
- Failure to meet the conditions of probation will result in dismissal from the department.

Appeals

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow

the appeal procedures which are available at www.dyc.edu/appeals (<http://www.dyc.edu/appeals/>).

Admissions Criteria

B.S./M.S. For the 4 1/2-year B.S./M.S. track, traditional freshmen will be admitted directly into the freshman year, and transfer students may be admitted directly into the program at any point in Phase I of the curriculum. Class placement for transfer students will be dependent on successful completion of prerequisites and competitive availability of class seats. Once accepted into the department, students are expected to complete all preprofessional requirements at D'Youville. The following preprofessional courses must be taken at D'Youville College: Biochemistry (BIO-303), Human Gross Anatomy (BIO-339), and Pathophysiology (BIO-307).

If a transfer student has satisfactorily completed these specific courses with an earned grade of B- or better at another institution within 18 months prior to program entry, the course content will be reviewed by the department chair and Registrar to determine transferability. Qualified applicants are determined, via web-based 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 (traditional freshman and transfer) must show evidence of a minimum of 80 hours of direct patient interaction to be considered for admission.

Minimum Admission Academic Requirements

Incoming Freshmen

Admission to the Physician Assistant program is offered to a select group of students who meet the following criteria. Applications and all required documents must be submitted by November 1 for consideration.

- Combined SAT score of at least 1170 (Math & EBRW sections) or a composite ACT score of 24 or higher
- A minimum class average of 85 percent
- Three years of math, one year of Chemistry and one year of Biology. Math and science subjects must have a minimum grade of at least 83 (B)
- Three letters of recommendation
- Admissions essay specifically addressing the topic of why the student wants to pursue a career as a Physician Assistant
- Official documentation of at least 80 completed hours of direct patient interaction either through volunteer activities or employment activities
- Compliance with technical standards of the profession as noted in the application

Transfer Students

Admission to the Physician Assistant program is offered to a select group of transfer students who meet the following criteria. Applications and all required documents must be submitted and verified by CASPA (<http://caspa.liaisoncas.com/applicant-ux/#/login>) by October 1st. Please be aware that verification of applications can take up to 4 weeks.

- A minimum undergraduate overall and science GPA of a 3.0 on a 4.0 scale

- Earned grade of B- or better in all science courses (which can only be transferred in for direct credit to the program if they are less than six years old at the time of acceptance into the department)
- Three letters of recommendation
- Admissions essay specifically addressing the topic of why the student wants to pursue a career as a Physician Assistant
- Documentation of at least 80 completed hours of direct patient interaction either through volunteer activities or employment activities
- Compliance with technical standards of the profession as noted in the application

To be considered for an interview, all applicants must accrue and provide official documentation of at least 80 hours of direct patient interaction either through volunteer or employment activities. Applications without this documentation will not be considered for an interview.

Application Process

All students are accepted on a competitive space-available basis, based upon the above criteria. Maximum accreditation size limit is 40 students per cohort.

Following review of the written application materials, a pool of applicants are selected for a formal interview. Not all applicants satisfying minimum admission requirements will be selected for an interview. Interviews are scheduled between October and January. All materials must be received by the office of admissions by October 1 for transfer applicants and November 1 for traditional freshman applicants. Placements are made on a competitive, space available basis. Should students qualify, acceleration may be possible into an earlier graduation class. Incomplete applications will not be reviewed. Candidates must also submit an essay and three references, as specified on the PA department website.

School of Nursing

Programs in the School of Nursing include undergraduate and graduate degree programs and post-graduate APRN certificates. The entry level professional program leads to the Bachelor of Science in Nursing (BSN) degree. Graduates are eligible to apply to take the NCLEX-RN® for licensure as registered nurses. The program has a strong liberal arts foundation preparatory to and correlated with professional courses. Students begin clinical course work in their sophomore year and complete a variety of clinical experiences before graduation.

A special curriculum (RN to BSN) is available for RN students with an associate degree or diploma in nursing. The curriculum, with the exception of clinical coursework, is offered online. It is designed to capitalize on and enhance the knowledge and experience gained from practicing as a professional nurse in addition to previous college coursework.

D'Youville offers Master's of Science in nursing degree programs in psychiatric mental health nurse practitioner (PMHNP), family nurse practitioner (FNP), nursing management and quality leadership, and nursing education with a clinical focus. The PMHNP and FNP programs are also available in the Doctor of Nursing Practice degree program and the post-graduate advanced practice certificate program. The nurse practitioner programs prepare graduates to apply for and take national certification exams.

All programs include a focus on evidence based practice, interdisciplinary healthcare studies, culturally competent healthcare, collaboration, and partnerships with clients, healthcare professionals, and agencies.

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

The Baccalaureate, Master, Doctor of Nursing Practice degrees as well as the post-graduate APRN certificate at D'Youville are accredited by the Commission on Collegiate Nursing Education.

The baccalaureate degree in nursing, the master degree, Doctor of Nursing Practice, and the post-graduate APRN certificate at D'Youville are accredited by the Commission on Collegiate Nursing Education (<http://www.aacnursing.org/CCNE/>).

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
Phone: 202-887-6791

Nursing B.S.N.

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

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

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

Bachelor Of Science In Nursing – B.S.N.

This bachelor of science in nursing (BSN) program prepares graduates for the NCLEX Professional Nursing Licensing Examination. A minimum of 121 credits are required for the BSN degree. The community-based curriculum focuses on the knowledge and skills needed for the 21st century. The clinical experience emphasizes evidence based practice and inter-professional collaboration. Clinical nursing courses begin in the second year while students are completing the prerequisite science courses and core liberal arts courses. The strong clinical preparation is acquired through a variety of clinical experiences.

Code	Title	Credits
	Major	53
	Major requirements in other academic areas	44
	Liberal Arts and Science Electives	24
	Total Credits	121

Course Requirements for the Major In the Specific Areas of Concentration

Code	Title	Credits
NUR-110	Population Based Nursing	3
NUR-210	Health Assessment Across the Lifespan	4

NUR-210L	Health Assessment Lab	0
NUR-240	Fundamentals of Nursing	4
NUR-240L	Fundamentals Lab	0
NUR-260	Nursing Care of the Older Adult Chronic Conditions	5
NUR-260L	Nursing Care Lab--Older Adult Chronic Conditions	0
NUR-280	Pathophysiology for Nursing	3
NUR-285	Pharmacology for Nursing Practice	3
NUR-360	Nursing Care of the Adult Acute and Chronic Health Conditions	7
NUR-360L	Nursing Care Lab--Adult Acute and Chronic Health Conditions	0
NUR-380	Evidence Based Practice	3
NUR-470	Concepts in Community and Mental Health Nursing Care	6
NUR-470L	Nursing Care Lab--Community and Mental Health	0
NUR-471	Nursing Care of Childbearing and Childrearing Families	6
NUR-471L	Nursing Care Lab--Childbearing and Childrearing Families	0
NUR-480	Nursing Care of Patients With Complex Health Needs	6
NUR-480L	Nursing Care Lab--Patients With Complex Health Needs	0
NUR-485	Systems Leadership for Quality Care and Patient Safety	3
Total Credits		53

In Other Academic Areas Required for the Major

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
CHE-114	Applied Chemistry for the Health Science	4
CHE-114L	Applied Chemistry for the Hlth Sci Lab	0
MAT-123	Introduction to Applied Statistics	4
PSY-203	Lifespan Development	3
Total Credits		23

Academic Regulations

Effective August 2019, all School of Nursing undergraduate students will be held to the academic standards noted for Academic Year 2019-2020 regardless of the year the student entered their respective nursing program.

Final grades for required NUR courses in addition to courses required for the major completed at D'Youville or another academic institution will be considered when implementing these policies.

** These policies are currently under review and may be subject to change.

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

1. To be in good standing in the Traditional BSN and Online RN-BSN programs, students must: i. Maintain a cumulative GPA of 2.5.
ii. Maintain a minimum grade of C in all courses required for the major as outlined in progression requirements.

2. A student who takes an incomplete grade in a prerequisite course to a required nursing course will not be permitted to begin that nursing course until the pre-requisite course is completed with a grade C or higher (C+, B-, B, B+, A-, A) earned. The policy regarding incomplete grades must be followed and can be accessed at: Incomplete Grades. (http://www.dyc.edu/search/index.aspx?cx=012528331169462832938%3Ap4le_wiw2kg&q=incomplete+grades/)

3. For any NUR course with a theory and lab/clinical component, both the theory component and the lab/clinical component must be repeated if a passing grade is not achieved for either theory (minimum grade of C) and/or lab/clinical(s) (minimum grade of S).

4. Traditional BSN Program A minimum average grade of 73% for course examinations is required prior to consideration of any other graded components of NUR courses. If a student's cumulative exam average is less than 73% the letter grade for the course will be based on that exam average only. A student who does not satisfactorily complete the clinical component of any NUR course will receive a grade of F.

5. RN-BSN Program A minimum average grade of 73% is required for all coursework in NUR and any course required for the major. A student who does not satisfactorily complete the clinical component in a clinical course will receive a grade of F. 1. A minimum grade of C must be attained in any course required for the major. This includes BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, MAT 123, and all required NUR courses.

2. Students who fail to obtain a minimum grade of C in a course required for the major

B. Progression Requirements:

1. A minimum grade of C must be attained in any course required for the major. This includes BIO-107 BIO-107L BIO-108 BIO-108L CHE-114L BIO-208L PSY-203 MAT-123 and all required NUR courses.

2. Students who fail to obtain a minimum grade of C in a course required for the major

will not be permitted to enroll in any course for which that course is a pre-requisite, until the minimum C grade requirement for the pre-requisite course has been met.

3. Students are permitted to repeat a course required for the major only once. The procedures for repeating a course are explained in the College Catalog. www.dyc.edu/catalog/current/policies-procedures/repeating-course.aspx

4. RN-BSN Online Program Students accepted into the RN to BSN program requires all students to have been conferred an Associates or Diploma degree and to have an unencumbered RN license. Students admitted with a conditional acceptance who are eligible to take nursing boards must have an unencumbered RN license by the completion of the first semester. Students are asked to submit a final transcript with degree and degree conferral date to the admissions office along with a copy of their unencumbered RN license prior to academic advisement

for the second semester of course work. Failure to submit the required documents will result in an inability to progress in the program.

C. Probationary Standing:

Students who do not achieve a cumulative GPA of 2.5, and/or who earn a required course grade below C are placed on probation and are limited to 13 credits in the next semester in which they are registered.

D. Ineligibility to Progress in Program:

1. A student may remain on probation for no more than two successive semesters. Failure to meet standards after two successive semesters on probation will result in the inability to progress in the students' respective undergraduate nursing program.
2. Students who have achieved less than a C in more than two courses required for the major will be deemed ineligible to continue in the program regardless of GPA.
3. Students who fail to achieve a minimum grade of C on a second attempt when repeating a course required for the major will be deemed ineligible to continue in the program.
4. Any student who is required in more than one instance to withdraw from a clinical course due to inability to demonstrate a required clinical competency will be deemed ineligible to continue in the program.
5. Students demonstrating inability to deliver safe patient care or unprofessional conduct at any time are subject to course failure and may be ineligible to continue in the program.

E. Re-admission

1. Students are eligible to apply for re-admission after being deemed ineligible to continue, only if dismissed for continued probation. Such students can apply for re-admission after one semester, provided they meet the criteria for a student in good standing with the college and provide for the Undergraduate Admissions, Progression, and Retention committee a plan of action for their success in the program.
2. Students who have been dismissed for unsafe practice or unprofessional conduct will not be eligible for re-admission.
3. Decisions regarding re-admission are made by the Nursing Undergraduate Admissions, Progression, and Retention Committee based on readmission policies and potential for academic success.
4. First-time in college freshman students may be eligible for re-admission following determination of ineligibility to progress if the following criteria are met:
 - Student must have been determined to be ineligible to progress due to more than two grades below C in courses outside the NUR discipline, but required for the nursing major. This would include: BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, or MAT 123. A student would not be eligible for readmission following determination to be ineligible to progress involving a grade below C in any nursing course (clinical or non-clinical).
 - Eligible students may apply for readmission one calendar year (two semesters) after being deemed ineligible to continue in the program.
 - Students must have successfully completed (at D'Youville or another institution from which D'Youville accepts transfer credit) at least three courses from outside the NUR discipline. This would include:

BIO-107 BIO-107L BIO-108 BIO-108L CHE-114 CHE-114L BIO-208 BIO-208L PSY-203 and MAT-123.

o If a student repeats any of these courses and fails to earn a minimum of C, they will not be readmitted even if they then passed the course in a future semester. A subsequent grade below C in any required NUR course at D'Youville or any other nursing program will disqualify the student from eligibility for readmission.

o Students also cannot have any other NUR course failures at D'Youville or from any other nursing program at any time.

- Minimum combined GPA for BIO-107 BIO-107L BIO-108 BIO-108L CHE-114 CHE-114L BIO-208 BIO-208L PSY-203 of 2.50.
- Student must submit two (2) letters of reference. Letters should address student's potential for academic success.
- Student must submit an action plan outlining the strategies for success in the program.
- Students readmitted to the program are subject to the requirements in the School of Nursing Handbook that is in effect at the time of re-admission.

Students re-instated following determination of ineligibility to progress will be on probation for one semester provided they maintain a minimum GPA of 2.5. Any grade below C in a course required for the major following re-admission will result in inability to continue in the program with no option for re-admission. Two successive semesters on probation following re-admission will result in the student being deemed ineligible to continue in the nursing program with no option for readmission.

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. Professional behavior expectations relate not only to face-to-face interactions, but to actions and interactions in the electronic/ online environment as well. Unprofessional conduct will not be tolerated. Regardless of previous grades earned, unprofessional conduct may result in failure in and/or dismissal from the course and/or program. Disciplinary action will be at the discretion of the course and/or the School of Nursing faculty. Policies specific to the School of Nursing regarding grading, progression, retention, dismissal and unprofessional conduct are available to students in the School of Nursing undergraduate student handbook.

NCLEX Exam Preparation

Pre-licensure students must complete all steps in conjunction with each of the required nursing courses in preparation for the NCLEXRN exam. This includes, but is not limited to, all testing, remediation, workshops and self-study sessions. A testing fee will be charged to each student per semester.

Admission Requirements B.S.N. Program Freshmen

B.S.N. Program

- Combined SAT of at least 980 (Math and Verbal) or 19 ACT score
- 85 percent high school average
- Upper half of class

Transfer:

- 2.5 G.P.A

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

Pre-licensure students who have not taken a high school chemistry course will be accepted on the condition that they complete a required course in chemistry.

Transfer students from outside or within the college must meet these same requirements, or their equivalent, and have a cumulative G.P.A. of 2.5.

Transfer students who have been dismissed from other nursing programs are not eligible for admission.

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

Please note: Students that are borderline academically and failing to meet all of the minimum Admissions Standards to the School of Nursing, may be reviewed by the Admissions Review Committee to determine acceptance into the program. All decisions of this committee are final.

Nursing B.S.N. (Current R.N. License)

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

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

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

Program For Licensed R.N.s To B.S.N

The curriculum is designed for associate degree or diploma prepared professionals seeking a bachelor of science degree in nursing. Credit will be transferred from the students' associate's degree following an evaluation of transfer credits. Transcripts are evaluated individually for total number of exempted/ transferred credits or coursework. RNs with an AAS degree are able to complete the program in two years of full-time study in a convenient fully online program. 122 credits (including transfer credits) are required for BSN completion with a minimum of 30 credits from D'Youville College. A 50 percent tuition savings is available for RN students after financial assistance (if appropriate) is applied. The office of admissions and financial aid must have all requested financial data to process the special tuition rate.

Code	Title	Credits
Major credits		22
Additional credits from Liberal Arts and Science, Exempt, or Transfer Credits		100
Total Credits		122

Course Requirements for the Major

The nursing courses listed below are required. The statistics and other academic courses below are required but if you have taken them already you may be able to transfer your credits. Credit will be transferred from your associate's degree following an evaluation of transfer credits. If you have already earned a bachelor's degree, the core requirements are waived.

In the specific areas of concentration

Code	Title	Credits
NUR-380	Evidence Based Practice	3
NUR-442	Professional Issues	3
NUR-443	Clinical Foundations	3
NUR-461	Community & Population Based Nursing	3
NUR-462	Vulnerable Populations	3
NUR-481	Leadership to Advance Quality and Safety	3
MAT-123	Introduction to Applied Statistics	4
Total Credits		22

Academic Regulations

Effective August 2019, all School of Nursing undergraduate students will be held to the academic standards noted for Academic Year 2019-2020 regardless of the year the student entered their respective nursing program.

Final grades for required NUR courses in addition to courses required for the major completed at D'Youville or another academic institution will be considered when implementing these policies.

** These policies are currently under review and may be subject to change.

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

1. To be in good standing in the Traditional BSN and Online RN-BSN programs, students must: i. Maintain a cumulative GPA of 2.5.

ii. Maintain a minimum grade of C in all courses required for the major as outlined in progression requirements.

2. A student who takes an incomplete grade in a prerequisite course to a required nursing course will not be permitted to begin that nursing course until the pre-requisite course is completed with a grade C or higher (C+, B-, B, B+, A-, A) earned. The policy regarding incomplete grades must be followed and can be accessed at: Incomplete Grades. (http://www.dyc.edu/search/index.aspx?cx=012528331169462832938%3Ap4le_wiw2kg&q=incomplete+grades/)

3. For any NUR course with a theory and lab/clinical component, both the theory component and the lab/clinical component must be repeated if a passing grade is not achieved for either theory (minimum grade of C) and/or lab/clinical(s) (minimum grade of S).

4. Traditional BSN Program A minimum average grade of 73% for course examinations is required prior to consideration of any other graded components of NUR courses. If a student's cumulative exam average is less than 73% the letter grade for the course will be based on that exam average only. A student who does not satisfactorily complete the clinical component of any NUR course will receive a grade of F.

5. RN-BSN Program A minimum average grade of 73% is required for all coursework in NUR and any course required for the major. A student who does not satisfactorily complete the clinical component in a clinical course will receive a grade of F. 1. A minimum grade of C must be attained in any course required for the major. This includes BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, MAT 123, and all required NUR courses.

2. Students who fail to obtain a minimum grade of C in a course required for the major

B. Progression Requirements:

1. A minimum grade of C must be attained in any course required for the major. This includes BIO-107 BIO-107L BIO-108 BIO-108L CHE-114L BIO-208L PSY-203 MAT 123 and all required NUR courses.

2. Students who fail to obtain a minimum grade of C in a course required for the major

will not be permitted to enroll in any course for which that course is a pre-requisite, until the minimum C grade requirement for the pre-requisite course has been met.

3. Students are permitted to repeat a course required for the major only once. The procedures for repeating a course are explained in the College Catalog. www.dyc.edu/catalog/current/policies-procedures/repeating-course.aspx

4. RN-BSN Online Program Students accepted into the RN to BSN program requires all students to have been conferred an Associates or Diploma degree and to have an unencumbered RN license. Students admitted with a conditional acceptance who are eligible to take nursing boards must have an unencumbered RN license by the completion of the first semester. Students are asked to submit a final transcript with degree and degree conferral date to the admissions office along with a copy of their unencumbered RN license prior to academic advisement for the second semester of course work. Failure to submit the required documents will result in an inability to progress in the program.

C. Probationary Standing:

Students who do not achieve a cumulative GPA of 2.5, and/or who earn a required course grade below C are placed on probation and are limited to 13 credits in the next semester in which they are registered.

D. Ineligibility to Progress in Program:

1. A student may remain on probation for no more than two successive semesters. Failure to meet standards after two successive semesters on probation will result in the inability to progress in the students' respective undergraduate nursing program.

2. Students who have achieved less than a C in more than two courses required for the major will be deemed ineligible to continue in the program regardless of GPA.

3. Students who fail to achieve a minimum grade of C on a second attempt when repeating a course required for the major will be deemed ineligible to continue in the program.

4. Any student who is required in more than one instance to withdraw from a clinical course due to inability to demonstrate a required clinical competency will be deemed ineligible to continue in the program.

5. Students demonstrating inability to deliver safe patient care or unprofessional conduct at any time are subject to course failure and may be ineligible to continue in the program.

E. Re-admission

1. Students are eligible to apply for re-admission after being deemed ineligible to continue, only if dismissed for continued probation. Such students can apply for re-admission after one semester, provided they meet the criteria for a student in good standing with the college and provide for the Undergraduate Admissions, Progression, and Retention committee a plan of action for their success in the program.

2. Students who have been dismissed for unsafe practice or unprofessional conduct will not be eligible for re-admission.

3. Decisions regarding re-admission are made by the Nursing Undergraduate Admissions, Progression, and Retention Committee based on readmission policies and potential for academic success.

4. First-time in college freshman students may be eligible for re-admission following determination of ineligibility to progress if the following criteria are met:

- Student must have been determined to be ineligible to progress due to more than two grades below C in courses outside the NUR discipline, but required for the nursing major. This would include: BIO 107/L, BIO 108/L, CHE 114/L, BIO 208/L, PSY 203, or MAT 123. A student would not be eligible for readmission following determination to be ineligible to progress involving a grade below C in any nursing course (clinical or non-clinical).

- Eligible students may apply for readmission one calendar year (two semesters) after being deemed ineligible to continue in the program.

- Students must have successfully completed (at D'Youville or another institution from which D'Youville accepts transfer credit) at least three courses from outside the NUR discipline. This would include: BIO-107 BIO-107L BIO-108 BIO-108L CHE-114 CHE-114L BIO-208 BIO-208L

- o If a student repeats any of these courses and fails to earn a minimum of C, they will not be readmitted even if they then passed the course in a future semester. A subsequent grade below C in any required NUR course at D'Youville or any other nursing program will disqualify the student from eligibility for readmission.

- o Students also cannot have any other NUR course failures at D'Youville or from any other nursing program at any time.

- Minimum combined GPA for BIO-107 BIO-107L BIO-108 BIO-108L CHE-114 CHE-114L BIO-208 BIO-208L PSY-203 2.50.

- Student must submit two (2) letters of reference. Letters should address student's potential for academic success.

- Student must submit an action plan outlining the strategies for success in the program.

- Students readmitted to the program are subject to the requirements in the School of Nursing Handbook that is in effect at the time of re-admission.

Students re-instated following determination of ineligibility to progress will be on probation for one semester provided they maintain a minimum GPA of 2.5. Any grade below C in a course required for the major following re-admission will result in inability to continue in the program with no option for re-admission. Two successive semesters on probation following re-admission will result in the student being deemed ineligible to continue in the nursing program with no option for readmission.

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. Professional behavior expectations relate not only to face-to-face interactions, but to actions and interactions in the electronic/ online environment as well. Unprofessional conduct will not be tolerated. Regardless of previous grades earned, unprofessional conduct may result in failure in and/or dismissal from the course and/or program. Disciplinary action will be at the discretion of the course and/or the School of Nursing faculty. Policies specific to the School of Nursing regarding grading, progression, retention, dismissal and unprofessional conduct are available to students in the School of Nursing undergraduate student handbook.

NCLEX Exam Preparation

Pre-licensure students must complete all steps in conjunction with each of the required nursing courses in preparation for the NCLEXRN exam. This includes, but is not limited to, all testing, remediation, workshops and self-study sessions. A testing fee will be charged to each student per semester.

Admission Requirements R.N. to B.S.N. Associate's Degree R.N. Students Or Diploma Prepared Professional R.N.s – B.S.N. Program

- Minimum overall GPA of 2.5 on a 4.0 scale.
- Current unrestricted professional nurse (RN) license.
- Associate in Applied Science (AAS) degree from an accredited program with graduation date and, for new graduates, NCLEX eligible or holds a current unrestricted professional nursing (RN) license.
- A diploma nursing school prepared professional with a current unrestricted professional nursing (RN) license.
- New graduates are admitted on the condition that the NCLEX is passed by the end of the first semester.

Nursing Education with a Clinical Focus M.S.

Graduates of the Nursing Education with a Clinical Focus program will be specifically prepared to:

- Teach in traditional nursing programs at multiple levels of entry,
- Develop educational programs for patients, groups, communities, industry, insurance providers, and government agencies,

- Collaborate across multiple disciplines with organizations and systems involved in healthcare to assure patients and their families are able to access, understand, and utilize information,
- Provide clinical education to professionals working in hospitals and rehab facilities and long-term care, outpatient, and home care settings.

Students will further their learning in the program through a hands-on practicum in which they will identify a subject of study, create a project, and put their skills to work to the benefit of a community. This program has 180 practicum hours and 120 clinical immersion hours.

Course Requirements

Code	Title	Credits
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
NUR-610	Project Seminar Design & Proposal	3
NUR-613	Nursing Leadership and Communication	3
NUR-616	Curriculum Development and Evaluation	3
NUR-617	Teaching Strategies & Instructional Tech	3
NUR-618	Nurse Educator Role Practicum	3
NUR-619	Nurse Educator Capstone	3
NUR-627	Assessment and Evaluation	2
NUR-629	Project Advisement: Implement and Evaluation	1
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
NUR-706	Co-MGT for Medical Disorders for APN's	1
NUR-714	Clin Practicum in Comm-Based Family Care	2
Total Credits		40

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in Nursing Education with a Clinical Focus must present the following:

1. Completed online graduate application for admission (no application fee)
2. Completion of a baccalaureate degree in nursing from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).
3. Evidence of capability to succeed in a graduate program based on an overall undergraduate GPA of at least a 3.0 (on a 4.0 scale)
4. Official transcripts from all college/ universities attended. Canadian students must submit 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
5. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an

application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.

7. A current CPR certification with a psychomotor component.

8. One year of practice as a registered nurse is recommended.

9. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.

10. Two references on clinical performance (supervisor, professor, or colleague).

11. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.

12. A student who meets the entry requirements and is currently or previously enrolled in a graduate nursing program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission.

Nursing Management and Quality Leadership M.S.

Graduates of the Nursing Management and Quality Leadership program will be academically prepared to assure that inpatient, outpatient, and community settings consider safety in every decision. They will be uniquely qualified to understand the demands of a primary care environment and balance administrative and staff decisions while ensuring patients receive superior care. Graduates of this program will work in integrated primary care and organizational settings as administrators, managers, and supervisors.

Graduates may also pursue entrepreneurial venues that blend their healthcare experience with safety and leadership strategies. This program has 180 practicum hours.

Course Requirements

Code	Title	Credits
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
NUR-610	Project Seminar Design & Proposal	3
NUR-613	Nursing Leadership and Communication	3
NUR-614	Financial Management for Nurse Leaders	2
NUR-615	Nurse Leadership Practicum	3
NUR-621	Healthcare Quality and Safety	2
NUR-626	Nursing Informatics	2
NUR-629	Project Advisement: Implement and Evaluation	1
NUR-650	Nursing & Organizational Leadership	3
NUR-651	Hlth Policy & Advocacy for Nurse Leaders	3

NUR-652	Population Health & Outcomes	2
Total Credits		30

Admission Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in nursing management and quality leadership must present the following:

1. Completed online graduate application for admission (no application fee)

2. Completion of a baccalaureate degree in nursing from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).

3. Evidence of capability to succeed in a graduate program based on an overall undergraduate GPA of at least a 3.0 (on a 4.0 scale)

4. Official transcripts from all college/ universities attended. Canadian students must submit 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.

5. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.

7. A current CPR certification with a psychomotor component.

8. One year of practice as a registered nurse is recommended.

9. Two references on clinical performance (supervisor, professor, or colleague).

10. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.

11. A student who meets the entry requirements and is currently or previously enrolled in a graduate nursing program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission

Nursing Management and Quality Leadership M.S. & MBA

Graduate nurses who contemplate future leadership roles must understand key components from the business side of health care delivery. Obtaining a masters' degree in Nursing Leadership and Quality

Management concurrently with an MBA ensures a future of professional growth and economic prosperity working in a demand marketplace.

Nursing Requirements

Code	Title	Credits
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
NUR-610	Project Seminar Design & Proposal	3
NUR-613	Nursing Leadership and Communication	3
NUR-614	Financial Management for Nurse Leaders	2
NUR-615	Nurse Leadership Practicum	3
NUR-621	Healthcare Quality and Safety	2
NUR-626	Nursing Informatics	2
NUR-629	Project Advisement: Implement and Evaluation	1-3
NUR-650	Nursing & Organizational Leadership	3
NUR-651	Hlth Policy & Advocacy for Nurse Leaders	3
NUR-652	Population Health & Outcomes	2

MBA Requirements

Code	Title	Credits
MBA-501	Business Methods Statistics	3
MBA-602	Theories of Economics	3
MBA-603	Financial & Management Accounting	3
MBA-604	Human Resources Management	3
MBA-606	Operations Management	3
MBA-612	Legal Environment in Business	3
MBA-615	Marketing Management	3
MBA-616	Corporate Finance	3
MBA-623	Special Topics in Business Management	3
MBA-624	Global Supply Chain Management	3
MBA-655	Strategic Management	3

NUR-611 will satisfy MBA-611 and NUR-610 will satisfy MBA-623

Admissions Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in nursing management and quality leadership must present the following:

1. Completed online graduate application for admission (no application fee)
2. Completion of a baccalaureate degree in nursing from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).
3. Evidence of capability to succeed in a graduate program based on an overall undergraduate GPA of at least a 3.0 (on a 4.0 scale)
4. Official transcripts from all college/ universities attended. Canadian students must submit 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
5. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less

than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.
7. A current CPR certification with a psychomotor component.
8. One year of practice as a registered nurse is recommended.
9. Two references on clinical performance (supervisor, professor, or colleague).
10. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.
11. A student who meets the entry requirements and is currently or previously enrolled in a graduate nursing program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission.

Family Nurse Practitioner M.S.

Master of Science programs offered in the School of Nursing include a Master of Science Family Nurse Practitioner, a Master of Science Psychiatric Mental Health Nurse Practitioner, a Master of Science Nurse Educator with a Clinical Focus and a Master of Science Nursing Management and Quality Leadership.

Master Of Science (Family Nurse Practitioner)

The family nurse practitioner specializes in providing care services across populations, focused on managing care and episodic illness for the entire family with appropriate referrals for needed services. Clinically, the nurse practitioner will assess, diagnose and prescribe treatments for individuals and families in need of care, within the legal and ethical parameters of the nurse practitioner role.

Full-time graduate students may register for 9-12 credit hours per semester. Part-time students register for less than nine credits per semester. Summer sessions are not counted as semesters.

Coursework can be completed in two to three years of study. Courses must be taken in the sequence indicated by the prerequisites. There are a total of 700 clinical hours of which a minimum of 100 clinical hours must be completed with a nurse practitioner preceptor.

The master of science degree and the postmaster's certificate in family nurse practitioner may be completed on a full- or part-time basis. Classes are offered on Tuesdays and Thursdays based on course sequencing. Clinical preceptorships are scheduled as available during daytime and/or evening hours on days when classes are not in session.

As a graduate of the program, students will be prepared to take the exam for board certification through the American Nurses Credentialing Center

(ANCC) and the American Association of Nurse Practitioners (AANP) to further demonstrate their expertise in the family health field.

Please refer to the general Academic Policies and Procedures (<http://www.dyc.edu/catalog/current/policies-procedures/>) section of this catalog for health, C.P.R., and malpractice insurance requirements. Students must register with Castlebranch for their document repository.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

Course Requirements

Code	Title	Credits
Clinical Component		
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-634	Health Promotion-Children & Families	3
NUR-635	Health Promotion-Women	3
NUR-637	Health Promotion Adults Aging Population	3
NUR-638	Fnp Practicum in Pediatrics In Pediatrics	3
NUR-639	FNP Practicum-Women Health Care	3
NUR-640	Clinical Practicum in Adult Health I	1
NUR-641	Clinical Practicum in Adult Health II	4
Total Credits		24
Research Component		
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
Total Credits		6
Supportive Component		
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
Total Credits		6
Project Requirements		
NUR-610	Project Seminar Design & Proposal	3
NUR-629	Project Advisement: Implement and Evaluation	1
Total Credits		4
Total Credits		40

Continuing Practicum courses include:

Code	Title	Credits
NUR-654	Continuing FNP Clinical Practicum Pediatrics	1
NUR-655	Continuing Practicum Fnp Womens Health Practicum, Women's Health	1
NUR-657	Continuing FNP Clinical Practicum Adult Adult	1
Total Credits		3

Students who receive grades below B in courses other than those listed above are subject to the overall policies of the graduate school. Students on probation can take other preparation or supportive courses while on probation.

Academic Regulations

In addition to the general academic regulations, all matriculated students in the nurse practitioner program must fulfill these requirements:

1. Completion of 40 credit-hours (master of science) or 30 credit-hours (postmaster's certificate) as required.
2. Students on academic probation are limited to six credits per semester while on probation.
3. Students cannot register for clinical courses in the N.P. program until formally accepted into the program.
4. Nurse practitioner students are required to receive at least a B in courses that prepare them for clinical practice and each clinical practicum (Advanced Health Assessment (NUR-631), Advanced Health Assessment Lab (NUR-631L), Health Promotion-Children & Families (NUR-634), Health Promotion-Women (NUR-635), Health Promotion Adults Aging Population (NUR-637), Fnp Practicum in Pediatrics In Pediatrics (NUR-638), FNP Practicum-Women Health Care (NUR-639), Clinical Practicum in Adult Health I (NUR-640) and a grade of "S" in Continuing FNP Clinical Practicum Pediatrics (NUR-654), Continuing Practicum Fnp Womens Health Practicum, Women's Health (NUR-655) and Continuing FNP Clinical Practicum Adult Adult (NUR-657) if taken.). Students who receive less than a B, including a B-, C+, C or lower in these courses, will have to repeat that course, will be placed on probation and cannot take any of the clinical practicum courses until they raise their grade in the applicable course to at least a B. They are also limited to six credits while on probation.
5. Student responsibilities: The nurse practitioner program is a demanding program in coursework, time, commitment and financial obligation. Due to these responsibilities for the program, students should seriously evaluate the impact that employment may have on their clinical performance and academic progress

Admission Requirements – Family Nurse Practitioner

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in family nurse practitioner must present the following:

1. Completed online graduate application for admission (no application fee)
2. Completion of a baccalaureate degree in nursing or from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).
3. Evidence of capability to succeed in a graduate program based on an overall undergraduate GPA of at least a 3.0 (on a 4.0 scale)
4. Official transcripts from all college/ universities attended. Canadian students must submit 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
5. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.
7. A current CPR certification with a psychomotor component.
8. One year of practice as a registered nurse is recommended.
9. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
10. Two references on clinical performance (supervisor, professor, or colleague).
11. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.
12. A student who meets the entry requirements and is currently or previously enrolled in a nurse practitioner program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission.

Family Nurse Practitioner Certificate (Post-Master's)

Advanced Certificate Program

This certificate program, which is registered with the New York State Education Department, is designed to provide a focused course of study for individuals already holding a master of science degree in nursing to position themselves for certification as a family nurse practitioner.

The family nurse practitioner specializes in providing care services across populations focused on managing primary care and episodic illness for the entire family with appropriate referrals for needed services. Clinically, the nurse practitioner will assess, diagnose and prescribe treatments for individuals and families in need of care within the legal and ethical parameters of the nurse practitioner role. This program includes 700 hours of direct care of patients in health care settings. Students learn under the supervision of expert nurse practitioners and physicians. Graduates will be eligible to take the ANCC or AANP certification exam as a family nurse practitioner.

Grading policies and academic regulations are consistent with those previously described in the master's degree family nurse practitioner program. Please refer to the general Academic Regulations (<http://www.dyc.edu/catalog/current/policies-procedures/graduate/>) section of this catalog for health, CPR and malpractice insurance requirements.

As a graduate of the program, you will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) and AANP to further demonstrate your expertise in the family health field.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

Required Courses

Code	Title	Credits
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
NUR-634	Health Promotion-Children & Families	3
NUR-635	Health Promotion-Women	3
NUR-637	Health Promotion Adults Aging Population	3
NUR-638	Fnp Practicum in Pediatrics In Pediatrics	3
NUR-639	FNP Practicum-Women Health Care	3
NUR-640	Clinical Practicum in Adult Health I	1
NUR-641	Clinical Practicum in Adult Health II	4
Total Credits		30

Total required for Post-Masters Certificate in Family Nurse Practitioner: 30¹

¹ An individual gap analysis assessment will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

Admissions Requirements

In addition to the general admission requirements for graduate programs at D'Youville College, applicants to the post-master's certificate in family nurse practitioner must present the following:

1. Completed online graduate application for admissions (no application fee)
2. Completed masters of science degree in nursing from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario)
3. Evidence of capability to succeed in a graduate program based on an overall GPA of at least a 3.0 (on a 4.0 scale). Canadian students must submit a 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
4. All official graduate transcripts. If health assessment, pathophysiology, and pharmacology courses were taken at the undergraduate level those official transcripts must be submitted.
5. An overall G.P.A. of at least 3.0. Applicants with a masters' degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.
6. Active, unencumbered licensure as a registered nurse in New York state or Ontario if Canadian.
7. Current CPR Certification with psychomotor component
8. A minimum of one year of experience as a registered nurse is recommended

9. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent

10. At least two references on clinical performance from a supervisor or colleague.

11. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.

12. A student who meets the entry requirements and is currently enrolled or previously enrolled in the Nurse Practitioner program or Doctor of Nursing Practice program at another college or university, must obtain a letter from that School of Nursing stating that the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate or doctoral program will not be considered for admission.

Family Nurse Practitioner D.N.P.

D'Youville's family nurse practitioner to doctor of nursing practice (DNP) degree is designed for advanced practice nurses who seek to enhance their knowledge and professional future in an ever-evolving, integrative healthcare system. Graduates of this terminal degree program will fill the national demand for nursing leaders that are competent clinicians as well as scholars who will translate research into practice to achieve optimal patient care outcomes. The DNP is offered in a convenient blend of hybrid and online course formats.

Program Outline

As healthcare has become more complex, the demand for health care professionals who can successfully collaborate as part of a multi-functional healthcare teams has become more important than ever. Doctors of Nursing Practice (Family Nurse Practitioner) expand on what they've learned as advanced practice nurses (APRNs) to take on leadership roles in primary patient care, healthcare administration, research, and education. Our doctoral program combines traditional coursework with clinical fieldwork, doctoral-level research and hybrid/online learning over the course of six to eight semesters, allow you to complete the program in as little as three years. If you're a professional nurse who wants to enhance your knowledge and expand your professional career prospects, earning your doctor of nursing practice degree with a focus in family nurse practitioner might be the ideal offering you've been searching for.

In the Specific Area of Concentration

Code	Title	Credits
NUR-701	Health Literacy & Population Health Outcomes	3
NUR-702	Evidence Based Practice & IT Healthcare Delivery	4
NUR-703	Biostatistics for Advanced Nurse Leaders	2
NUR-704	Community-Based Care of Aging Population	3
NUR-705	Ethical Topics in Advanced Nursing Practice Seminar	3
NUR-709	Advance Practice Role for Doctoral Nursing Leaders	3
NUR-711	Translational Capstone: I Identify Project	2
NUR-712	Translational Capstone II: Design And Pilot Project	2

NUR-713	Translational Capstone III Implement and Evaluation	3
Total Credits		25

Interdisciplinary Course Work Required for this Major

Code	Title	Credits
HSA-653	Legal & Ethical Issues in HCO	3
Select one of the following:		3
HSA-652	Healthcare Economics & Public Policy Making	
HSA-648	Introduction to Health Care Finance	
NUR-614	Financial Management for Nurse Leaders	
Select one of the following:		3
HSA-705	Communication Through Leadership	
HSA-670	Hlt Serv Consult	
NUR-613	Nursing Leadership and Communication	
Total Credits		9

Total credits: 34

An individual gap analysis assessment will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

Admissions Criteria For Doctorate Of Nursing Practice (D.N.P.)

1. Completion of a master's degree with specialty preparation as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse anesthetist or nurse midwife) from a CCNE or NLNAC accredited program at a college or university (or CNO in Ontario)
2. Minimum graduate grade point average of 3.25 (based on a 4.0 system)
3. Official transcripts from each college or university attended; this must include all undergraduate and graduate work
4. Copy of an active, unencumbered license as a professional registered nurse and advanced practice certification in New York state or Ontario
5. Current CPR certification with a psychomotor component.
6. Copy of current national certification (or exam-eligibility) as an advanced practice nursing in a specialty area (where applicable)
7. Documentation of the number of clinical hours completed in prior master's degree program
8. At least two years of relevant professional experience
9. Current resume or curriculum vitae
10. Evidence of active membership on CV in at least one professional organization
11. Favorable review with a panel of D'Youville College nursing faculty members
12. Three letters of reference; the faculty prefer that one come from a college-level professor if possible and at least one from an employer

or colleague with an advanced or terminal degree, focusing on the applicant's potential for success in the doctoral program

13. A written personal statement outlining how the applicant expects this degree to assist in achieving specific career goals

14. Any applicant may choose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in a doctoral program.

15. If an applicant meets all admission criteria and is attending or has previously attended a doctoral program, he or she must get a letter from that school of nursing stating the applicant is in good standing and can register for classes.

Family Nurse Practitioner D.N.P (Current B.S.N.)

Students can enter the DNP program (Family Nurse Practitioner track or Psychiatric Mental Health Nurse Practitioner track) after earning their BSN degree. Students and applicants should follow all admission and course policies and procedures listed under the applicable track: MS in Family Nurse Practitioner and MS in Psych Mental Health Nurse Practitioner, followed by DNP course programming

Master of Science (Family Nurse Practitioner) (p. 85)

Master of Science (Psychiatric Mental Health Nurse Practitioner) (p. 91)

Doctor of Nursing (Psychiatric Mental Health Nurse Practitioner) (p. 93)

Doctor of Nursing (Family Nurse Practitioner) (p. 88)

Family Nurse Practitioner (M.S.) Nurse Practitioner (Family Nurse Practitioner Across the Lifespan)

Code	Title	Credits
Clinical Component		
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-634	Health Promotion-Children & Families	3
NUR-635	Health Promotion-Women	3
NUR-637	Health Promotion Adults Aging Population	3
NUR-638	Fnp Practicum in Pediatrics In Pediatrics	3
NUR-639	FNP Practicum-Women Health Care	3
NUR-640	Clinical Practicum in Adult Health I	1
NUR-641	Clinical Practicum in Adult Health II	4
Total Credits		24
Research Component		
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
Total Credits		6
Supportive Component		

NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
Total Credits		6

Choose Either Project or Thesis Option:

Project Option Requirements

NUR-610	Project Seminar Design & Proposal	3
NUR-629	Project Advisement: Implement and Evaluation	1
Total Credits		4

Thesis Option Requirements

GRA-610	Thesis Seminar	3
GRA-629	Thesis Advisement	3
Total Credits		6

Total Credits		46
---------------	--	----

Total Required for M.S.: 40-42

Continuing Practicum courses include:

Code	Title	Credits
NUR-654	Continuing FNP Clinical Practicum Pediatrics	1
NUR-655	Continuing Practicum Fnp Womens Health Practicum, Women's Health	1
NUR-657	Continuing FNP Clinical Practicum Adult Adult	1

Students who receive grades below B in courses other than those listed above are subject to the overall policies of the graduate school. Students on probation can take other preparation or supportive courses while on probation.

Post-Master's Doctor of Nursing Practice (F.N.P to D.N.P)

Code	Title	Credits
In the Specific Area of Concentration		
NUR-701	Health Literacy & Population Health Outcomes	3
NUR-702	Evidence Based Practice & IT Healthcare Delivery	4
NUR-703	Biostatistics for Advanced Nurse Leaders	2
NUR-704	Community-Based Care of Aging Population	3
NUR-705	Ethical Topics in Advanced Nursing Practice Seminar	3
NUR-709	Advance Practice Role for Doctoral Nursing Leaders	3
NUR-711	Translational Capstone: I Identify Project	2
NUR-712	Translational Capstone II: Design And Pilot Project	2
NUR-713	Translational Capstone III Implement and Evaluation	3
Total Credits		25

Interdisciplinary Course Work Required for this Major

HSA-653	Legal & Ethical Issues in HCO	3
Select one of the following:		
HSA-652	Healthcare Economics & Public Policy Making	3
HSA-648	Introduction to Health Care Finance	
NUR-614	Financial Management for Nurse Leaders	
Select one of the following:		
HSA-705	Communication Through Leadership	3
HSA-670	Hlt Serv Consult	

HSA-613	Management in Healthcare Organizations	
Total Credits		9
Total Credits		34

An individual gap analysis assessment will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

Nurse Practitioner in Psychiatric Mental Health Track (M.S.)

Nurse Practitioner (Psychiatric Mental Health)

Code	Title	Credits
Clinical Component		
NUR-611	APN Role Transit Policy Sem	2
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-706	Co-MGT for Medical Disorders for APN's	1
NUR-707	Foundations of PMH for APRNs I	3
NUR-708	Foundations of PMH for APRNs II	3
NUR-714	Clin Practicum in Comm-Based Family Care	2
NUR-715	Psy Mental Health Clinical Practicum I	3
NUR-716	Psy Mental Health Clinical Practicum II	4
Total Credits		22
Supportive Component		
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
NUR-672	Advanced Psychopharmacology	1
NUR-673	Advanced Psychopathophysiology	1
Total Credits		8
Research Component		
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
Total Credits		6
Project Component		
NUR-610	Project Seminar Design & Proposal	3
NUR-629	Project Advisement: Implement and Evaluation	1-3
Total Credits		4-6
Total Credits		40-42

Doctor of Nursing: Psychiatric Mental Health Nurse Practitioner (D.N.P.)

Code	Title	Credits
In the Specific Area of Concentration		
NUR-701	Health Literacy & Population Health Outcomes	3
NUR-702	Evidence Based Practice & IT Healthcare Delivery	4
NUR-703	Biostatistics for Advanced Nurse Leaders	2
NUR-704	Community-Based Care of Aging Population	3
NUR-705	Ethical Topics in Advanced Nursing Practice Seminar	3
NUR-709	Advance Practice Role for Doctoral Nursing Leaders	3
NUR-711	Translational Capstone: I Identify Project	2

NUR-712	Translational Capstone II: Design And Pilot Project	2
NUR-713	Translational Capstone III Implement and Evaluation	3
NUR-800	Continuing Clinical Practicum Residency	1
NUR-900	Continuing Capstone Project Advisement	1
Total Credits		27

Interdisciplinary Course Work Required for this Major

HSA-653	Legal & Ethical Issues in HCO	3
Select one of the following:		3
HSA-652	Healthcare Economics & Public Policy Making	
HSA-648	Introduction to Health Care Finance	
NUR-614	Financial Management for Nurse Leaders	
Select one of the following:		3
HSA-705	Communication Through Leadership	
HSA-670	Hlt Serv Consult	
NUR-613	Nursing Leadership and Communication	
Total Credits		9
Total Credits		36

An individual gap analysis will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

In addition to the general academic regulations, all matriculated students in the nurse practitioner program must fulfill these requirements:

1. Completion of 40 credit-hours (master of science) or 30 credit hours (postmaster's certificate) as required.
2. Students on academic probation may not take clinical courses and are limited to six credits per semester while on probation.
3. Students cannot register for clinical courses in the N.P. program until formally accepted into the program.
4. Nurse practitioner students are required to receive at least a B in courses that prepare them for clinical practice and each clinical practicum (Advanced Health Assessment (NUR-631), Advanced Health Assessment Lab (NUR-631L), Health Promotion-Children & Families (NUR-634), Health Promotion-Women (NUR-635), Health Promotion Adults Aging Population (NUR-637), Fnp Practicum in Pediatrics In Pediatrics (NUR-638), FNP Practicum-Women Health Care (NUR-639), Clinical Practicum in Adult Health I (NUR-640) and Clinical Practicum in Adult Health II (NUR-641)). Students who take Continuing FNP Clinical Practicum Pediatrics (NUR-654), Continuing Practicum Fnp Womens Health Practicum, Women's Health (NUR-655), or Continuing FNP Clinical Practicum Adult Adult (NUR-657) must receive a grade of "S". Students who receive less than a B, including a B-, C+, C or lower in these courses, will have to repeat that course, will be placed on probation and cannot take any of the clinical practicum courses until they raise their grade in the applicable course to at least a B. They are also limited to six credits while on probation.
5. Student responsibilities: The nurse practitioner program is a demanding program in coursework, time, commitment and financial obligation. Due to these responsibilities for the program, students should seriously evaluate the impact that employment may have on their clinical performance and academic progress.

In addition to the general academic regulations, all post BSN students in the nurse practitioner-DNP program must fulfill these requirements:

1. Official transcripts from all college/universities attended.
2. A baccalaureate degree in nursing.
3. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.
4. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.
5. One year of practice as a registered nurse is recommended.
6. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.
7. Two references on clinical performance (supervisor, professor, or colleague).
8. A student who meets the entry requirements and is currently enrolled in a nurse practitioner program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission

Psychiatric Mental Health Nurse Practitioner M.S.

Master Of Science (Psychiatric Mental Health Nurse Practitioner)

A Masters' degree in Psychiatric Mental Health Nurse Practitioner will prepare students to assess, diagnose and manage acute and chronic mental health conditions across all ages as they provide care to individuals, families and groups that includes prescriptive and counseling roles.

D'Youville College's program is designed for students who are prepared to take a leadership role as a member of the mental health care team with prescriptive privileges to provide a holistic, patient-centered approach to patients facing mental health problems.

Students will benefit from a simple scheduling structure with all classes held on Thursdays, and will be able to complete the program on a full-time or part-time basis.

As a graduate of the program, students will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) to further demonstrate your expertise in the mental health field.

If you're interested in advancing your career by obtaining an advanced certificate in Psychiatric Mental Health Nurse Practitioner, D'Youville College's nursing program is an ideal place to learn. Established in 1942, the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing

Student Handbook. All standards apply to MS and Post-graduate APRN students.

Course Requirements

Code	Title	Credits
Clinical Component		
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-706	Co-MGT for Medical Disorders for APN's	1
NUR-707	Foundations of PMH for APRNs I	3
NUR-708	Foundations of PMH for APRNs II	3
NUR-714	Clin Practicum in Comm-Based Family Care	2
NUR-715	Psy Mental Health Clinical Practicum I	3
NUR-716	Psy Mental Health Clinical Practicum II	4
Total Credits		20
Supportive Component		
NUR-611	APN Role Transit Policy Sem	2
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
NUR-672	Advanced Psychopharmacology	1
NUR-673	Advanced Psychopathophysiology	1
Total Credits		10
Research Component		
NUR-600	Theory Development in Nursing Research	3
NUR-601	Research Methods in Nursing	3
Total Credits		6
Project Component		
NUR-610	Project Seminar Design & Proposal	3
NUR-629	Project Advisement: Implement and Evaluation	1-3
Total Credits		4-6
Total Credits		40-42

Admission Requirements (Psychiatric Mental Health Nurse Practitioner)

In addition to the general admission requirements for graduate programs at D'Youville College, applicants for the master of science degree in psychiatric mental health must present the following:

1. Completed online graduate application for admission (no application fee)
2. Completion of a baccalaureate degree in nursing or from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).
3. Evidence of capability to succeed in a graduate program based on an overall undergraduate GPA of at least a 3.0 (on a 4.0 scale)
4. Official transcripts from all college/ universities attended. Canadian students must submit 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
5. An overall G.P.A. of at least 3.0. Applicants with a baccalaureate degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant

professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active unencumbered licensure as a registered nurse in New York or in Ontario for Canadian students.

7. A current CPR certification with a psychomotor component.

8. Preferential admission will be given to applicants with at least one year of experience as a registered nurse in psych-mental health or a related field.

9. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent.

10. Two references on clinical performance (supervisor, professor, or colleague).

11. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.

12. A student who meets the entry requirements and is currently or previously enrolled in a nurse practitioner program at another college or university must obtain a letter from that School of Nursing stating the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate nursing program will not be considered for admission.

Psychiatric Mental Health Nurse Practitioner Certificate (Post-Master's)

Advanced Certificate Program

An advanced certificate in Psychiatric Mental Health Nurse Practitioner will prepare students to assess, diagnose and manage acute and chronic mental health conditions across all ages as they provide care to individuals, families and groups that includes prescriptive and counseling roles.

D'Youville College's program is designed for students who have already earned a master's degree in nursing and are prepared to take a leadership role as a member of the mental health care team with prescriptive privileges to provide a holistic, patient-centered approach to patients facing mental health problems.

Students will benefit from a simple scheduling structure with all classes held on Thursdays, and will be able to complete the program on a full-time or part-time basis.

As a graduate of the program, students will be prepared to take the exam for board certification through the American Nurses Credentialing Center (ANCC) to further demonstrate your expertise in the mental health field.

If you're interested in advancing your career by obtaining an advanced certificate in Psychiatric Mental Health Nurse Practitioner, D'Youville College's nursing program is an ideal place to learn. Established in 1942,

the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

Technical, professional, and behavioral standards for all Nurse Practitioner students are covered in detail in the Graduate Nursing Student Handbook. All standards apply to MS and Post-graduate APRN students.

Course Requirements for the Major

Code	Title	Credits
Clinical Component		
NUR-631	Advanced Health Assessment	3
NUR-631L	Advanced Health Assessment Lab	1
NUR-706	Co-MGT for Medical Disorders for APN's	1
NUR-707	Foundations of PMH for APRNs I	3
NUR-708	Foundations of PMH for APRNs II	3
NUR-714	Clin Practicum in Comm-Based Family Care	2
NUR-715	Psy Mental Health Clinical Practicum I	3
NUR-716	Psy Mental Health Clinical Practicum II	4
Total Credits		20
Supportive Component		
NUR-611	APN Role Transit Policy Sem	2
NUR-632	Advanced Pharmacology	3
NUR-633	Advanced Physiology & Pathophysiology	3
NUR-672	Advanced Psychopharmacology	1
NUR-673	Advanced Psychopathophysiology	1
Total Credits		10
Total Credits		30

An individual gap analysis of student transcripts will be done for nurse practitioners to determine courses from their previous programs that may be given credit.

Admission Requirements

In addition to the general admission requirements for the graduate programs at D'Youville College, applicants to the post-master's certificate in psychiatric mental health nurse practitioner must present the following:

1. Completed online graduate application for admissions (no application fee).
2. Completed masters of science degree in nursing from a CCNE or NLNAC (ACEN) accredited program at a college or university in the US (or by the CNO in Ontario).
3. Evidence of capability to succeed in a graduate program based on an overall GPA of at least a 3.0 (on a 4.0 scale). Canadian students must submit a 'course-by-course' evaluation (or equivalent) of all Canadian college and/or university transcripts through the World Education Services (WES) or other approved foreign transcript evaluation agencies.
4. All official graduate transcripts. If health assessment, pathophysiology, and pharmacology courses were taken at the undergraduate level those official transcripts must be submitted.
5. An overall G.P.A. of at least 3.0. Applicants with a masters' degree in nursing, earned more than five years ago, with an overall G.P.A. less than 3.0 but more than or equal to 2.7, who have achieved significant

professional success as documented on curricula vitae, may submit an application for consideration. Preferential admissions will be given to applicants with a G.P.A. of 3.0 or higher.

6. Active, unencumbered licensure as a registered nurse in New York state or Ontario if Canadian.
7. Current CPR Certification with psychomotor component
8. A minimum of one year of experience in an advanced nursing role is recommended.
9. Baccalaureate-level health assessment, pathophysiology and pharmacology courses or equivalent
10. At least two references on clinical performance from a supervisor or colleague.
11. Writing assignment on your philosophy of nursing, 2 pages in length, double space and 12-point font that includes philosophy of nursing focused on past experience, what influencing nursing has had on your career, why you chose to pursue this degree, how you see this degree enhancing your career and how you will utilize this degree to advance patient care and health care outcomes.

12. A student who meets the entry requirements and is currently enrolled or previously enrolled in the Nurse Practitioner program or Doctor of Nursing Practice program at another college or university, must obtain a letter from that School of Nursing stating that the student is in good standing, not on probation, and able to register for classes. Students who were dismissed from a graduate or doctoral program will not be considered for admission.

Psychiatric Mental Health Nurse Practitioner D.N.P.

Doctor Of Nursing Practice (Psychiatric Mental Health Nurse Practitioner)

Greater access to health care and a shortage in mental health professionals has led to a growing demand for nursing professionals who have the clinical preparation and knowledge to provide holistic care to individuals, families and groups experiencing mental health dysfunction.

The Psychiatric Mental Health Nurse Practitioner (PMHNP) plan of study in the Doctor of Nursing Practice (DNP) program allows students to expand on what they've learned as an advanced practice registered nurse (APRN) to assume leadership roles in mental health care, research, administration and education.

The D'Youville College doctoral program combines traditional coursework, clinical fieldwork and graduate-level research to professional nurses who want to broaden their mental health care knowledge and enhance their professional career prospects.

If you're interested in advancing your career as a Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner), D'Youville College's nursing program is an ideal place to learn. Established in 1942, the School of Nursing has earned a reputation as a leading resource in the region for high-quality, student-centered education.

In the specific area of concentration

Code	Title	Credits
NUR-701	Health Literacy & Population Health Outcomes	3
NUR-702	Evidence Based Practice & IT Healthcare Delivery	4
NUR-703	Biostatistics for Advanced Nurse Leaders	2
NUR-704	Community-Based Care of Aging Population	3
NUR-705	Ethical Topics in Advanced Nursing Practice Seminar	3
NUR-709	Advance Practice Role for Doctoral Nursing Leaders	3
NUR-711	Translational Capstone: I Identify Project	2
NUR-712	Translational Capstone II: Design And Pilot Project	2
NUR-713	Translational Capstone III Implement and Evaluation	3
NUR-800	Continuing Clinical Practicum Residency	1
NUR-900	Continuing Capstone Project Advisement	1
Total Credits		27

Interdisciplinary course work required for this major

Code	Title	Credits
HSA-653	Legal & Ethical Issues in HCO	3
Select one of the following:		3
HSA-652	Healthcare Economics & Public Policy Making	
HSA-648	Introduction to Health Care Finance	
NUR-614	Financial Management for Nurse Leaders	
Select one of the following:		3
HSA-705	Communication Through Leadership	
HSA-670	Hlt Serv Consult	
NUR-613	Nursing Leadership and Communication	
Total Credits		9

Total credits required for Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner): 36¹

¹ An individual gap analysis will be made of each applicant's transcripts to determine what additional courses or clinical hours may be needed to satisfy the DNP requirements.

Admission Criteria For Doctorate Of Nursing Practice (Psychiatric Mental Health Nurse Practitioner)

Applicants to D'Youville's Doctor of Nursing Practice (Psychiatric Mental Health Nurse Practitioner) degree program require the following:

1. Completion of a master's degree with specialty preparation as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse anesthetist or nurse midwife) from a CCNE or NLNAC accredited program at a college or university (or CNO in Ontario)
2. Minimum graduate grade point average of 3.25 (based on a 4.0 system)

3. Official transcripts from each college or university attended; this must include all undergraduate and graduate work
4. Copy of an active, unencumbered license as a professional registered nurse and advanced practice certification in New York state or Ontario
5. Current CPR certification with a psychomotor component.
6. Copy of current national certification (or exam-eligibility) as an advanced practice nursing in a specialty area (where applicable)
7. Documentation of the number of clinical hours completed in prior master's degree program
8. At least two years of relevant professional experience
9. Current resume or curriculum vitae
10. Evidence of active membership on CV in at least one professional organization
11. Favorable review with a panel of D'Youville College nursing faculty members
12. Three letters of reference; the faculty prefer that one come from a college-level professor if possible and at least one from an employer or colleague with an advanced or terminal degree, focusing on the applicant's potential for success in the doctoral program
13. A written personal statement outlining how the applicant expects this degree to assist in achieving specific career goals
14. Any applicant may choose to submit GRE scores if they believe their application does not adequately reflect their potential to succeed in a doctoral program.
15. If an applicant meets all admission criteria and is attending or has previously attended a doctoral program, he or she must get a letter from that school of nursing stating the applicant is in good standing and can register for classes.

Undergraduate Course Prerequisites

- Statistics
- Computer Science (or its equivalent)

Nursing and Health-Related Professions Education Certificate

Advanced Certificate Program

This program is intended for nurses and other health care professionals such as occupational therapists, physical therapists, dietitians and physician assistants who wish to seek a position as a faculty/teacher, clinical instructor, in-service educator or clinical education coordinator. Those who have attained a master's or doctoral degree in a clinical specialty, or who do not have an educational background, will benefit by attending, as will those currently in a teaching position who desire to update their knowledge and skills in educational theories, trends and resources.

Required Courses

Code	Title	Credits
NUR-616	Curriculum Development and Evaluation	3
NUR-617	Teaching Strategies & Instructional Tech	3
NUR-618	Nurse Educator Role Practicum	3
Total Credits		9

Admission Requirements

The admission requirements common to all certificate programs are listed here. Requirements that are specific to a given certificate program are included under each program's listing. Action on an application begins when the application, application fee and the official transcripts have been received. In addition to the application procedure, all candidates must demonstrate evidence of capability to succeed in a graduate program as shown by one of the following (all grade point averages (G.P.A.) are based on a 4.0 system):

1. A cumulative undergraduate G.P.A. of at least 3.0
2. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the second half of undergraduate work
3. A cumulative undergraduate G.P.A. of at least 2.7 with a 3.0 or better in the major field.

Admission Requirements

Candidates must have earned a baccalaureate degree in a health care discipline or education.

School of Pharmacy

The School of Pharmacy is designed to prepare students to practice in an inter-professional patient centered environment. Graduates of our accredited program will be taught to communicate effectively with patients and other health care practitioners. Students will learn to solve problems related to drug therapy regimens, and to develop and evaluate programs to improve the health of the communities they serve.

D'Youville School of Pharmacy is committed to the exploration and validation of ideas through research, critical inquiry and scholarly activity.

The D'Youville SoP believes that tomorrow's pharmacists must be committed to a lifetime of learning and service to their profession and community.

D'Youville School of Pharmacy is proud to offer doctoral students both U.S. and International IPPE and APPE Clinical Rotations. U.S. and International IPPE Clinical Rotations start in the First Professional year of study.

Pharmaceutical Science B.S.

A Bachelor's of Science in Pharmaceutical Science (BSPS) prepares students to work in entry-level technical positions in the pharmaceutical, government, and academic research industries. The BSPS program is for anyone interested in a career in drug research and development, pharmaceutical marketing, or drug regulation.

Students in the BSPS program will be exposed to areas such as the chemistry of medicines, drug discovery, product development, and ethical considerations in research and practice. Those enrolled will have opportunities to use basic chemistry, mathematics, and biological

training in a wide range of specialized research opportunities in the School of Pharmacy's state-of-the-art research laboratory.

Since the BSPS is an undergraduate degree, graduates with this degree are not eligible for licensure or to practice as a pharmacist without further education. However, graduates often go on to pursue graduate school or progress into professional degree programs such as pharmacy, medicine, allied health, or law.

Code	Title	Credits
	Major Requirements (Specific Area of Concentration)	26
	Major Requirements (Other Academic Areas)	52
	Liberal Arts and Science Electives	42
Total Credits		120

Course Requirements for the Major

In the specific areas of concentration

Code	Title	Credits
PPS-301	Principles of Pharmaceutical Sciences I	2
PPS-302	Principles of Pharmaceutical Sciences II	3
PPS-304	Pharmaceutical Dosage Forms	3
PPS-306	Principles of Pharmaceutical Sciences Practicum	2
PPS-401	Principles of Pharmaceutical Sciences III	2
PPS-402	Principles of Pharmaceutical Sciences IV	2
PPS-403	Drug Discovery and Development	2
PPS-404	Individualized Medicine: Informatics and Pharmacogenomics	2
PPS-405	Laboratory Research in the Pharmaceutical Sciences I	3
PPS-406	Laboratory Research in the Pharmaceutical Sciences II	3
Total Credits		24

In other academic areas required for the major

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
CHE-220	Organic Chemistry II	3
CHE-220L	Organic Chemistry II Lab	1
MAT-123	Introduction to Applied Statistics	4
MAT-125	Calculus I	4
PHY-101	General Physics I	3

PHY-101L	Gen Physics Lab I	1
PHY-112	Introduction to Physics	3
PHY-112L	Introduction to Physics Lab	1
PHY-112 & 112L	Introduction to Physics and Introduction to Physics Lab ¹	4
or PHY-102 & 102L	General Physics and Gen Physics Lab II	
Total Credits		52

¹ General Physics (PHY-102) requires completion of Calculus II (MAT-126) as well.

Additional Core Curriculum Requirements

Required professional pharmacy program pre-requisites are shown in parentheses () and/or denoted by asterisk (*).

Humanities

Code	Title	Credits
ENG-111	Introduction to Literature: Acad Writing	3
ENG-112	Humanities Seminar	3
PHI-201	Ethics in Theory & Action	3
or RS-201	Religion & Social Responsibility	
Total Credits		9

Code	Title	Credits
Five courses selected from the following areas with choices made from at least three of the five areas.		
LIT	Literature Elective	3
Fine Arts	Fine Arts Elective	3
PHI	Philosophy Elective	3
RS	Religious Studies Elective	3
Foreign Language	Foreign Language Elective	3
Total Credits		15

Social Sciences

Code	Title	Credits
Four courses are required, one from each of the following areas:		
SOC-101	Principles of Sociology (either course accepted as a prerequisite)	3
or PSY-101	General Psychology	
Select one of the following:		3
HIS-103	Comparing World Civilizations	
HIS-111	Growth of Western Culture	
HIS-203	American History to 1865 ¹	
HIS-204	American History Since 1865	
Select one of the following:		3
ECO-201	Macroeconomics (accepted as a prerequisite)	
ECO-202	Microeconomics (accepted as a prerequisite)	
PSC-201	American Government & Economics	
Total Credits		9

¹ Required professional pharmacy program pre-requisite

Computer Science

Code	Title	Credits
CSC	Computer Science Elective	3
Total Credits		3

Electives

Code	Title	Credits
Electives	Free Electives	9
Total Credits		9

Admissions Requirements

D'Youville selects students who are academically well-rounded and committed to meeting the challenges of a high-quality education. Students entering the BSPS program directly after high school should be prepared to enter into this competitive and rigorous mathematics and science-based degree.

Admission requirements for applicants entering as freshman are as follows:

Code	Title	Credits
Admission Requirements		
Combined SAT scores of at least 1080 (math and verbal) or ACT equivalent.		
A high school average of at least 85 percent, or 2.85 on a 4.0 scale.		
High school rank in the upper 50% of class.		
Two letters of professional recommendation.		
Transfer students are required to have a minimum of C or better in each of the courses for which credit is transferred.		

Pharmacy Pharm. D.

Doctoral Program

The School of Pharmacy prepares students to practice in an interprofessional patient-centered environment where pharmacists are responsible for assisting patients in managing their medication regimens. Graduates of the program are taught to communicate effectively with patients and other health care practitioners, to solve problems related to drug therapy regimens, and to develop and evaluate programs to improve the health of the communities they serve.

The School of Pharmacy's mission emphasizes leadership and service to the community. Students practice leadership skills while working collaboratively with their colleagues and the faculty on problem sets, case analyses and class service projects. Through class exercises and practice experiences the pharmacy program teaches students to care for patients and communities.

The curriculum involves 36 credit hours of Advanced Pharmacy Practice Experiences (APPE) beyond the three professional years of didactic coursework. The APPEs are comprised of six different pharmacy rotations including an advanced community practice rotation, ambulatory practice rotation, institutional clinical rotation, institutional operations rotation, and two elective rotations. Each APPE rotation is six weeks long and is assigned 6-credit hours.

School Of Pharmacy Mission Statement

The D'Youville School of Pharmacy prepares students to be tomorrow's pharmacy practitioners and advances the profession through critical inquiry, research, scholarship and service.

Vision And Strategic Intent

Our first choice school of pharmacy will be recognized for excellence in pharmacy education and service to the profession and the health of their communities through collaborative practice and research.

Values And Goals

The School of Pharmacy adheres to the core values and principles of D'Youville College. In addition we bring forward the following as having particular importance to the School of Pharmacy.

- Excellence - We pursue excellence in our teaching, scholarship and practice every day.
- Professionalism is integral to our success. We care and respect others, accept responsibility for our actions, and act with integrity and honesty in our interactions. We prepare students to be professionals, not employees.
- Leadership is necessary to advance the pharmacy profession. Valuing others, integrity, self-awareness, and personal accountability are the fundamental attributes of leaders.
- Social responsibility is important to the profession and is demonstrated by contributing to the health and well being of patients, the community, and at risk populations through advocacy, volunteerism and service.

Principles

- Student-centered learning - Our efforts are focused on empowering students to gain the requisite knowledge, skills, and attitudes needed to provide patient-centered care.
- Culturally responsive care - We recognize and honor the diversity of peoples' values and beliefs, both spiritual and secular
- Decision-making - We encourage personal and professional decision making in accordance with legal, ethical, social, economic, and professional guidelines.
- Collaboration - We foster a spirit of teamwork among patients, peers, and partners, within and across disciplines, through effective communication skills and respect for the contribution of others.
- Critical Inquiry - Faculty and students form a learning community whose members interpret, evaluate and use information discerningly from a variety of perspectives, tolerate ambiguity while understanding the complexity of many problems, issues, and topics, and transform the results of inquiry into judgments and actions.
- Culture of Assessment - Creating a culture of assessment requires us to gather data to define problems, implement solutions, and continuously improve our work. We consider alternative points of view and the implications of various courses of action before making decisions.
- Quality - We define quality practitioners as those who stand out among their peers due to their commitment to their patients, profession, and their communities.

New York State Department Of Education (NYSED)

The D'Youville College School of Pharmacy is registered for professional purposes under Subchapter A of the Regulations of the Commissioner of Education (Chapter II of Title 8 of the Official Compilation of Codes, Rules and Regulations of the state of New York); enabling all eligible doctor of pharmacy students to receive financial aid.

Accreditation Disclosure Statement

The Accreditation Council for Pharmacy Education (ACPE) (<http://www.acpe-accredit.org/>) accredits doctor of pharmacy programs offered by colleges and schools of pharmacy in the United States and selected non-US sites. For a doctor of pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps: Precandidate accreditation status, Candidate accreditation status, and Full accreditation status. Precandidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate accreditation status is awarded to a new program of a college or School of Pharmacy that has not yet enrolled students in the professional program and authorizes the school to admit its first class. Candidate accreditation status is awarded to a doctor of pharmacy program that has students enrolled but has not yet had a graduating class. Accreditation status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having candidate accreditation status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The doctor of pharmacy program of the D'Youville College School of Pharmacy was awarded accreditation status during the June 18 – 22, 2014, meeting of the ACPE board of directors based upon an on-site evaluation conducted April 8 – 10, 2014, and discussion with college and school officials.

Accreditation Status

It is expected that the accreditation status of the program will be fully disclosed. ACPE requires that all colleges and schools of pharmacy with accreditation status utilize the following language when referring to the accreditation status of the program in any publication, both in print and on the program's web site:

D'Youville College School of Pharmacy's doctor of pharmacy program is accredited by the:

Accreditation Council for Pharmacy Education (ACEP)
190 South LaSalle Street Suite 2850
Chicago, IL 60603-3410
Phone: (312) 664-3575
Fax: (866) 228-2631
website www.acpe-accredit.org (<http://www.acpe-accredit.org>).

Course Requirements

Kindly note that the curriculum outlined below is under the auspices of the Curriculum Committee of the School of Pharmacy and may be subject to change.

Code	Title	Credits
First Professional Year: Fall Semester		
PMD-601	Biochemical Principles I	3
PMD-603	Anatomy Physiology Pathophysiology I	4
PMD-605	Principles of Drug Action I	4
PMD-607	Prof of Pharmacy & Health Care Systems	3
PMD-611	Prof Dev of Student Pharmacist I	2
PMD-613	Patient Assessment I	1
PMD-617	P1 IPPE Community	1-2
or PMD-619	P1 IPPE Institutional	
PMD-621	Topics in Pharmacy Assessment	0
Total Credits		18-19
Spring Semester		
PMD-604	Anatomy Physiology Pathophysiology II	4
PMD-606	Principles of Drug Action II	5
PMD-610	Hlth Comm Diversity & Bioethics Communications/ Diversity/Bioethics	2
PMD-612	Prof Dev of Student Pharmacist II	1
PMD-614	Patient Assessment II	1
PMD-618	Community IPPE	1-2
or PMD-620	Hospital IPPE	
PMD-622	Topics in Pharmacy	0
PMD-624	Self-Care	3
PMD-626	Introductory Pharmacy Calculations	1
Total Credits		18-19
Second Professional Year: Fall Semester		
PMD-701	Principles of Drug Action III	2
PMD-703	Pharmacotherapeutics I	4
PMD-705	Pharmacotherapeutics II	4
PMD-709	Integrated Compounding & Practice	3
PMD-711	Prof Dev of Student Pharmacist III	1
PMD-713	Pharmacogenomics	3
PMD-717	P2 IPPE Community	1-2
or PMD-719	P2 IPPE Institutional	
PMD-721	Topics in Pharmacy Assessment	0
Total Credits		18-19
Spring Semester		
PMD-702	Medical Microbiology & Immunology	3
PMD-704	Pharmacotherapeutics III	4
PMD-706	Pharmacotherapeutics IV	4
PMD-708	Evidence-Based Medicine I	2
PMD-712	Professional Development of a Student Pharmacist IV	1
PMD-714	Pharmacy Management	3
PMD-718	Community IPPE	1-2
or PMD-720	Hospital IPPE	
PMD-722	Topics in Pharmacy	0
Total Credits		18-19

Third Professional Year: Fall Semester		
PMD-801	U.S. and N.Y.S. Pharmacy Law	2
PMD-803	Infectious Disease V	4
PMD-805	Pharm Gastrointestinal V I	4
PMD-811	Prof Dev of Student Pharmacist V	1
PMD-813	Evidence-Based Medicine II	2
PMD-8XX	One elective from the 800 level	2
PMD-849	P3 IPPE Practice	0
or PMD-851	P3 IPPE Long Term Care	
or PMD-853	Compounding Bootcamp	
or PMD-855	International Pharmacy	
PMD-877	MTM IPPE I	0
PMD-859	Topics in Pharmacy Assessment	0
Total Credits		15
Spring Semester		
PMD-804	Pharmacotherapeutics VII	4
PMD-808	Pharmacotherapeutics VIII	4
PMD-810	Population Based Health Care	2
PMD-812	Professional Development of a Student Pharmacist IV - Gateway to Clerkship	1
PMD-814	Evidence-Based Medicine III	2
PMD-850	Practice IPPE	1
or PMD-852	Long Term Care IPPE	
or PMD-854	Advanced Compounding	
or PMD-856	International Pharmacy IPPE	
PMD-8XX	One elective from the 800 level	2
PMD-860	Topics in Pharmacy	0
PMD-878	MTM IPPE II	1
Total Credits		17
Fourth Professional Year: Summer, Fall and Spring Semesters		
PMD-901	Advanced Community Pharmacy ¹	6
PMD-902	Ambulatory Care Rotation	6
PMD-903	Institutional Clinical Rotation	6
PMD-904	Institutional Operations Rotation	6
PMD-905	APPE Elective A	6
PMD-906	APPE Elective B	6
Total Credits		36
Total Credits		140-144

¹ Advanced Community Pharmacy (PMD-901) Advanced Practice will consist of 6 six-week rotations. Each rotation is worth 6-credit hours and requires 240 clock hours, for a total of 1440 clock hours.

- (1) Advanced Community Rotation
- (1) Ambulatory Rotation
- (1) Institutional Clinical Rotation
- (1) Institutional Operations Rotation
- (1) Elective A Rotation
- (1) Elective B Rotation

Electives include: Disease Prevention Through Lifestyle; Emergency Response; Innovations in Community Pharmacy; Nuclear Pharmacy; Advanced Self-Care; Management and Leadership, Planning and Operations; Substance Abuse; Advanced Therapeutics; Natural Products Therapeutics; Advances in Drug Discovery and Development; etc...

Policies For Promotion And Retention Of All Students

- Sequence for Compounding Program Requirements** - In addition to the successful completion of coursework, including IPPEs and APPEs, all students must pass the New York state licensure examination before being allowed to practice in New York. This examination consists of the NAPLEX and two additional parts on law and laboratory skills. This program is designed consistently with the New York state licensure requirements and the professional standards and guidelines established by the ACPE.
- Academic Standing** - Students must pass all courses and rotations with at least a 70% ("C-") average to be considered to be in good academic standing. A grade that is lower than a "C-" must be remediated for promotion and graduation. Students must complete requirements for graduation within six years from the date of matriculation. Each student must maintain a cumulative quality point average (QPA) of 2.0 on a 4.0 scale. In order for a student to meet the standard of satisfactory academic progress to serve as an officer of an approved School of Pharmacy club/organization, the student must maintain a minimum grade point average of 3.0 with no failures in any preclinical coursework or clinical rotations..
- For Academic Progression** - A student may only receive two grades of "D+" or lower in any given semester and a total of four during their academic career in the School of Pharmacy. A student who receives more than two grades of "D+" or lower in a given semester will be required to remediate the courses, repeat the entire semester or be dismissed from the program based on the specific circumstances as determined by the Academic Performance & Integrity Committee. A student who receives more than four grades of "D+" or lower in their academic career may be dismissed from the program (four "D" policy). The only exception to the four "D" policy pertains to the Pharmacotherapeutics course sequence. A student who receives two or more "D's" ("D+" or lower) in any of the Pharmacotherapeutics course sequence may be required to repeat part of or all of the professional year or may be dismissed from the program depending on the specific circumstances as determined by the Academic Performance & Integrity Committee.
- Incomplete Grades** - Incomplete (I) grades are issued when the instructor is not prepared to give a final mark for the semester, either because of student illness or a justifiable delay in the completion of course requirements. Incomplete grades are not issued to students whose performance prior to illness was deficient or who were unable to keep up with the course requirements. A failing grade (F) will be issued if the work is not completed before the end of the eighth week of the semester following an incomplete grade. With approval from the cooperating faculty member and the assistant dean of faculty and student affairs, one eight week extension may be granted. In order to complete the requirements for all IPPE and APPE rotations, students must submit assessment forms. Those who fail to submit assessment forms will receive an incomplete grade and their progress to the next rotation may be delayed until the documentation is submitted. If a student fails to pass his or her assigned rotations in the experiential program, the student's performance will be evaluated by the director of experiential education.
- Course Withdrawal** - A student may withdraw from a course(s) only after permission has been obtained from the course instructor or coordinator and a withdrawal request is processed through the office of the dean in accordance with the time period specified by D'Youville College. A withdrawal may only be granted if the student has a passing grade, and is requesting it for non-academic reasons.

Withdrawal from a course(s) will not be approved solely on the basis of poor performance in the course(s), nor may a student continue to attend classes once a withdrawal has been granted.

6. **Academic Resignation** - A student may resign from the program at any time prior to two weeks before the beginning of the final examinations for the term. Students who wish to resign must officially communicate this in writing to the assistant dean of faculty and student affairs. Resignation constitutes withdrawal from all courses being taken. A student who has resigned from the program must reapply as a new applicant to the program.
7. **Leave of Absence** - A student who wishes to interrupt his/her studies through a leave of absence may do so only up to four individual or consecutive semesters. In order to obtain permission for a leave of absence, students must complete a request form and submit the form to the assistant dean of faculty and student affairs. Ordinarily, a student may not request a leave of absence after the twelfth week of the semester. Special consideration is given for illness or other extenuating circumstances. In the event that a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply as a new applicant to return to the School of Pharmacy.
8. **Appeal Process** - A student may appeal the Academic Performance & Integrity Committee's dismissal decision by writing a letter to the chair of Academic Performance & Integrity Committee describing any extenuating circumstances that limited academic performance. If the appeal is accepted by the committee, the student may be reinstated but must satisfy all of the conditions outlined in the decision. If the student's appeal is denied, the student may appeal that decision within ten days to the dean of the School of Pharmacy.
9. **Regulations for Readmitted Students** - A readmitted student must maintain a cumulative QPA of 2.0 or greater, with no failing grade (D + or lower and/or U) in order to continue in the program. A readmitted student will be evaluated at the end of each semester. Failure to meet requirements for continuing in the program will result in permanent dismissal.

Transferring Credits

Due to the highly integrated nature of the didactic and experiential components of the curriculum, the School of Pharmacy considers requests for the transfer of credits only on an individual basis. Credits accepted for transfer must be awarded from an ACPE accredited school of pharmacy. Only credits recorded on an official transcript of the issuing institution are considered for transfer. Credits accepted for transfer must be determined to be substantially equivalent to courses offered by the D'Youville College School of Pharmacy in their content and quality. Students must submit a letter from their previous school of pharmacy attesting to their "good standing" at their institution. Credits accepted for transfer must have been awarded within three years of the date of admission. The School of Pharmacy may, at its option, accept older credits if the entering student holds an earned doctorate in the pharmaceutical sciences.

Sequence For Completing Program Requirements

In addition to the successful completion of coursework, including IPPEs and APPEs, all students must pass the New York State licensure examination before being allowed to practice in New York. This examination consists of the NAPLEX and two additional parts on law and laboratory skills. This program is designed consistently with the New

York State licensure requirements and the professional standards and guidelines established by the ACPE.

Disclaimer

Due to the continuing development of policies and curriculum for the School of Pharmacy at the printing of this catalog; the School of Pharmacy reserves the right to change and enforce said policies and curriculum post publication of this catalog. Students should contact the assistant dean of faculty and student affairs for the most up to date information concerning the program and its policies.

Application Requirements

The School of Pharmacy participates in PharmCAS, the Pharmacy College Admission Service. Prospective applicants should complete the PharmCAS application by submitting the following information to PharmCAS:

1. Results of the Pharmacy College Admissions Test (PCAT, code 104)
2. Official transcripts from ALL colleges previously attended
3. Two letters of reference from academic professors, employers or supervisors, and faculty or health care advisors.
4. Non-US citizens, who have attended a foreign (non-English speaking) institute for their college coursework, must take the TOEFL and TSE and have the results reported to PharmCAS
5. All foreign transcripts must be verified through PharmCAS, World Education Services (WES), Educational Credential Evaluators (ECE), or Josef Silny & Associates
6. In addition to the PharmCAS application, all students admitted into the professional program are required to meet the following criteria and complete a minimum of 60-61 credit hours that include the following:

Pre-Pharmacy Pre-Requisite Courses

Fall

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
ENG-112	Humanities Seminar	3
MAT-125	Calculus I	4
Total Credits		15

Spring

Code	Title	Credits
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
ENG-XXX	English, Writing or Literature Elective of Choice	3
Two Courses	Social Science or Humanities	6
Total Credits		17

Fall

Code	Title	Credits
One course	Human Biomedical Science with Lab**	4
CHE-219	Organic Chemistry	3

CHE-219L	Organic Chemistry Lab	1
MAT-123	Introduction to Applied Statistics	4
PHY-101	General Physics I	3
PHY-101L	Gen Physics Lab I	1
Total Credits		16

Spring

Code	Title	Credits
BIO	Human Biomedical Science with Lab**	4
CHE-220	Organic Chemistry II	3
CHE-220L	Organic Chemistry II Lab	1
SPE-201	Public Speaking	3
ECO-201	Macroeconomics	3
One course	Social Science or Humanities***	3
Free elective/Human Biomedical Science with Lab (200 level or higher or course equivalent)		4
Total Credits		21

** Two 200-level or higher Human Biomedical Science courses without labs can be substituted for a single Human Biomedical Science with Lab. The Biomedical Science courses that are acceptable include Microbiology, Anatomy, Physiology, Cell Biology, Molecular Biology, Genetics, and/or Pharmacology. Microbiology or Anatomy and Physiology are recommended.

*** Acceptable Social Sciences are Sociology, Psychology, History or Political Science. Acceptable Humanities are Ethics, Philosophy, Fine Arts, Literature, Religious Studies, and Foreign Languages.

- Two 200-level or higher Human Biomedical science courses without labs can be substituted for a single Human Biomedical Science with Lab. The Biomedical Science courses that are acceptable include Microbiology, Anatomy, Physiology, Cell Biology, Molecular Biology, Genetics, and Pharmacology. However, Microbiology or Anatomy and Physiology are recommended.
 - Acceptable Social Sciences are Sociology, Psychology, History or Political Science.
 - Acceptable Humanities are Ethics, Philosophy, Fine Arts, Literature, Religious Studies and Foreign Language.
 - All pre-requisite coursework must be completed with a grade of "C" (2.0/4.0) or better.
 - Science and Math courses should be current, completed no more than five years prior to enrollment.
 - All prerequisite Math and Science courses must be equivalent in scope and rigor to those required for Math, Chemistry and Biology majors at D'Youville.
 - All students are expected to be proficient in the implementation of computer operating systems, software applications for word processing, statistical analysis, database management, presentations, e-mail, and the use of online databases.
 - All questions concerning prerequisite requirements or course equivalents should be directed to Dr. Christopher Jadoch.
7. Selected applicants will be invited to campus for an interview. The interview process employs a series of multiple mini-interviews to assess non-cognitive skills important to rendering patient-centered care. The School of Pharmacy's core values (excellence, lifelong learning, cultural diversity, professionalism, leadership, social

responsibility, critical inquiry and collaboration) are the domains evaluated by the mini-interviews.

Minors

Minors (Structured)

Structured minors are sets of courses designed to give the student marketable skills which could enhance a competency gained in any major. To take a structured minor which will be recorded on the transcript, the student must do the following:

- Students should complete a statement of intent. Forms are available in the registrar's office.
- Students must maintain a G.P.A. of 2.0 in the required courses.
- Students should complete a minimum of 12 credits as indicated in the chosen area of study.
- Students should 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 liberal arts and science electives.

- Accounting (p. 101)
- Analytics (p. 101)
- Anatomy (p. 101)
- Bioinformatics (p. 101)
- Biology (p. 102)
- Business (p. 102)
- Chemistry (p. 102)
- English - Writing and New Media (p. 102)
- English Literature (p. 103)
- Entrepreneurship (p. 103)
- Environmental Sciences (p. 103)
- Exercise and Sports Studies (p. 104)
- Fine Arts (p. 104)
- Health Services Management (p. 104)
- History (p. 105)
- Information Technology (p. 105)
- Management (p. 105)
- Mathematics (p. 105)
- Medical Sociology (p. 105)
- Natural Sciences (p. 106)
- Nutrition (p. 106)
- Philosophy (p. 106)
- Pre-Law (p. 106)
- Psychology (p. 107)
- Public Health (p. 107)
- Religious Studies (p. 107)
- Sociology (p. 107)
- Spanish (p. 107)
- Spanish for Health Professions (p. 108)

Accounting

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

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
ACC-311	Intermediate Accounting I	3
ACC-312	Intermediate Accounting II	3
or ACC-321	Tax Accounting	
Total Credits		12

Analytics

Analytics Minor (23 Credit Hours)

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

Required Courses

Code	Title	Credits
MAT-123	Introduction to Applied Statistics	4
MAT-124	Intermediate Applied Statistics	4
MAT-220	Applied Regression Analysis	3
MAT-222	Statistical Computing	3
MAT-224	Biostatistics	3
MAT-228	Applied Statistical Inquiry	3
CSC-XXX	One Elective – CSC-151 is recommended	3
Total Credits		23

Anatomy

Anatomy Minor (Minimum of 21 Credit Hours)

The anatomy minor is designed for those who want an in-depth knowledge of the human body. A more thorough knowledge of anatomy will give students that plan a career in the health sciences, research or education a solid background in the anatomical sciences.

Select one of the two introductory sequences

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
Total Credits		8

or

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
Total Credits		8

Required courses

Code	Title	Credits
BIO-317	Comparative Anatomy	4
BIO-317L	Comparative Anatomy Lab	0
BIO-339	Human Gross Anatomy	6
BIO-339L	Gross Anatomy Lab	0
BIO-304 & 304L	Microscopic Anatomy and Microscopic Anatomy Lab ¹	4-6
or BIO-389	Special Topics	
Select one of the following:		1-2
BIO-499	Capstone Experience	
BIO-407	Research At NYC	
BIO-408	Research At NYC	
Total Credits		15-18

¹ Course Special Topics (BIO-389) can only be taken with permission of the chair.

Bioinformatics

Bioinformatics Minor (Minimum of 21 Credit Hours)

The bioinformatics minor provides students who have an interest in computation and biology the opportunity to explore this rapidly developing field while simultaneously exposing these students to additional coursework in math and computing.

Due to the prerequisite coursework required for these courses, it is expected that most students will simultaneously seek a bachelor of science degree in biology, mathematics, or chemistry.

Required Courses

Code	Title	Credits
CSC-151	Introduction to Programming I	3
CSC-152	Introduction to Programming II	3
MAT-124	Intermediate Applied Statistics	4
BIO-375	Math Modeling in Biology	3
BIO-350	Fundamentals of Genomics, Proteomics & Bioinformatics	3
BIO-351	Computational Biology	4
BIO-351L	Computational Biology Lab	0
BIO-499	Capstone Experience	0-2
Total Credits		20-22

Biology

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 with Labs

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
Total Credits		8

or

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
Total Credits		8

Three courses (a minimum of 10 credits) from

Code	Title	Credits
BIO-107	Human Anatomy & Physiology I	3
BIO-107L	Human Anatomy & Physiology Laboratory	1
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-208	Microbiology	3
BIO-208L	Microbiology Lab	1
BIO-216	Marine Biology	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
BIO-242	Evolution	3
BIO-3XX	One 300-level elective	3
BIO-4XX	One 400-level elective	3

Minimum of 18 credit hours for a Biology Minor.

Business

Business Minor (18 Credit Hours)

The minor in general business provides courses in accounting, management and economics. Liberal arts majors and those working with

small businesses will find this minor helpful. This minor is available only to students who are not accounting and/or management majors.

Required courses

Code	Title	Credits
ACC-211	Principles of Accounting I	3
ACC-212	Principles of Accounting II	3
ECO-201	Macroeconomics	3
ECO-202	Microeconomics	3
ECO-207	Statistics	3
MGT-305 or MKT-304	Principles of Management Principles of Marketing	3
Total Credits		18

Chemistry

Chemistry Minor (23 Credit Hours)

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

Required Courses

Code	Title	Credits
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-219	Organic Chemistry	3
CHE-219L	Organic Chemistry Lab	1
CHE-220	Organic Chemistry II	3
CHE-220L	Organic Chemistry II Lab	1
CHE-303	Biochemistry	3
CHE-303L	Biochemistry Laboratory	1
Total Credits		20

Select one of the following

Code	Title	Credits
CHE-311	Physical Chemistry I	3
CHE-312	Physical Chemistry II	3
CHE-351	Medicinal Chemistry	3
CHE-412	Spectroscopy	3
CHE-421	Survey of Organometallic Chemistry	3

Other courses may be taken with departmental approval.

English - Writing and New Media

English Minor in Writing and New Media (15 Credit Hours)

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

internship will require a portfolio of work completed for the minor and/or a public performance / presentation.

Course requirements for the minor in writing and new media

Code	Title	Credits
FA-232	Introduction to Creative Writing	3
FA-235	Digital Storytelling	3
or FA-236	Writing for Social Justice	
Select one of the following:		3
FA-303	Poetry Workshop	3
FA-304	Fiction Workshop	3
FA-305	Painting	3
ENG-444	Internship (with a writing or media-based focus)	3-12
Total Credits		21-30

English Literature

English Minor in Literature (15 Credit Hours)

A minor in English literature offers students in other majors the opportunity to broaden their knowledge of literature and its diverse genres, perspectives, and historical and political contexts. The distribution of coursework enables students to enrich their experience of literature by engaging with diverse works of cultural and aesthetic value, contending with important philosophical questions, reimagining histories of past times and places, and fostering their own critical and creative voices.

Minors are encouraged to participate in the larger culture of the English program – e.g., scholarly lectures, readings, roundtables – and to work for the college's literary magazine, Sketch.

Course requirements for the minor in English literature

Code	Title	Credits
ENG-237	Introduction to Literary Criticism	3
ENG-2XX	One 200-level Elective	3
ENG-XXX	Three 300-400 level Literature Electives	9
Total Credits		15

Entrepreneurship

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

Code	Title	Credits
ACC-211	Principles of Accounting I	3
MGT-305	Principles of Management	3
MGT-321	Entrepreneurship I	3
MGT-323	Entrepreneurship II	3
Total Credits		12

Environmental Sciences

Environmental Sciences Minor (Minimum of 23 Credit Hours)

This minor prepares students for continued graduate study in environmental science or to enter the workforce in government, industry, education, regulatory and consulting firms. Although this minor is not limited to chemistry and biology majors, they are likely the students that would take advantage of this opportunity. This minor will allow them to build on their interest in the environment without sacrificing the multitude of educational and career opportunities that their fundamental degrees provide.

Required Courses

Choose from the following two sequences

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
Total Credits		8

or

Code	Title	Credits
BIO-303	Biochemistry	3
BIO-303L	Biochemistry Lab	1
Total Credits		4

Code	Title	Credits
BIO-230	Foundations of Environmental Science	4
BIO-230L	Foundations of Environmental Science	0
BIO-231	Environmental Geology	4
BIO-231L	Environmental Geology Lab	0
CHE-331	Analytical Chemistry	4
MNS-499	Capstone Experience	0-2
Total Credits		12-14

One of the following (with a corresponding lab counts as one)

Code	Title	Credits
BIO-216	Marine Biology	3
BIO-218	Invertebrate Zoology	4
BIO-218L	Invertebrate Zoology Lab	0
BIO-229	Ecology	4
BIO-229L	Ecology Lab	0

BIO-242	Evolution	3
BIO-314	Botany	4
BIO-314L	Botany Lab	0
BIO-330	Environmental Microbiology	4
BIO-330L	Environmental Microbiology Lab	0
BIO-331	Conservation Biology	4
BIO-331L	Conservation Biology Lab	0
BIO-332	Environmental Health	3
BIO-389	Special Topics ¹	3
BIO-390	Special Topics ¹	3

Minimum of 23 credit hours is required.

¹ Courses can be obtained by permission of the chair.

Exercise and Sports Studies

Exercise and Sport Studies Minor (17 Credit Hours)

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

Required Courses

Code	Title	Credits
ESS-101	Introduction to Exercise and Sports Studies	3
ESS-201	Principles of First Aid in Athletic Injury	3
ESS-301	Fitness Eval & Exercise Prescription	3
ESS-270	Exercise and Sports Studies Practicum	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
SOC-312	Sociology of Sports and Phys Activity	3
or ESS-410	Strength & Conditioning Seminar	
Total Credits		17

Fine Arts

Fine Arts Minor (18 Credit Hours)

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

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

of study toward the minor. The portfolio will be integrated into PHI 423 Philosophy of Art.

Five Courses (a minimum of 15 credits), with two at the 300-400 level

Code	Title	Credits
DAN-101	Introduction to Dance	3
DAN-210	Introduction to Ballet	3
DAN-300	Elements of Dance Composition	3
DAN-305	Dance Performance and Technique	3
FA-105	Introduction to Photography	3
FA-205	Drawing	3
FA-210	Design	3
FA-218	History of Western Art	3
FA-305	Painting	3
FA-314	Art of the Film	3
FA-320	History of Visual Arts in America	3
FA-327	Modern Art	3
FA-328	Art & the Everyday	3
FA-330	Frank Lloyd Wright & Amer Architecture	3
MUS-100	Music Appreciation	3
MUS-200	Appreciation of Music	3
MUS-209	Intro to the American Musical Theater	3
THE-104	Theater Production	3
THE-202	Introduction to Acting	3
THE-444	Theatre As Outreach	3
ENG-213	Studies in Drama	3
ENG-302	Shakespeare	3

All FA minors are required to take

Code	Title	Credits
PHI-423	Philosophy of Art	3
Total Credits		3

Health Services Management

Health Services Management Minor (15 Credit Hours)

This minor provides an opportunity for the development of specialized knowledge in the area of health services management (HSM). Students take courses in the foundational areas of healthcare systems including management, insurance/reimbursement, and law/policy. They then select an area of interest:

1. population health which provides more emphasis on the public health aspects of HSM,
2. healthcare information management which provides an emphasis on the role of technology in HSM, or
3. communication in healthcare which provides more emphasis on the role of marketing in HSM.

Students who may benefit from specialized knowledge in HSM include but are not limited to: public health majors interested in management of health-related organizations such as health departments, nursing majors interested in administrative career tracks, sociology majors interested in

graduate work in social and preventive medicine, and business and/or management students interested in health services management.

Required Courses

Code	Title	Credits
HSM-210	Introduction to Healthcare Systems	3
HSM-325	Management in Healthcare	3
HSM-408	Health Insurance	3
HSM-410	Health Care Policy and Law	3
Select one of the following:		3
PH-306	Population Health	
HSM-315	Communications in HC	
HSM-406	Health Information Management	
Total Credits		15

History

History Minor (15 Credit Hours)

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

Code	Title	Credits
HIS-XXX	Two Electives from 100-200 level courses	6
HIS-XXX	Three Electives from 300-400 level courses	9
Total Credits		15

Information Technology

Information Technology Minor (16 Credit Hours)

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

Required Courses

Code	Title	Credits
IT-101	Introduction to Information Technology	1
IT-111	Java Programming	3
Total Credits		4

Select four from

Code	Title	Credits
IT-112	Java Programming II	3
IT-231	Computer Organization & Architecture	4
IT-304	Object-Oriented Computing	3
IT-323	Database Design and Development	3
IT-331	Internet Working & Communication	3
IT-338	Modern Operating Systems ¹	3

¹ Course can be substituted with any I.T. professional elective.

Management

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

Code	Title	Credits
MGT-305	Principles of Management	3
MKT-304	Principles of Marketing	3
Three Electives from MGT, MKT or HRM courses		9
Total Credits		15

Mathematics

Mathematics Minor (18 Credit Hours)

This minor is available to students who wish to feature a mathematical foundation on their resumes.

Required Courses

Code	Title	Credits
MAT-125	Calculus I	4
MAT-126	Calculus II	4
MAT-202	Calculus III	4
MAT-XXX	Two Mathematics Electives at 300/400 level	6
Total Credits		18

Medical Sociology

Medical Sociology Minor (Minimum of 15 Credit Hours)

This minor is open to any student who is not already majoring in Sociology. It is especially tailored to students pursuing careers in health care who are interested in learning about how to better understand the broad patient population which they will experience, while improving the health of others by better appreciating how health and illness are experienced in society. Specifically, students will learn about how things like gender, race, class, ability, sexual orientation, and educational attainment – among other factors – result in differential access to and quality of health care.

Code	Title	Credits
SOC	One Elective	3
SOC-222	Health, Illness and Society	3
SOC-309	Soc of Disability & Rehabilitation	3
SOC-313	Health Disparities	3
SOC-400	Social Epidemiology	3
Total Credits		15

Natural Sciences

Natural Sciences Minor (21 Credit Hours)

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

Choose 21 Credit Hours From

Code	Title	Credits
BIO-101	Introductory Biology I	4
BIO-101L	Intro Bio Lab I	0
BIO-102	Introductory Biology II	4
BIO-102L	Intro Bio Lab II	0
BIO-108	Human Anatomy & Physiology II	3
BIO-108L	Human Anatomy & Physiology II Lab	1
BIO-117	Drugs and Disease	3
BIO-145	The Process of Scientific Discovery	3
BIO-210	Modern Topics in Biology	3
BIO-215	Environmental Science	3
BIO-215L	Environmental Science Lab	1
CHE-101	General Chemistry I	3
CHE-101L	General Chemistry Laboratory	1
CHE-102	General Chemistry II	3
CHE-102L	General Chemistry Laboratory II	1
CHE-142	Molecules	4
CHE-145	The Process of Scientific Discovery	3
PHY-142	Introduction to Astronomy	3
PHY-142L	Introduction to Astronomy Lab	1
PHY-145	The Process of Scientific Discovery	3
PHY-151	Physics for Poets	3
BIO-105 & 105L or BIO-107 & 107L	Human Biology and Human Biology Lab and Human Anatomy & Physiology I and Human Anatomy & Physiology Laboratory	4
PHY-101 & 101L or PHY-111 & 111L	General Physics I and Gen Physics Lab I and Introduction to Physics and Introduction to Physics Lab	4
PHY-102 & 102L or PHY-112 & 112L	General Physics and Gen Physics Lab II and Introduction to Physics and Introduction to Physics Lab	4
BIO-389	Special Topics	3
BIO-390	Special Topics	3

Nutrition

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

Code	Title	Credits
DTC-210	Food and Culture	2
DTC-327	Nutrition Throughout the Life Cycle	3
DTC-328	Nutrition for Fitness & Athletic Performance	2
DTC-425	Diet Therapy	2
DTC-306 or NTR-325	Principles of Nutrition Nutrition and Health	3
Total Credits		12

Philosophy

Philosophy Minor (15 Credit Hours)

The minor in philosophy requires a total of five courses for 15 credit hours. It is designed to provide an acquaintance with critical analysis and an appreciation for the philosophical foundation of other disciplines.

The courses selected for the minor are regularly available so that there is ample opportunity for students to complete the required number of hours. Advisors should be made aware of a student's interest in declaring a minor.

Required Courses

Code	Title	Credits
PHI-201	Ethics in Theory & Action	3
PHI-204	Logic and Reasoning	3
PHI-3XX	Two Electives at the 300 level	6
PHI-4XX	One Elective at the 400 level	3
Total Credits		15

Pre-Law

Pre-Law Minor (15 Credit Hours)

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

Required Courses

Code	Title	Credits
ECO-201	Macroeconomics	3
PSC-201	American Government & Economics	3
PHI-204	Logic and Reasoning	3
MGT-305 or ACC-211	Principles of Management Principles of Accounting I	3
Select one of the following:		3
LAW-303	Business Law I	
LAW-304	Business Law II	
HIS-330	History of Constitutional Law	
Total Credits		15

Some of the above courses will be designated as writing intensive. The pre-law minor is expected to take four writing intensive courses from the above or in the general curriculum. The minor also includes an LSAT (Legal Scholastic Aptitude Test) preparation course offered through continuing education. Students would have a pre-law advisor with access to information on law schools and the LSAT examination.

Psychology

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.

Required Courses

Code	Title	Credits
PSY-101	General Psychology	3
Select two of the following:		6
PSY-203	Lifespan Development	
PSY-204	Physiological Psychology	
PSY-205	Social Psychology	
PSY-206	Abnormal Psychology	
PSY-207	Cognitive Psychology	
PSY-208	Personality	
PSY	Two electives at any level	6
Total Credits		15

Public Health

Public Health Minor (18 Credit Hours)

The minor consists of six courses (18 credits). The first five courses are foundational courses for public health majors. For the sixth course students may select one elective from a list of courses approved for the public health major. Public health focuses on the health of populations rather than individuals and in an excellent complement to many clinical degrees.

Required Courses

Code	Title	Credits
PH-110	Introduction to Public Health	3
PH-301	Health Behavior	3
PH-302	Global Health	3
HSM-312	Health Edu Program Planning & Evaluation	3
SOC-400	Social Epidemiology	3
Select one of the following: ¹		3
BIO-117	Drugs and Disease	
BIO-208	Microbiology	
HSM-210	Introduction to Healthcare Systems	
SOC-222	Health, Illness and Society	
PSC-250	International Relations	
PSY-353	Adult Development	
HIS-336	American Environmental History	
HSM-406	Health Information Management	
Total Credits		18

¹ List is not exhaustive.

Religious Studies

Religious Studies Minor (15 Credit Hours)

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

Required Courses

Code	Title	Credits
RS-102	Belief & Unbelief in the Brave New World	3
Select one of the following:		3
RS-101	Introduction to the Bible	
RS-202	Life of Christ	
RS-309	Letters of Paul to the Early Christians	
Total Credits		6

Select three of the following electives

Code	Title	Credits
RS-209	Judaism, Christianity, and Islam	3
RS-211	Catholicism Today	3
RS-411	Mysticism	3
RS-351	Religion in American History	3
RS-315	Spirituality in Human Experience	3
RS-201	Religion & Social Responsibility	3
RS-214	Challenges of Death	3
RS-316	Catholic Social Teaching	3
RS-312	Bioethics Seminar	3
RS-369	Psychology of Religion and Spirituality	3

Sociology

Sociology Minor (15 Credit Hours)

The sociology minor 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 Course and Additional Courses

Code	Title	Credits
SOC-101	Principles of Sociology	3
or SOC-201	Social Problems	
SOC-XXX	Four Electives (Only two can be cross-listed w/ major)	12
Total Credits		15

Spanish

Spanish Minor (12 Credit Hours)

The minor in Spanish is designed to give students the opportunity to acquire an intermediate or higher level of proficiency. Students who begin Spanish at D'Youville will be required to take the first two semesters of

Spanish. Students exempt from elementary courses will be required to take more advanced courses at the 100- to 300-level.

Required Courses for Student Not Exempt from Beginner Spanish I (SPA-101)

Code	Title	Credits
SPA-101	Beginner Spanish I	3
SPA-102	Beginner Spanish II	3
SPA-201	Intermediate Spanish I	3
SPA	One additional SPA course	3
Total Credits		12

Required Courses for Students Exempt from Beginner Spanish I (SPA-101)

Code	Title	Credits
SPA-101 or SPA-103	Beginner Spanish I Transitional Beginner Spanish	3
SPA-201	Intermediate Spanish I	3
SPA	Two additional SPA courses	6
Total Credits		12

Required Courses for Students exempt from Beginner Spanish II (SPA-102) or Transitional Beginner Spanish (SPA-103) will take

Code	Title	Credits
SPA-201	Intermediate Spanish I	3
SPA	Three additional SPA courses	9
Total Credits		12

Required Courses for Students exempt from Intermediate Spanish I (SPA-201) and/or Intermediate Spanish II (SPA-202) will take

Code	Title	Credits
SPA	Any four SPA courses	12
Total Credits		12

Spanish for Health Professions

Spanish for the Health Professions (12 Credit Hours)

Several major fields of study are enhanced by a minor in second language professional studies. Nursing, social work, and business fields have a need for professionals who are able to communicate in Spanish. A minor in Spanish for the Health Professions makes a graduate more employable in many areas of the country where Spanish is spoken by a significant number of persons.

This minor will provide not only linguistic competence but an understanding of sociocultural aspects of these ethnic groups, which is essential to a professional's ability to work with Spanish-speaking persons.

Required courses for students not exempt from Beginner Spanish I (SPA-101)

Code	Title	Credits
SPA-101	Beginner Spanish I	3
SPA-102	Beginner Spanish II	3
SPA-153	Spanish for Health Professions I	3
SPA-154	Spanish for Health Professions	3
Total Credits		12

Required courses for students exempt from Beginner Spanish I (SPA-101)

Code	Title	Credits
SPA-102	Beginner Spanish II	3
SPA-153	Spanish for Health Professions I	3
SPA-154	Spanish for Health Professions	3
SPA	One additional SPA course	3
Total Credits		12

Required courses for students exempt from Beginner Spanish II (SPA-102), Transitional Beginner Spanish (SPA-103), Intermediate Spanish I (SPA-201) and/or Intermediate Spanish II (SPA-202)

Code	Title	Credits
SPA-153	Spanish for Health Professions I	3
SPA-154	Spanish for Health Professions	3
SPA	Two additional SPA courses	6
Total Credits		12

FULL-TIME FACULTY

John M. Abbarno
Professor, Philosophy
B.A., Canisius College; M.A., University of Dayton; Ph.D., Southern Illinois University

Patricia L. Abbott
Associate Professor, Psychology
B.A., Westfield (Mass.) State College; M.A., Ph.D., University at Buffalo

Brandon Absher, Ph.D.
Assistant Professor, Liberal Arts

Susan Adrian, RN, MS, SPNP
Clinical Assistant Professor, Nursing
University of Toledo

Cindy Adymy, RN, MSN
Clinical Assistant Professor, Nursing
University of Toledo Health Science Center, Bowling Green State University

Lloyd Alfonso
Associate Professor, School of Pharmacy
B.S., M.S., Goa University; PhD, Texas Tech University Health Sciences Center

Renee Andreeff EDD
Clinical Assistant Professor, Physician Assistant
B.S., Gannon University; MPAS, University of Nebraska

Theresa Arida
Assistant Professor, Nursing
B.S., M.S., Daemen College; MS-FNP D'Youville College

Patricia Bahn
Associate Professor, Nursing
B.S., M.S., University at Buffalo

Kenneth Barker
Professor Emeritus, Biology
B.S., Rhodes College; M.S., University of Mississippi at Oxford; Ph.D., University of Texas at Austin

Mary Barone
Assistant Professor, Nursing
B.S., Syracuse University; M.S., University at Buffalo

Pamela Bartlo
Clinical Associate Professor, Physical Therapy
B.S., Daemen College; D.P.T., D'Youville College

Anthony Basile
Associate Professor, Physics, Chemistry
B.Sc., Brock University; M.S.C., University of Guelph; M.S., Ph.D., Cornell University

Jeanette Baxter, RN, MSN, CNM
Clinical Assistant Professor, Nursing
Medical University of South Carolina

Mario Beccari
Clinical Assistant Professor, School of Pharmacy

PharmD, University at Buffalo

Victoria Belousova
Assistant Professor, School of Pharmacy
PharmD, Albany College of Pharmacy

Susan Bennett
Clinical Associate Professor, Physical Therapy
B.S., Daemen College; MS, Ed.D., University at Buffalo

Kimberly Bernosky-Smith, Ph.D.
Chair/Assistant Professor, Mathematics and Biology

Brenda Beutel
Assistant Professor, Nursing

Gaia Bistulfi, Ph.D.
Assistant Professor, Math and Natural Sciences

Anna Boneberg, BSN, MSN, PNP-BC
Clinical Assistant Professor, Nursing
D'Youville College, University at Buffalo, Hilbert College, SUNY Upstate Medical University, Syracuse University

Michelle Bork, RN, BSN, MSN
Clinical Assistant Professor, Nursing
Canisius College, D'Youville College, Grand Canyon University

Stephanie Brian
Clinical Associate Professor, School of Pharmacy
B.S., Brock University; PharmD, University at Buffalo

Lacey Bromley
Assistant Professor, Physical Therapy
BS, PhD, DPT, University at Buffalo

Stephene Brown
Clinical Assistant Professor, School of Pharmacy
PharmD, MPH, RD/CDN, CDE B.S. and MPH; UCLA, PharmD Albany College of Pharmacy

Donna Brzykcy
Clinical Assistant Professor, Occupational Therapy
BS/MS, D'Youville College

Kristina Buran, RN, BSN, MSN
Clinical Assistant Professor, Nursing
D'Youville College, Duke University

Linda Bush, RN, WHNP
Clinical Assistant Professor, Nursing
Trocaire College, D'Youville College

Kirsten Butterfoss
Clinical Associate Professor, School of Pharmacy
B.S., University of Delaware; Pharm.D., University at Buffalo

Renee Cadzow, PhD
Associate Professor/Chair, Health Services Administration
Director, Center for Research on Physical Activity, Sport & HealthBA,
Miami University; MA, PhD, University at Buffalo

Gina Camodeca
Associate Professor, English/Chair, Liberal Arts
B.A., University of Wisconsin; M.A., Ph.D., University at Buffalo

Andrew Case
 Clinical Assistant Professor, Physician Assistant
 B.S., M.S., D'Youville College

Ann P. Caughill
 Associate Professor, Nursing
 M.S., University at Buffalo; Ed.D., D'Youville College

Maimoona Chinwala
 Assistant Professor, School of Pharmacy
 BS, CU Shah College of Pharmacy; MS, Ph.D., St. Johns University

Michael Cimino
 Clinical Associate Professor, School of Pharmacy
 B.S., St Bonaventure University; BS, MS, University at Buffalo

Lauren Clay, PhD, MPH
 Assistant Professor, Health Services Administration
 BA, LaSalle University; MPH, Drexel University; PhD, University of Delaware

John Copas RN, MSN
 Clinical Assistant Professor, Nursing
 D'Youville College

Sharon Cudney, RN, MS
 Assistant Professor, Nursing
 Erie Community College; D'Youville College

Kathleen Curtin, BSN, MBA, EdD
 Clinical Assistant Professor, Health Services Administration
 BSN, D'Youville College; MBA, University at Buffalo; EdD, D'Youville College

Dion D. Daly
 Chair, Department of Business
 Assistant Professor, Business
 B.S., University at Buffalo; M.S., SUC at Buffalo; Ph.D., University at Buffalo

Clara Davie, Ph.D.
 Assistant Professor, Math and Natural Science

Jeremiah Davie, Ph.D.
 Assistant Professor, Math and Natural Sciences

Lisa Demarco, DC
 Clinical Assistant Professor, Chiropractic

Jason Den Haese
 Assistant Professor, Biology
 B.S., M.S., Niagara University

Keiko Dow, Ph.D.
 Assistant Professor, Math and Natural Sciences

Colleen Dowd, RN, BSN, MSN
 Assistant Professor, Nursing
 Niagara University; University at Buffalo

Richard Dowds
 Emeritus Associate Professor, Biology
 A.B., Hobart College; Ph.D., University of North Carolina

Robert Drobitch
 Chair & Professor, School of Pharmacy

B.S., University of Windsor; B.S., Ph.D., Wayne State University

Wilfrid Dubois
 Associate Professor, Biology
 A.B., Columbia University; Ph.D., Boston University

Denise Dunford
 Professor, FNP and DNP Programs
 B.S., D'Youville College; M.S., DNS, University at Buffalo

Bethany Dunn
 Program Director, Interprofessional Education Collaborative
 Chair, Physician Assistant/Certified Graduate Member

Joseph Dunn
 Associate Dean of Research and Professor, School of Pharmacy
 B.S., Ph.D., University at Buffalo

Alice Duszkievicz
 Clinical Assistant Professor, Nursing
 Webster College, Walden University, Daemen College, Trocaire College, Capella University

Mary Eder Hurley
 Professor, Biology
 B.A., Canisius College; B.S., D'Youville College; M.A., Ph.D., University at Buffalo

Sandra Englert, EdD
 Assistant Professor, Nursing
 B.S., Niagara University; M.S., Loyola University; EdD, D'Youville College

Gheorghita Mihaela Faitar
 Associate Professor, Biology & Math
 M.S., Bucharest Polytechnic University;
 M.S., Ph.D., University at Buffalo

Silviu Faitar
 Assistant Professor, Biology
 M.S., University of Bucharest; Ph.D., University at Buffalo

Heather Ferro
 Clinical Assistant Professor, Occupational Therapy
 B.S./M.S., D'Youville College

Roger C. Fiedler
 Professor, Doctoral Programs
 B.A., Bard College; M.A., Fairleigh Dickinson University; Ph.D., University at Buffalo

Elizabeth Finnegan
 Assistant Professor, English
 B.A., Oberlin College; M.A., Ph.D., University at Buffalo

Maureen Finney
 Dean, School of Health Professions/Associate Professor, Physician Assistant
 B.S., D'Youville College; B.S., Niagara University; M.S., University at Buffalo; Ed.D., D'Youville College

Bonnie Fox-Garrity
 Associate Professor, Business
 B.S., SUNY Fredonia; M.A., University of North Carolina

Thomas Frank, DC, MBA

Clinical Associate Professor, Chiropractic**Margaret Frye**Clinical Assistant Professor, Occupational Therapy
M.A., New York University**Adinoyi Garba**Clinical Assistant Professor
PharmD, BCPS, Ahmadu Bello University; Upstate Medical University;
Albany College of Pharmacy and Health Sciences**Jill Gavin-Gannon**Clinical Assistant Professor, Nursing
Excelsior College BBSH**Leslie Georger**Assistant Professor, Mathematics
B.A., Canisius College; M.S., Ph.D., University of Rochester**Megan Gervasi, Ph.D.**

Assistant Professor, Math and Natural Sciences

David GettmanProfessor, School of Pharmacy
B.S., University of Montana; M.B.A., College of William and Mary; Ph.D.,
University of Florida**Merlene C. Gingher**Associate Professor, Occupational Therapy
B.S., M.S., Ed.D., University at Buffalo**Jeffrey Glodzik, Ph.D.**

Assistant Professor, Liberal Arts

Louann Gloekler, BSN, MSN, PNP

Clinical Assistant Professor, Nursing

Joshua Gooch, Ph.D.Assistant Professor, English
B.A., University of California, Santa Cruz;
Ph.D., University of Iowa**Margaret Goodman**Professor, Chemistry
B.S., Ph.D., University at Buffalo**Rachel Gorodetsky**Clinical Associate Professor, School of Pharmacy
B.A., University of Georgia; PharmD, Albany College of Pharmacy and
Health Sciences**Joseph A. Grande**Professor, Emeritus, History
B.S., SUCAB; M.A., University of Buffalo;
Ph.D., Notre Dame University**Stephen Grande, DC**Clinical Associate Professor, Chiropractic
B.S., Allegheny College; D.C., Palmer College of Chiropractic**Cristian Gurita**Assistant Professor, Mathematics
B.Sc., M.Sc., University of Bucharest;
M.A., Ph.D., Temple University**Julia Hall****Director, Educational Leadership Doctoral Program; Director, IRB;****Professor, Educational Leadership & Policy**
B.A., University at Buffalo; M.A., McGill University; Ph.D., University at
Buffalo**Matthew Hamilton, Ed.D., ATC**Assistant Professor, Exercise and Sports Studies
B.S., SUNY at Cortland, M.S., Canisius College, Ed.D., D'Youville College**John C. Harris**Assistant Professor, Mathematics
B.S., University of Nebraska; M.S., Ph.D., University of Chicago**D. Edward Hart**Professor Emeritus, Biology
B.S., M.S., University of Western Ontario;
Ph.D., Carleton University**Amany Hassan**Associate Professor, School of Pharmacy
BS, University of Alexandria; Ph.D., University of Oklahoma**Yasser Heikal**Associate Professor, Pharmacy
BS, Cairo University; MS, University of Toledo; MBA, Ph.D., Penn State
University**Laura Hechtel, Ph.D.**

Assistant Professor, Math and Natural Sciences

Theresa Hurd

Clinical Assistant Professor, Nursing

Timothy HutchersonClinical Associate Professor, School of Pharmacy
B.S., University of Missouri-Columbia; Pharm.D., University of Missouri-
Kansas City**Christopher Jadoch**Assistant Dean of Faculty and Student Affairs
Associate Professor, School of Pharmacy
B.S., JD, University at Buffalo**Briana Jegier, PhD**Associate Professor, Health Services Administration
BS, University of South Florida; MS, Rush University; PhD, St. Louis
University**Emily Jerge, RN, MS**Clinical Assistant Professor, Nursing
University at Buffalo**Annette Johnson**Clinical Assistant Professor, Nursing
RN, MS, GNP, EdD(C), Nazareth College; Monroe College**Paul R. Johnson**Professor Emeritus, Religious Studies
B.A., Bethel College; M. Div., Bethel Theological Seminary; Ph.D., Duke
University**Connie Jozwiak-Shields, RN, ANP-BC, PhD**Assistant Professor, Nursing
University at Buffalo, Niagara University**Joseph Jurkowski Ph.D.**

Assistant Professor, Business

Joseph Kabacinski
Assistant Professor, Business
M.B.A., Canisius College

David Kelly
Professor Emeritus, History
A.B., University of Chicago; M.A., Ph.D., Indiana University

Martin Kelly
Assistant Professor, Biology
B.S., University at Buffalo; M.S., University of Indiana, Bloomington;
Ph.D., University of Texas, Austin

M. Ruth Reilly Kelly
Professor Emerita, History
B.A., D'Youville College; M.A., Ph.D., University at Buffalo; M.A.T., Christ
the King Seminary

Mary Kennedy, RN, MS, ACNP
Clinical Assistant Professor, Nursing
University at Buffalo

Charles J. Kerrigan
Professor Emeritus, Business
A.B., Ph.L., Woodstock College; M.A., Georgetown University; S.T.L.,
College of Immaculate Conception (Montreal)

Paula Giacobbe Kersch
Assistant Professor, Spanish
B.A., Canisius; M.A., University of North Carolina at Chapel Hill; Ph.D.,
University at Buffalo

Julie Kirsch
Assistant Professor, Philosophy
B.A., SUC at Buffalo; Ph.D., University of Toronto

Helena Kittleson
Clinical Assistant Professor, Nursing
B.S., University at Buffalo; M.S., Daemen College

Colleen Koszelak, RN, MS
Clinical Assistant Professor, Nursing
SUNY at Buffalo; D'Youville College

Susan Kowalewski
Professor, Business
M.B.A., M.S., Ph.D., University at Buffalo

Leslie C. Krentz
Clinical Assistant Professor, Occupational Therapy
B.A., University at Buffalo; B.S./M.S., D'Youville College

Jerome T. Kresse
Professor Emeritus, Chemistry
B.S., Michigan State University;
Ph.D., University of Florida

Stacie Lampkin
Clinical Assistant Professor, School of Pharmacy
PharmD, LECOM School of Pharmacy

Robert Leopold
Chair of Pharmacy Practice & Associate Professor, School of Pharmacy

B.S., Long Island University; M.S. St Johns University; PharmD,
Shendoah University;
MD, Medical University of the Americas

Judith H. Lewis
Dean Emerita, School of Nursing
B.S.N., M.S., The Ohio State University; Ed.D., University of Cincinnati

Kacie Liwosz
Associate Professor, Chemistry
Ph.D., University at Buffalo

Susan Lombardo, RN, CNS, PhD
Clinical Associate Professor, Nursing
Niagara University, D'Youville College, SUNY at Buffalo

Michael MacEvoy
Director of Experiential Education
Associate Professor, School of Pharmacy
PharmD, University at Buffalo

Edith Malizia
Associate Professor Emerita, Nursing
B.S., M.S., M.Ed., Ph.D., SUNYAB

Sharon Mang
Assistant Professor, Nursing
M.S., University at Buffalo; DNP, Chatham University

Brenda Mangum, RN, MS
Clinical Assistant Professor, Nursing
Erie County Community College; D'Youville College

Sharon Manning, DNP
Clinical Assistant Professor, Nursing
B.S., M.S., Daemen College

Canio Marasco
Dean & Professor, School of Pharmacy
B.S., D'Youville College; Ph.D., University of North Carolina at Chapel Hill

Talisa Marchese
Clinical Associate Professor, School of Pharmacy
PharmD, BCPS, Gannon University; Lake Erie College of Osteopathic
Medicine

Kathleen Mariano
Professor Emeritus, Nursing
B.S., University of Pittsburgh; M.S., D.N.S., University at Buffalo

Thomas McCarthy
Clinical Assistant Professor, Exercise and Sports Studies
B.A., Canisius College; B.S., M.S., University at Buffalo

Shannon McCrory-Churchill
Clinical Assistant Professor, Nursing
B.S., M.S., University at Buffalo;
DHEd., A.T. Still University

Margaret McGeachy
Associate Professor, English
B.A., Laurentian University; M.A., Ph.D.,
University of Toronto

David Miller, DC

Clinical Assistant Professor, Chiropractic**Eric R. Miller**

Associate Professor, Physical Therapy
 B.S., Ithaca College; M.S., Canisius College;
 D.Sc., Rocky Mountain University

Kathleen Miller

Associate Professor of Sociology
 B.A., M.A, Ph.D., University at Buffalo

Abigail Mitchell

Professor, Nursing
 B.S., Niagara University; M.S., University of Phoenix; DHed, A.T. Still
 University

Karen Mlodozieniec

Assistant Director of Experiential Education
 Clinical Assistant Professor, School of Pharmacy
 BS, PharmD, RPH, Nova Southeastern University; State University of
 Buffalo School of Pharmacy

Linda Mocny

Clinical Assistant Professor, Dietetics
 B.S., SUC at Buffalo; M.S., D'Youville College

Lauraine Neal

Clinical Assistant Professor, Nursing
 B.S., M.S., Daemen College

Christine Nelson-Tuttle

Clinical Assistant Professor, Nursing
 APRN, MS, PNP-BC, CNS, DNS, SUNY Brockport, University of Rochester,
 University of Buffalo

Chau Nguyen

Associate Professor, School of Pharmacy
 B.Sc., University of Western Ontario; Ph.D., Purdue University

Lauren Nicholas

Associate Professor of Sociology
 B.S., Hilbert College, M.A., Ph.D., University at Buffalo

Patricia Nowakowski

Director of Clinical Education & Associate Professor, Physical Therapy
 B.S., University at Buffalo; M.S., University of Pittsburgh; Ph.D.,
 University at Buffalo

Amy Nwora

Director, Health Professions Education/Associate Professor/Certified
 Graduate Member
 B.S./M.S., D'Youville College, Ph.D., University at Buffalo

Laxman Pandey

Assistant Professor, Chemistry
 Ph.D., Georgia Institute of Technology

Karen Panzarella

Associate Professor, Physical Therapy; Interprofessional Simulation
 Curriculum Coordinator
 BS, MS, PhD, University at Buffalo

Christopher Patridge

Associate Professor, Chemistry
 Ph.D., University at Buffalo

Sarah Pictor

Clinical Associate Professor, Physical Therapy
 B.S., University of Vermont; D.P.T., D'Youville College

Karen Piotrowski

Associate Professor Emeritus, Nursing
 B.S.N., D'Youville College; M.S., University at Buffalo

Jeffery T. Podraza

Clinical Assistant Professor, Physical Therapy
 BS, Daemen College, MS, PhD, University at Buffalo

Lynn Pownall, DC, DACNB

Clinical Associate Professor, Chiropractic

Penelope Prentice

Professor Emerita, English
 B.S., Miami University of Ohio;
 M.A., Ph.D., Loyola University

Bernadette Pursel

Clinical Assistant Professor, Nursing
 B.S.N., D'Youville College; M.S., University at Buffalo

Elizabeth Quinlan-Bohn

Clinical Coordinator, Physician Assistant
 B.S., M.S., University of Rochester, B.S., Hahnemann University

Lisa Rafalson, PhD

Associate Professor, Health Services Administration
 B.A., Loyola University of Chicago; M.S., Ph.D., University at Buffalo

Manpreet K. Rai

Assistant Professor of Psychology
 B.S.C., University of Calgary; M.S. Fort Hays University; Ph.D., Kansas
 State University

Eleanor Richards

Professor Emerita, Nursing
 B.S., Western Reserve University;
 M.S., Syracuse University

Pamela Riester

Clinical Assistant Professor, Nursing
 B.S.N., M.S., University at Buffalo

Diana Rioli, RN, MS, FNP

Clinical Assistant Professor, Nursing
 Valparaiso University, D'Youville College

Lynn C. Rivers

Department Chair, Associate Professor, Physical Therapy
 B.S., University at Buffalo; M.S., SUC at Buffalo;
 Ph.D., University at Buffalo

April Rockwood

Associate Professor, Occupational Therapy
 B.S., M.S., Ph.D., University at Buffalo

Rebecca Roloff RN, PNP

Clinical Assistant Professor, Nursing
 University at Buffalo, D'Youville College

Linda Russ

Assistant Professor, Occupational Therapy

B.S./M.S., Ph.D., University at Buffalo

Donald F. Sabo, Jr.

Professor Emeritus, Sociology

B.A., M.Ed., M.A., Ph.D., University at Buffalo

Ronald Santasiero, M.D.

B.A., M.D., University at Buffalo

Kendra Schmitz

Clinical Assistant Professor, Nursing

B.S.N., Daemen College; M.S., University of Phoenix

Terriane K. Schulte

Assistant Professor, History

B.A., M.S., SUC at Buffalo;

M.A., Ph.D., University at Buffalo

David Schuster, Ph.D.

Associate Professor, Chemistry

Ph.D., SUNY Roswell Park Cancer Institute

Arup Sen

Associate Professor, Business

B.S., Hampton University; M.S, Virginia

Commonwealth University; Ph.D., University at Buffalo

Meghan Serio, RN, MS

Clinical Assistant Professor, Nursing

University at Buffalo

Caren Shapiro

Professor, Biology

B.A., University of California at Davis; M.S., Ph.D., University of

Wisconsin

Victoria Shimanovich

Assistant Professor, Mathematics

Ph.D., University of Iowa

Mudit Singhal

Associate Professor, School of Pharmacy

B.S., University of Saugar; Ph.D., University of Louisiana-Monroe

Walter Sisto, Ph.D.

Assistant Professor, Religious Studies

B.A., Rutgers; M.A., Seton Hall;

Ph.D., University of Toronto

Gregory Soja

Associate Professor, Chemistry

Ph.D., University at Buffalo

Frank Stephen

Assistant Professor, Biology

B.A., Canisius College; Ph.D., University at Buffalo

David Stewart

Assistant Professor, Chemistry

Ph.D., University at Buffalo

Gary Stoehr

Founding Dean & Professor Emeritus

B.S., University of Pittsburgh; PharmD, Duquesne University

Emma Studlack

Clinical Assistant Professor, School of Pharmacy

PharmD, St. John Fisher College Wegmans School of Pharmacy

Catherine Szabo, RN, MS

Assistant Professor, Nursing

Sarah Tomlinson

Emerita, Assistant Professor, Biology

B.A., Kalamazoo; B.S., North Carolina State;

M.S., Ph.D., University of Michigan

Craig Tyson, Ph.D.

Assistant Professor, Liberal Arts

Theresa Vallone

Chair/Associate Professor, Occupational Therapy/Program Director,

Interprofessional Education Collaborative, Certified Graduate Member

B.S., University at Buffalo; M.S., D'Youville College; Ed.D., D'Youville

College

James Velasquez

Associate Professor/ Chair

Exercise and Sports Studies

B.S., Canisius College, M.S., Syracuse University, Ed.D., D'Youville

College

Dominic Ventura

Assistant Professor, Chemistry

B.S., Ph.D., University at Buffalo

Christine Verni

Interim Dean, School of Nursing/Assistant Professor, Nursing

B.S.N., M.S., FNP, EdD, D'Youville College

Paul Violanti, RN, FNP, PNP, DNP

Clinical Assistant Professor

University at Buffalo; D'Youville College

Robert Wagner

Professor Emeritus, Mathematics

B.A., M.A., Ed.D., University at Buffalo

Rebecca Waite

Clinical Associate Professor, School of Pharmacy

B.S., SUNY-Oswego; PharmD, University of Maryland

Christine Walawander

Associate Professor, Psychology

B.B.A., B.A., Niagara University; M.S., Ed.D., Northern Illinois University

Jason Wallace, Ph.D.

Assistant Professor, Math and Natural Sciences

Todd Walter

Associate Professor, Psychology

B.A., Niagara University; M.A., University at Buffalo; Ph.D., University of

Florida

Ian Walters

Professor, Mathematics

B.A., Indiana University; Ph.D., Western Michigan University

Edward Weiss, III

Professor, Dietetics

B.A., Gettysburg College; M.A., Duke University; Ph.D., Pennsylvania State University

Megan Whelan
Chair/Clinical Assistant Professor, **Dietetics**
B.S., University of Massachusetts; M.S., University at Buffalo

Ronald White, DPT
Clinical Assistant Professor, **Physical Therapy**
BS/MS, DPT, D'Youville College

Alyssa Wozniak
Clinical Assistant Professor, **School of Pharmacy**
PharmD, D'Youville College

Brian H. Wrotniak
Professor, **Physical Therapy**
B.S., SUNY at Geneseo; B.S., Daemen College; M.S., University of Indianapolis, Ph.D., University at Buffalo

Martha J. Yingling
Professor Emerita, **Nursing**
B.S., Niagara University; M.S., Canisius College

Shoshanna Zucker
Associate Professor, **School of Pharmacy**
BS, Iona; MS, Ph.D., Albert Einstein College of Medicine

Certified Graduate Faculty

Abbarno, Dr. John M.
Professor, **Philosophy**
B.A., Canisius College; M.A., University of Dayton; Ph.D., Southern Illinois University

Abbott, Dr. Patricia L.
Associate Professor, **Psychology**
B.A., Westfield State College; M.A., Ph.D., SUNY at Buffalo

Alfonso, Dr. Lloyd F.
Assistant Professor, **Pharmacy**
B.S., M.S., Goa University; Ph.D., Texas Tech University Health Sciences Center

Andreeff, Dr. Renee
Associate Professor, **Physician Assistant**
B.S., Gannon University; MPAS, University of Nebraska; Ed.D. and Ed.M., D'Youville College

Bartlo, Dr. Pamela
Clinical Associate Professor, **Physical therapy**
B.S., Daemen College; DPT, D'Youville College

Basile, Dr. Anthony G.
Professor, **Information Technology**
B.Sc., Brock University; M.Sc., University of Guelph; M.S., Ph.D., Cornell University

Border, Dr. Kathleen
Assistant Professor, **Dietetics**
B.S., Plattsburgh State University College; ME.d., Framingham State University; Ed.D., D'Youville College

Cadzoq, Dr. Renee B.
Assistant Professor, **Health Services Administration**

B.A., Miami University; M.A., Ph.D., SUNY at Buffalo

Camodeca, Dr. Gina M.
Associate Professor, **English**
B.A., Wisconsin-Whitewater; M.A., Ph.D., SUNY at Buffalo

Chinwala, Maimoona
Assistant Professor, **Pharmacy**
M.S., Ph.D., St. John's University, B. Pharm, SNTD University

Daly, Dr. Dion
Assistant Professor, **Business**
B.S., SUNY at Buffalo; M.S., SUC at Buffalo; Ph.D., SUNY at Buffalo, M.B.A., D'Youville College

Davie, Dr. Jeremiah
Assistant Professor, **Biology**
B.S., Rochester Institute of Technology; Ph.D., SUNY at Buffalo

Demarco, Dr. Lisa
Assistant Professor, **Chiropractic**
B.S., University at Buffalo; D.C., New York Chiropractic College

Dow, Dr. Keiko
Assistant Professor, **Biology and Mathematics**
A.S., State University of NY at Morrisville; B.A., M.A., State University of NY at Potsdam; Ph.D., State University of NY at Albany

Drobitch, Dr. Robert K.
Chair & Professor, **Pharmacy**
B.S., University of Windsor; B.S., Ph.D., Wayne State University

Dubois, Dr. Wilfred
Associate Professor, **Biology and Mathematics**
B.A., Columbia University; Ph.D., Boston University

Dunford, Dr. Denise
Director & Associate Professor, **Nursing**
B.A., SUNY at Buffalo; B.S.N., D'Youville College; M.S., D.N.S., SUNY at Buffalo

Dunn, Dr. Bethany
Chair & Program Director, **Physician Assistant**
B.A., University of Pittsburgh; B.S., D'Youville College; D.C., New York Chiropractic College

Dunn, Dr. Joseph A.
Associate Dean for Research & Professor, **Pharmacy**
B.S., Ph.D., SUNY at Buffalo

Edwards, Dr. Shelby
Assistant Professor
A.S., State University of NY at Morrisville; B.A., M.A., State University of NY at Potsdam; Ph.D., State University of NY at Albany

Faitar, Dr. Gheorghita M.
Assistant Professor, **Biology**
M.S., SUNY at Buffalo, Bucharest Polytechnic University, Bucharest Romania, Ph.D., SUNY at Buffalo

Fiedler, Dr. Roger C.
Professor, **Educational Leadership**
B.A., Bard College; M.A., Fairleigh Dickinson University; Ph.D., SUNY at Buffalo

Finney, Dr. Maureen F.
Chair & Associate Professor, **Physician Assistant**

B.S., Niagara University; B.S., D'Youville College; M.S., SUNY at Buffalo; Ed.D., D'Youville College

Fox-Garrity, Dr. Bonnie

Associate Professor, **Business**

B.S., SUNY at Fredonia; M.A., University of North Carolina at Chapel Hill; M.B.A., Canisius College; Ed.D., D'Youville College

Frank, Dr. Thomas M.

Clinical Assistant Professor, **Chiropractic**

B.S., M.B.A., University at Buffalo; D.C., New York Chiropractic College

Georger, Dr. Lesley

Associate Professor, **Biology and Mathematics**

B.A., Canisius College; M.S., University of Rochester; Ph.D., University of Rochester

Gervasi, Dr. Megan

Adjunct Professor, **Biology**

B.S., Hobart and William Smith Colleges; M.A. Roswell Park Cancer Institute; Ph.D., State University of NY at Buffalo RPCI

Gettman, Dr. David A.

Director of Assessment & Professor, **Pharmacy**

B.S., University of Montana; M.B.A., College of William and Mary; Ph.D., University of Florida

Goodman, Dr. Margaret

Assistant Professor, **Chemistry**

B.S., Ph.D., SUNY at Buffalo

Grande, Dr. Stephen A.

Clinical Assistant Professor, **Chiropractic**

B.S., Allegheny College; D.C., Palmer College of Chiropractic

Hall, Dr. Julia

Professor, Education Leadership, **Doctoral Program**

B.A., SUNY at Buffalo; M.A., McGill; Ph.D., SUNY at Buffalo

Heakal, Dr. Yasser

Assistant Professor, **Pharmacy**

B.Sc., Cairo University College of Pharmacy; M.S., University of Toledo College of Pharmacy; M.B.A., Ph.D., Pennsylvania State University

Hechtel, Dr. Laura

Associate Professor, **Biology**

B.A., Augustana College; M.S., Ph.D., Illinois State University

Hurley, Dr. Mary Eder I.

Professor, **Biology**

B.A., Canisius College; M.A., Ph.D., SUNY at Buffalo; RPAC, D'Youville College

Jeiger, Dr. Briana

Assistant Professor, **Health Services Administration**

B.S., University of South Florida; M.S., Rush University; Ph.D., St. Louis University

Jozwiak-Shields, Dr. Connie

Assistant Professor, **Nursing**

B.S., Niagara University; MSN, Ph.D., University at Buffalo

Jurkowski, Dr. Joseph

Assistant Professor, **Business**

B.S., Canisius College; M.B.A., Niagara University; C.P.A., New York State; Ph.D., Columbia Pac University

Kelly, Dr. Martin

Associate Professor, **Biology and Mathematics**

B.A., University of Tennessee; M.A., Indiana University (Bloomington); Ph.D. University of Texas

Kirsch, Dr. Julie

Assistant Professor, **Liberal Arts**

B.A., SUC at Buffalo; Ph.D., University of Toronto

Kowalewski, Dr. Susan J.

Chair and Associate Professor, **Business**

B.A., SUNY at Buffalo; M.B.A., Rivier College; Ed.M., Ph.D., SUNY at Buffalo

Krentz, Dr. Leslie

Clinical Assistant Professor, **Occupational Therapy**

B.S., University at Buffalo; B.S./M.S., Ed.D., D'Youville College

Lalley, Dr. James P.

Associate Professor, **Education**

B.A., M.A., Ph.D., SUNY at Buffalo

Lombardo, Dr. Susan

Clinical Assistant Professor, **Nursing**

B.S., Niagara University, Nursing; M.S., D'Youville College, Community Health Nursing; Ph.D., State University of New York at Buffalo, Social Foundations of Higher Education

Mang, Dr. Sharon

Clinical Associate Professor, **Nursing**

B.S., D'Youville College; M.S., SUNY at Buffalo; Post-Masters Certificate, University of Rochester; D.N.P., Chatham University

Marasco, Dr. Canio J.

Dean of Faculty and Student Affairs & Professor of Medicinal Chemistry, **Pharmacy**

B.A., D'Youville College; Ph.D., University of North Carolina at Chapel Hill

McCrorry-Churchill, Dr. Shannon

Clinical Assistant Professor, **Nursing**

B.S., M.S., SUNY at Buffalo; D.H.Ed., AT Still University

Miller, Dr. Eric R.

Associate Professor, **Physical Therapy**

B.S., Ithaca College; M.S., Canisius College; D.Sc., Rocky Mountain University of Health Professions

Mitchell, Dr. Abigail

Director of Graduate Nursing and Associate Professor, **Nursing**

B.S.N., Niagara University; M.S.N., University of Phoenix; D.H.Ed., AT Still University; CNE

Mudit, Dr. Mudit

Assistant Professor, **Pharmacy**

B. Pharm., University of Saugar; Ph.D., University of Louisiana

Nguyen, Dr. Chau

Assistant Professor, **Pharmacy**

B.Sc., University of Western Ontario; Ph.D., Purdue University

Nicholas, Dr. Lauren

Assistant Professor, **Liberal Arts**

B.S., Hilbert College, Criminal Justice; M.A., State University of New York, Buffalo, Sociology; Ph.D., State University of New York, Sociology

Nowakowski, Dr. Patricia E.

Director of Clinical Education & Associate Professor, **Physical Therapy**

B.S., SUNY at Buffalo; M.S., University of Pittsburgh; Ph.D., SUNY at Buffalo

Nwora, Dr. Amy J.

Director & Associate Professor, **Health Professions Education**
B.S./M.S., D'Youville College; Ph.D., SUNY at Buffalo

Panzarella, Dr. Karen

Associate Professor, **Physical Therapy**
B.S., M.S., and Ph.D., University at Buffalo

Pictor, Dr. Sarah

Clinical Assistant Professor, **Physical Therapy**
B.S., University of Vermont; D.P.T., D'Youville College.

Podraza, Dr. Jeffrey

Clinical Assistant Professor, **Physical Therapy**
B.S., Daemen College; M.S. and Ph.D., University at Buffalo

Pownall, Dr. Lynn

Assistant Professor, **Chiropractic**
B.S., D.C.; Logan College, St. Louis; DACNB, American Chiropractic Neurology Board-Cleveland College of Chiropractic, Kansas City

Rafalson, Dr. Lisa

Chair & Assistant Professor, **Health Services Administration**
B.A., Loyola University of Chicago; M.S., Ph.D., SUNY at Buffalo

Ramsey, Dr. Dan K.

Assistant Professor, **Health Professions Education**
B.S., M.S., University of Ottawa; Ph.D., Karolinska Institute, Stockholm, Sweden

Rivers, Dr. Lynn C.

Chair & Associate Professor, **Physical Therapy**
B.S., SUNY at Buffalo; M.S., SUC at Buffalo; Ph.D., SUNY at Buffalo

Rockwood, Dr. April C.

Associate Professor, **Occupational Therapy**
B.S., M.S., Ph.D., SUNY at Buffalo

Russ, Dr. Linda

Clinical Assistant Professor, **Occupational Therapy**
B.A., B.S., M.S., Ph.D., SUNY at Buffalo

Ruvio, Dr. Stacy

Associate Professor, **Biology**
B.S., State University of NY at Geneseo; Ph.D., State University of NY at Buffalo

Schulte, Dr. Terriane K.

Associate Professor, **History**
B.A., M.S., SUC at Buffalo; M.A., Ph.D., SUNY at Buffalo

Schuster, Dr. David

Associate Professor, **Chemistry**
PhD, SUNY Roswell Park Cancer Institute

Sen, Dr. Arup

Professor, **Business**
B.S., Hampton University; M.S., Virginia Commonwealth University; Ph.D., SUNY at Buffalo

Soja, Dr. Gregory

Assistant Professor, **Chemistry**
B.S., Wagner College; Ph.D., University at Buffalo

Sprowl, Jason A.

Assistant Professor, **Pharmacy**
B.Sc., Ph.D., Laurentian University

Stephen, Dr. Frank D.

Assistant Professor, **Math & Natural Sciences**
B.A., Canisius College; Ph.D., SUNY at Buffalo

Stewart, Maxine

Assistant Professor, **Chiropractic**
BS, Hardin-Simmons University; BSC, University of Waterloo; DC, Logan College of Chiropractic

Turcott, Dr. Jean M.

Associate Registrar, **Registrar**
B.S., SUNY College at Brockport, M.A., Ph.D., SUNY at Buffalo

Tyson, Dr. Craig W.

Assistant Professor, **Liberal Arts**
B.A., Grove City College; M.Div., M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Michigan

Vallone, Dr. Theresa A.

Chair and Assistant Professor, **Occupational Therapy**
B.S., SUNY at Buffalo; M.S., Ed.D., D'Youville College

Velasquez, De. James

Associate Professor/Director, **Exercise & Sports Studies**
B.S., Canisius College; M.S., Syracuse University; Ed.D., D'Youville College

Ventura, Dr. Dominic L.

Assistant Professor, **Math & Natural Sciences**
B.S., Ph.D., SUNY at Buffalo

Verni, Dr. Christine

Clinical Assistant Professor, **Nursing**
B.S.N., M.S.N., and D.N.P., D'Youville College

Voorhies, Dr. Clara

Assistant Professor, **Biology and Mathematics**
B.S., SUNY College of Environmental Science & Forestry, Ph.D., SUNY Binghamton

Walawander, Dr. Christine

Assistant Professor, **Psychology**
B.B.A., B.A., Niagara University; M.S., Ed.D., Northern Illinois University

Wallace, Dr. Jason U.

Assistant Professor, **Math & Natural Sciences**
B.Sc., M.Sc., Ph.D., University of Rochester

Walter, Dr. Todd J.

Chair & Associate Professor, **Liberal Arts**
B.A., Niagara University; M.A., SUNY at Buffalo; Ph.D., University of Florida

Walters, Jr., Dr. Ian C.

Professor, **Mathematics**
B.A., Indiana University; Ph.D., Western Michigan University

Weiss, Dr. Edward H.

Professor, **Dietetics**
B.A.; Gettysburg College; M.A., Duke University; Ph.D., The Pennsylvania State University

Wrotniak, Dr. Brian H.

Professor, **Physical Therapy**

*B.S., Daemen College; B.S., SUNY at Geneseo; M.S., University of Indianapolis;
Ph.D., SUNY at Buffalo*

POLICIES & DISCLOSURES

Academic Policies and Procedures for All Students

The following section lists policies and procedures that are applicable to all students at D'Youville College. For level-specific policies, please visit the undergraduate policies and procedures section or the graduate policies and procedures section.

Alphabetical List:

- Academic Policies and Procedures for All Students (p. 119)
- Undergraduate Policies (p. 133)
- Graduate Policies (p. 139)

Academic Policies and Procedures for All Students

- Academic Appeals Procedures (p. 119)
- Academic Year (p. 127)
- Attendance (p. 127)
- Change of Name, Address, or Phone (p. 127)
- Change of Registration (Drop/Add Procedure) (p. 127)
- Course Audit (p. 128)
- Directed Study (p. 128)
- Examinations (p. 128)
- Family Education Rights and Privacy Act of 1974 (FERPA) (p. 128)
- Grading (p. 129)
- Honors Convocation and Honorary Awards (p. 130)
- Military Leave of Absence (p. 130)
- Policy on Academic Integrity (p. 131)
- Prerequisites and Corequisites (p. 131)
- Religious Holidays (p. 132)
- Repeating a Course (p. 132)
- Retention Services (p. 132)
- Transcript of Academic Record (p. 132)
- Verification for Graduation (p. 132)
- Withdrawal From a Course (p. 133)

Academic Appeals Procedures School of Arts, Sciences and Education

The School of Arts, Sciences and Education provides a Formal Appeal Procedure for students who wish to appeal academic evaluations or evaluations of misconduct that have a significant academic consequence (resulting in probation, suspension, dismissal or other significant change in academic status). A separate appeal process ("Alternate Appeal Procedure," below) is provided for appeals of decisions that have a less serious academic consequence.

When a student seeks to challenge a decision that has serious academic consequence, he/she must first attempt to informally resolve the situation as described below and then, if such informal attempts fail,

he/she may file an appeal pursuant to the Formal Appeal Procedure described below.

When a student seeks to challenge a decision or action under these procedures that **does not** have a significant academic consequence (such as a grade dispute not resulting in probation, suspension, dismissal or other significant change in academic status), he/she must still, as an initial step, attempt to informally resolve the situation and then, if such informal attempts fail, he/she may file an appeal pursuant to the Alternate Appeal Procedure described below.

Jurisdiction over the appeal resides in the School or Department in which the subject decision or action occurred

Appeal Officer

The appeal officer shall act as the coordinator of the appeal process. Should a student or faculty member have any questions concerning the appeal process (including how to file an appeal), he/she is encouraged to contact the appeal officer. Further, the appeal officer is empowered to make adjustments/decisions to the time schedule or other technical requirements of the appeal process in order to fulfill its purpose in a comprehensive manner. Of particular importance is the need to expedite decisions that have direct and immediate consequences upon the academic status of a student. Any adjustments/decisions related to the time schedule or other technical requirements will be made with communication to all parties to insure their awareness and cooperation.

The current appeal officer for the School of Arts, Sciences and Education is Nicole Landano (<http://www.dyc.edu/search/detail.aspx?id=alfanon/>), Career Discovery Program Coordinator. If the appeal officer is involved in the decision subject to appeal, then an alternate appeal officer will be made available to the student filing the appeal.

Informal Resolution

Wherever and whenever possible, the student should first attempt to rectify the situation by dealing directly with the faculty member who made the decision. This should be done within five (5) working days of the decision or action in question, and the informal resolution process shall not exceed ten (10) working days from that decision or action.

If no direct resolution is reached, the student may request consultation and mediation by the Chair (or his/her designee) of the Department in which the subject decision or action occurred.

If the process of consultation and informal resolution fails, then either the formal or alternate appeal process may begin. Regardless of the outcome of the informal resolution process, to the extent the student seeks to file a complaint under the Formal or Alternate Appeal Procedure, such complaint must be filed by the deadlines set forth below.

Formal Appeal Procedure

1. If the student seeks to challenge a decision or action that has a significant academic consequence (i.e. probation, suspension, dismissal or other significant change in academic status) and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair of the Department in which the subject decision or action occurred within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal

appeal, the Chair shall provide a copy of the written complaint to the Appeal Officer.

If the Chair of the Department was directly involved in the decision being appealed by the student, then the written complaint shall be filed with, and subject to review and determination by, the Chair of a different department acting as an alternate, as designated by the Dean.

The written complaint must state the specific violation of School or Department policy, rule or direction being challenged. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member against whom the complaint has been filed will be notified within five (5) working days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

The Department Chair has responsibility for reviewing and rendering a determination regarding the appeal. The procedures used by the Department Chair shall include, at a minimum, the opportunity for the student and the relevant faculty to: meet with the Department Chair and make a statement; submit other supporting statements; submit documents; and submit other information to support his/her position. The student may be accompanied by a member of the D'Youville College community acting as a support person at any meetings held by the Department Chair with the student concerning the appeal. This support person cannot be a parent or guardian of the student. Further, because the purpose of the appeal process is to provide a fair review rather than a formal legal proceeding, participation of attorneys in the appeal process is not permitted. A support person may not speak for the student. The student is responsible for speaking, submitting statements, and presenting other information on his/her own behalf. There shall be an audio recording of any meetings held by the Department Chair with the student concerning the appeal. The audio recording, as well as any meeting notes, statements or other information submitted or collected, shall be maintained by the School for six (6) years.

A written determination of the appeal will be issued by the Department Chair, which sets forth the rationale for the determination, following the submission and collection of all relevant documents, statements, and other information.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal with the Department Chair and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Department Chair decides that disposition on that schedule is not possible, the Department Chair shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Department Chair shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

2. Further Appeal. The student has the right to appeal the Department Chair's determination to the Dean. If no timely appeal to the Dean is made, then the determination of the Department Chair is final and no

further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Appeals to the Dean can be made on four grounds only, which must be stated in writing and submitted to the Dean within five (5) working days of the student's receipt of the Chair's written determination:

- a. The decision of the Department Chair is contrary to policy, rules or written directives of the School and/or Department.
- b. The decision of the Department Chair violated stated procedural guarantees and that alleged violation prevented fundamental fairness. A determination that a material error has occurred may result in reconsideration of the case using correct procedures, either by the Dean or by remand to the Chair, in the discretion of the Dean. Immaterial procedural errors will not support an appeal.
- c. The decision of the Department Chair was rendered without the benefit of significant new factual material not available at the time of that decision; however, information knowingly withheld from the prior proceeding by the appealing student will not support an appeal.
- d. Significant mitigating circumstances exist which may warrant modification of the decision reached by the Department Chair.

Following receipt of an appeal, the Dean will review the written determination of the Department Chair as well as all materials in the appeal file, including, but not limited to, the statements, documents and other information submitted in connection with the appeal. The Dean may, but is not required to, hold further meetings regarding the appeal.

The Dean's decision concerning the appeal will be issued within ten (10) working days of the student's submission of the appeal to the Dean. Delivery of the Dean's decision shall be made by certified mail and e-mail to the addresses of record. A copy of the Dean's decision shall be maintained by the School for six (6) years.

The Dean's decision concerning the appeal is final. No further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Alternate Appeal Procedure

If the student seeks to challenge a decision or action that **does not** have significant academic consequence (such as a grade dispute that does not result in probation, suspension, dismissal or other significant change in academic status), and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair of Department in which the subject decision or action occurred within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair shall provide a copy of the written complaint to the Appeal Officer.

If the Chair of the Department was directly involved in the decision being appealed by the student, then the written complaint shall be filed with, and subject to review and determination by, the Chair of a different department acting as an alternate, as designated by the Dean.

The written complaint must state the specific violation of Department policy, rule or direction which is complained of. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member

or committee against whom the complaint has been filed will be notified within five (5) working days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

The complaint shall be evaluated after the student and the faculty member are provided the opportunity to make a statement to the Chair of the Department (either in writing or at a meeting, if a meeting is deemed necessary by the Chair) and submit supporting documents. There shall be an audio recording of any meetings held by the Department Chair with the student concerning the appeal. Records related to the appeal shall be maintained by the School for six (6) years.

Following evaluation of the statements and supporting documentation, a written determination of the appeal will be issued by the Department Chair, which sets forth the rationale for the determination.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal with the Department Chair and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Department Chair decides that disposition on that schedule is not possible, the Department Chair shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Department Chair shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

The determination issued by the Department Chair is final. No further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Complaints of Discrimination or Harassment

D'Youville College provides equal opportunity to all students. The College does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other protected status with respect to its academic programs, policies and practices.

Should a student advance an appeal under the above procedures that alleges discrimination or harassment on the basis of race, color, national origin, sex, disability, age, or any other protected status, the appropriate School or Department will immediately notify the Title IX Coordinator (Deborah Owens) and/or the Coordinator of Disability Services (Isabelle Vecchio). Students are also encouraged to directly consult with the Title IX Coordinator and/or the Coordinator of Disability Services in the event they are seeking to file an appeal related to discrimination or harassment.

Further, if a student's appeal relates to Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, or the obligations of the College, School or Department under those laws, the appropriate School or Department will immediately notify, and the student filing the appeal is encouraged to consult, the Coordinator of Disability Services.

School of Health Professions

The School of Health Professions provides a Formal Appeal Procedure for students who wish to appeal academic evaluations or evaluations of misconduct that have a significant academic consequence (resulting in probation, suspension, dismissal or other significant change in academic status). A separate appeal process ("Alternate Appeal Procedure," below)

is provided for appeals of decisions that have a less serious academic consequence.

When a student seeks to challenge a decision that has serious academic consequence, he/she must first attempt to informally resolve the situation as described below and then, if such informal attempts fail, he/she may file an appeal pursuant to the Formal Appeal Procedure described below.

When a student seeks to challenge a decision or action under these procedures that does not have a significant academic consequence (such as a grade dispute not resulting in probation, suspension, dismissal or other significant change in academic status), he/she must still, as an initial step, attempt to informally resolve the situation and then, if such informal attempts fail, he/she may file an appeal pursuant to the Alternate Appeal Procedure described below.

Jurisdiction over the appeal resides in the School or Department in which the subject decision or action occurred.

Appeal Officer

The appeal officer shall act as the coordinator of the appeal process. Should a student or faculty member have any questions concerning the appeal process (including how to file an appeal), he/she is encouraged to contact the appeal officer. Further, the appeal officer is empowered to make adjustments/decisions to the time schedule or other technical requirements of the appeal process in order to fulfill its purpose in a comprehensive manner. Of particular importance is the need to expedite decisions that have direct and immediate consequences upon the academic status of a student. Any adjustments/decisions related to the time schedule or other technical requirements will be made with communication to all parties to ensure their awareness and cooperation. The current appeal officer for the School of Health Professions is Ryan Miller (<http://www.dyc.edu/search/detail.aspx?id=millerr/>), Academic Advisor. If the appeal officer is involved in the decision subject to appeal, then an alternate appeal officer will be made available to the student filing the appeal.

Informal Resolution

Wherever and whenever possible, the student should first attempt to rectify the situation by dealing directly with the faculty member who made the decision. This should be done within five (5) working days of the decision or action in question, and the informal resolution process shall not exceed ten (10) working days from that decision or action. Regardless of the outcome of this informal resolution process, to the extent the student seeks to file a complaint under the Formal or Alternate Appeal Procedure, such complaint must be filed by the deadlines set forth below.

Formal Appeal Procedure

1. If the student seeks to challenge a decision or action that has a significant academic consequence (i.e. probation, suspension, dismissal or other significant change in academic status) and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair/Director of the Department in which the subject decision or action occurred within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a

formal appeal, the Chair/Director shall provide a copy of the written complaint to the Appeal Officer.

If the Chair/Director of the Department was directly involved in the decision being appealed by the student, then the written complaint shall be filed with, and subject to review and determination by, an alternate designated by the Dean in consultation with Department faculty.

The student's written complaint must state the specific violation of Department policy, rule or direction being challenged. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) working days of receipt by the Chair/Director.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

The Department Chair/Director has responsibility for reviewing and rendering a determination regarding the appeal. The procedures used by the Department Chair/Director shall include, at a minimum, the opportunity for the student and the relevant faculty to: meet with the Department Chair/Director and make a statement; submit other supporting statements; submit documents; and submit other information to support his/her position. The student may be accompanied by a member of the D'Youville College community acting as a support person at any meetings held by the Department Chair/Director with the student concerning the appeal. This support person cannot be a parent or guardian of the student. Further, because the purpose of the appeal process is to provide a fair review rather than a formal legal proceeding, participation of attorneys in the appeal process is not permitted. A support person may not speak for the student. The student is responsible for speaking, submitting statements, and presenting other information on his/her own behalf. There shall be an audio recording of any meetings held by the Department Chair/Director with the student concerning the appeal. The audio recording, as well as any meeting notes, statements or other information submitted or collected, shall be maintained by the School for six (6) years.

A written determination of the appeal will be issued by the Department Chair/Director, which sets forth the rationale for the determination, following the submission and collection of all relevant documents, statements, and other information.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal with the Department Chair/Director and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Department Chair/Director decides that disposition on that schedule is not possible, the Department Chair/Director shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Department Chair/Director shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

2. Further Appeal. The student has the right to appeal the Department Chair/Director's determination to the Dean. If no timely appeal to the Dean is made, then the determination of the Department Chair/Director is final and no further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Appeals to the Dean can be made on the following four grounds only, which must be stated in writing and submitted to the Dean within five (5) working days of the student's receipt of the written determination from the Department Chair/Director:

- a. The decision of the Department Chair/Director is contrary to policy, rules or written directives of the School and/or Department.
- b. The decision of the Department Chair/Director violated stated procedural guarantees and that alleged violation prevented fundamental fairness. A determination that a material error has occurred may result in reconsideration of the case using correct procedures, either by the Dean or by remand to the Department Chair/Director, in the discretion of the Dean. Immaterial procedural errors will not support an appeal.
- c. The decision of the Department Chair/Director was rendered without the benefit of significant new factual material not available at the time of that decision; however, information knowingly withheld from the prior proceeding by the appealing student will not support an appeal.
- d. Significant mitigating circumstances exist which may warrant modification of the decision reached by the Department Chair/Director.

Following receipt of an appeal of the decision by the Department Chair/Director, the Dean will review the written determination of the Department Chair/Director as well as all materials in the appeal file, including, but not limited to, the statements, documents and other information submitted in connection with the appeal. The Dean may, but is not required to, hold further meetings regarding the appeal.

The Dean's decision concerning the appeal will be issued within ten (10) working days of the student's submission of the appeal to the Dean. Delivery of the Dean's decision shall be made by certified mail and e-mail to the addresses of record. A copy of the Dean's decision shall be maintained by the School for six (6) years.

The Dean's decision concerning the appeal is final. No further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Alternate Appeal Procedure

If the student seeks to challenge a decision or action that does not have significant academic consequence (such as a grade dispute that does not result in probation, suspension, dismissal or other significant change in academic status), and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair/Director of the Department in which the subject decision or action occurred within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair/Director shall provide a copy of the written complaint to the Appeal Officer.

If the Chair/Director of the Department was directly involved in the decision being appealed by the student, then the written complaint shall be filed with, and subject to review and determination by, an alternate designated by the Dean in consultation with Department faculty.

The written complaint must state the specific violation of Department policy, rule or direction which is complained of. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) working days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

The complaint shall be evaluated after the student and the faculty member are provided the opportunity to make a statement to the Chair/Director of the Department (either in writing or at a meeting, if a meeting is deemed necessary by the Chair/Director) and submit supporting documents. There shall be an audio recording of any meetings held by the Department Chair/Director with the student concerning the appeal. Records related to the appeal shall be maintained by the School for six (6) years.

Following evaluation of the statements and supporting documentation, a written determination of the appeal will be issued by the Department Chair/Director, which sets forth the rationale for the determination.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal with the Department Chair/Director and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Department Chair/Director decides that disposition on that schedule is not possible, the Department Chair/Director shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Department Chair/Director shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

The determination issued by the Department Chair/Director is final. No further challenges to the decision or action giving rise to the appeal will be permitted under these procedures.

Complaints of Discrimination or Harassment

D'Youville College provides equal opportunity to all students. The College does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other protected status with respect to its academic programs, policies and practices.

Should a student advance an appeal under the above procedures that alleges discrimination or harassment on the basis of race, color, national origin, sex, disability, age, or any other protected status, the appropriate School or Department will immediately notify the Title IX Coordinator (Deborah Owens) and/or the Coordinator of Disability Services (Isabelle Vecchio). Students are also encouraged to directly consult with the Title IX Coordinator and/or the Coordinator of Disability Services in the event they are seeking to file an appeal related to discrimination or harassment.

Further, if a student's appeal relates to Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, or the obligations

of the College, School or Department under those laws, the appropriate School or Department will immediately notify, and the student filing the appeal is encouraged to consult, the Coordinator of Disability Services.

School of Nursing

School of Nursing – Academic Appeals Procedure

The School of Nursing provides a Formal Appeal Procedure for students who wish to appeal academic evaluations or evaluations of misconduct that have a significant academic consequence (resulting in probation, suspension, dismissal or other significant change in academic status). A separate appeal process ("Alternate Appeal Procedure," below) is provided for appeals of decisions that have a less serious academic consequence.

When a student seeks to challenge a decision that has serious academic consequence, he/she must first attempt to informally resolve the situation as described below and then, if such informal attempts fail, he/she may file an appeal pursuant to the Formal Appeal Procedure described below.

When a student seeks to challenge a decision or action under these procedures that **does not** have a significant academic consequence (such as a grade dispute not resulting in probation, suspension, dismissal or other significant change in academic status), he/she must still, as an initial step, attempt to informally resolve the situation and then, if such informal attempts fail, he/she may file an appeal pursuant to the Alternate Appeal Procedure described below.

Jurisdiction over the appeal resides in the School or Department in which the subject decision or action occurred.

Appeal Officer

The appeal officer shall act as the coordinator of the appeal process. Should a student or faculty member have any questions concerning the appeal process (including how to file an appeal), he/she is encouraged to contact the appeal officer. Further, the appeal officer is empowered to make adjustments/decisions related to the time schedule or other technical requirements of the appeal process in order to fulfill its purpose in a comprehensive manner. Of particular importance is the need to expedite decisions that have direct and immediate consequences upon the academic status of a student. Any adjustments/decisions related to the time schedule or other technical requirements will be made with communication to all parties to insure their awareness and cooperation. The current appeal officer for the School of Nursing is the Administrative Assistant to the Dean. If the appeal officer is involved in the decision subject to appeal, then an alternate appeal officer will be made available to the student filing the appeal.

Informal Resolution

Wherever and whenever possible, the student should first attempt to rectify the situation by dealing directly with the faculty member or committee who made the decision. This should be done within five (5) working days of the incident in question, and the informal resolution process shall not exceed ten (10) working days from the incident.

If no direct resolution is reached, the student may request consultation and mediation by the Chair or his/her designee.

If the process of consultation and informal resolution fails, then the formal or alternate appeal process may begin.

Formal Appeal Procedure

1. If the student seeks to challenge a decision or action that has a significant academic consequence (i.e. probation, suspension, dismissal or other significant change in academic status) and remains unsatisfied after completing the above informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair shall provide a copy of the written complaint to the Appeal Officer.

The written complaint must state the specific violation of Department policy, rule or direction being challenged. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) working days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

After receiving the written appeal, the Chair shall call a special meeting of the Appeals Committee, which will be responsible for reviewing and rendering a determination regarding the appeal. If a member of the Appeals Committee was directly involved in the decision being appealed by the student, then he/she shall be replaced by an alternate, as designated by the Dean.

The procedures used by the Appeals Committee shall include, at a minimum, the opportunity for the student and the relevant faculty to: meet with the Appeals Committee and make a statement; submit other supporting statements; submit documents; and submit other information to support his/her position. The student may be accompanied by a member of the D'Youville College community acting as a support person at any meetings held by the Appeals Committee with the student concerning the appeal. This support person cannot be a parent or guardian of the student. Further, because the purpose of the appeal process is to provide a fair review rather than a formal legal proceeding, participation of attorneys in the appeal process is not permitted. A support person may not speak for the student. The student is responsible for speaking, submitting statements, and presenting other information on his/her own behalf. There shall be an audio recording of any meetings held by the Appeals Committee with the student concerning the appeal. The audio recording, as well as any meeting notes, statements or other information submitted or collected, shall be maintained by the School for six (6) years.

A written determination of the appeal will be issued by the Appeals Committee, which sets forth the rationale for the determination, following the submission and collection of all relevant documents, statements, and other information. The Appeals Committee shall have the authority to uphold the decision being challenged or send the decision back to the faculty member or committee for reconsideration.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Appeals Committee decides that disposition on that schedule is not possible, the Appeals Committee shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Appeals Officer shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

2. Further Appeal. The student has the right to appeal the Appeals Committee's determination to the Dean. If the student has previously appealed a decision and that decision was sent for reconsideration by the Appeals Committee, then any further appeal by the student of the decision following reconsideration may be made directly to the Dean.

Appeals to the Dean can be made on four grounds only, which must be stated in writing and submitted to the Dean within five (5) working days of the student's receipt of the Appeals Committee's written determination:

- a. The Appeals Committee's decision is contrary to policy, rules or written directives of the School.
- b. The Appeals Committee's decision violated stated procedural guarantees and that alleged violation prevented fundamental fairness. A determination that a material error has occurred may result in reconsideration of the case using correct procedures, either by the Dean or by remand to the Appeals Committee, in the discretion of the Dean. Immaterial procedural errors will not support an appeal.
- c. The Appeals Committee's decision was rendered without the benefit of significant new factual material not available at the time of that decision; however, information knowingly withheld from the prior proceeding by the appealing student will not support an appeal.
- d. Significant mitigating circumstances exist which may warrant modification of the decision reached by the Appeals Committee.

Following receipt of an appeal, the Dean will review the written determination of the Appeals Committee as well as all materials in the appeal file, including, but not limited to, the statements, documents and other information submitted in connection with the appeal. The Dean may, but is not required to, hold further meetings regarding the appeal.

The Dean shall have the authority to uphold the decision being appealed, reverse the decision, or send the decision for further consideration by the appropriate faculty member or committee.

The Dean's decision concerning the appeal will be issued within ten (10) working days of the student's submission of the appeal to the Dean. Delivery of the Dean's decision shall be made by certified mail and e-mail to the addresses of record. A copy of the Dean's decision shall be maintained by the School for six (6) years.

The Dean's decision concerning the appeal is final.

Alternate Appeal Procedure

If the student seeks to challenge a decision or action that **does not** have significant academic consequence (such as a grade dispute that does not result in probation, suspension, dismissal or other significant change in academic status), and remains unsatisfied after completing the above

informal steps, then he/she may file a formal appeal by submitting a written complaint to the Chair within fifteen (15) working days of the decision or action that he/she seeks to challenge. Regardless of the outcome of the informal resolution process set forth above, the written complaint must be filed within fifteen (15) working days, otherwise it is untimely and will not be accepted or considered. Upon receipt of a formal appeal, the Chair shall provide a copy of the written complaint to the Appeal Officer.

The written complaint must state the specific violation of Department policy, rule or direction which is complained of. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) working days of the filing of the complaint.

In cases involving allegations of improper academic evaluation (such as a grade), the student must demonstrate clearly and convincingly that the faculty member did not comply with the syllabus or other stated requirements of the course.

After receiving the written appeal, the Chair shall call a special meeting of the Appeals Committee, which will be responsible for reviewing and rendering a determination regarding the appeal. If a member of the Appeals Committee was directly involved in the decision being appealed by the student, then he/she shall be replaced by an alternate, as designated by the Dean.

The complaint shall be evaluated after the student and the faculty member are provided the opportunity to make a statement to the Appeals Committee (either in writing or at a meeting, if a meeting is deemed necessary by the Appeals Committee) and submit supporting documents. There shall be an audio recording of any meetings held by the Appeals Committee with the student concerning the appeal. Records related to the appeal shall be maintained by the School for six (6) years.

Following evaluation of the statements and supporting documentation, a written determination of the appeal will be issued by the Appeals Committee, which sets forth the rationale for the determination.

Normally, no more than twenty (20) working days should elapse between the filing of an appeal and the issuance of the written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Appeals Committee decides that disposition on that schedule is not possible, the Appeals Committee shall notify the Appeal Officer who will make a determination if an extension shall be granted. Delivery of the written determination of the Appeals Committee shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

The determination issued by the Appeals Committee is final.

Complaints of Discrimination or Harassment

D'Youville College provides equal opportunity to all students. The College does not discriminate on the basis of race, color, national origin, sex, disability, age, or any other protected status with respect to its academic programs, policies and practices.

Should a student advance an appeal under the above procedures that alleges discrimination or harassment on the basis of race, color, national origin, sex, disability, age, or any other protected status, the appropriate

School or Department will immediately notify the Title IX Coordinator (Deborah Owens) and/or the Coordinator of Disability Services (Isabelle Vecchio). Students are also encouraged to directly consult with the Title IX Coordinator and/or the Coordinator of Disability Services in the event they are seeking to file an appeal related to discrimination or harassment.

Further, if a student's appeal relates to Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act, or the obligations of the College, School or Department under those laws, the appropriate School or Department will immediately notify, and the student filing the appeal is encouraged to consult, the Coordinator of Disability Services.

School of Pharmacy

The School of Pharmacy provides the following appeal process for students who wish to appeal academic evaluations or evaluations of misconduct that have a significant academic consequence (resulting in probation, suspension, dismissal or other significant change in academic status) as well as those that do not have a significant academic consequence (such as a grade dispute not resulting in probation, suspension, dismissal or other significant change in academic status).

When a student seeks to challenge a decision other than a dismissal, he/she must first attempt to informally resolve the situation as described below and then, if such informal attempts fail, he/she may file an appeal pursuant to the Formal Appeal Procedure set forth below.

Jurisdiction over the appeal resides in the School or Department in which the subject decision or action occurred.

APPEAL OFFICER

The appeal officer shall act as the coordinator of the appeal process. Should a student or faculty member have any questions concerning the appeal process and procedures (including how to file an appeal), he/she is encouraged to contact the appeal officer. Further, the appeal officer is empowered to make adjustments to the appeals schedule in order to fulfill its purpose in a comprehensive manner. Of particular importance is the need to expedite decisions that have direct and immediate consequences upon the academic status of a student. Any adjustments to the appeals schedule will be communicated to all parties to ensure their awareness and cooperation. The current appeal officer for the School of Pharmacy is Beverly Taggart, Assistant Director of Admissions. If the appeal officer is temporarily unable to fulfill their obligations (e.g. conflict of interest, schedule conflict, temporary absence), the School will name a temporary designee.

INFORMAL RESOLUTION (FACULTY/STUDENT CONFERENCE):

A student wishing to appeal an academic evaluation or evaluation of misconduct **other than a dismissal** shall confer with the faculty member or preceptor who made the decision in question, and also inform the appropriate Department Chair in writing.

FOR DIDACTIC COURSES:

- The student/faculty member conference shall take place within ten (10) business days after the student receives official notification of the decision in question.
- If either the student or faculty member wants the conference to take place in the presence of a third party, a request will be submitted to the Department Chair for another member of the School to sit in on the conference.

- The student shall explain the reasons for appealing and the faculty member shall explain the reasons for his/her decision or action.
- If the faculty member believes the decision or action should not be changed, the student shall be notified in writing (with a copy to the Department Chair) within five business days after the conference has occurred.

EXPERIENTIAL PRACTICE EXPERIENCES (INTRODUCTORY OR ADVANCED):

- The Director of Experiential Education will consider all the facts presented by the student and preceptor and will make a decision regarding any changes based on this information.
- Upon receipt of information from both parties, the student shall be notified in writing of the Director of Experiential Education's decision within five business days.

FORMAL APPEAL PROCEDURE:

1. If the student seeks to challenge a dismissal decision or another decision/action and remains unsatisfied with the outcome of the above Informal Resolution Process (if applicable), then he/she may file a formal appeal.

A student seeking to challenge a dismissal decision must submit a written complaint to the Chairperson of the Academic Performance and Integrity Committee within ten (10) business days following notification of the dismissal decision.

A student seeking to challenge an academic evaluation other than a dismissal (such as a grade dispute) must submit a written complaint to the Chairperson of the Academic Performance and Integrity Committee within ten (10) business days following receipt of written notification at the conclusion of the Informal Resolution Process set forth above.

A student seeking to challenge a decision imposing sanctions for a violation of the School's Professional Code of Conduct must submit a written complaint to the Chairperson of the Academic Performance and Integrity Committee within ten (10) working days following receipt of written notification at the conclusion of the Informal Resolution Process set forth above.

For didactic courses: While under appeal a student will be allowed to continue to attend all classes until a final decision is rendered.

For experiential practice experiences: The Director of Experiential Education, in certain circumstances, may withhold a student from clinical rotations until the appeals process is resolved.

Contents of Written Complaint

The written complaint must state the specific violation of School or Department policy, rule or direction being challenged. The complaint, plus any supporting documents, shall supply full detail regarding this alleged violation and the remedy sought. The complaint shall indicate the dates on which attempts at informal resolution, including any faculty/student conference, took place. The faculty member or committee against whom the complaint has been filed will be notified within five (5) business days of the filing of the complaint.

In order to appeal a final grade, a student must offer convincing arguments that good cause exists for mandating a change of grade. Each of the following reasons, if supported by sufficient evidence, shall constitute "good cause":

- Assessment of a grade that is malicious and/or discriminatory: i.e., in determining the grade, the Course Coordinator clearly did not apply the same standards he/she used for grading other members of the class whose work and behavior were similar to those of the appealing student.
- Assignment of a grade that is arbitrary and/or capricious: i.e., the Course Coordinator had apparently no discernible rationale for arriving at the grade given.
- Assignment of a grade that has resulted from human error: i.e., the Course Coordinator reported an incorrect grade as the consequence of a mistake in computation, in recording, or in some other mechanical aspect of the grading process. In such instances, it is assumed that the error will be corrected as a result of the Informal Resolution Process described above.

The following reasons do not constitute "good cause" for the purposes of appealing a grade:

- Disagreement with the course requirements established by the Course Coordinator.
- Disagreement with the grading standards established by the Course Coordinator.
- Disagreement with the judgment of the Course Coordinator in applying his/her grading standards so long as he/she has made a reasonable effort in good faith to be fair and consistent in exercising that judgment. Good faith on the Course Coordinator's part shall be presumed unless the student can offer convincing arguments to the contrary.
- The student's desire or "need" for a particular grade, while compelling to the individual on a personal level, shall not be considered "good cause" for purposes of appeal.

Committee Review and Determination

For appeals challenging a dismissal decision or academic evaluation (such as a grade dispute), the Academic Performance and Integrity Committee has responsibility for reviewing and rendering a determination regarding the appeal. For appeals challenging a decision imposing sanctions for a violation of the School's Professional Code of Conduct, the Academic Performance and Integrity Committee has responsibility for reviewing and rendering a determination regarding the appeal.

The procedures used by the Academic Performance and Integrity Committee in reviewing an appeal shall include, at a minimum, the opportunity for the student and the relevant faculty to: meet with the Committee and make a statement; submit other supporting statements; submit documents; and submit other information to support his/her position. The student may be accompanied by a member of the D'Youville College community acting as a support person at any meetings held by the Committee with the student concerning the appeal. This support person cannot be a parent or guardian of the student. Further, because the purpose of the appeal process is to provide a fair review rather than a formal legal proceeding, participation of attorneys in the appeal process is not permitted. A support person may not speak for the student. The student is responsible for speaking, submitting statements, and presenting other information on his/her own behalf. There shall be an audio recording of any meetings held by the Committee with the student concerning the appeal. The audio recording, as well as any meeting

notes, statements or other information submitted or collected, shall be maintained by the School for six (6) years.

A written determination of the appeal will be issued by the Committee, which sets forth the rationale for the determination, following the submission and collection of all relevant documents, statements, and other information. In the event a student is reinstated by the Committee following appeal of a dismissal decision, the determination may outline conditions for reinstatement, which the student will be required to satisfy.

No more than twenty (20) business days should elapse between the filing of an appeal with the Chairperson of the Committee and the issuance of the Committee's written determination. If, because of the absence of key persons from the campus or other circumstances or exigencies (including those due to breaks in the academic calendar), the Chairperson of the Committee decides that disposition on that schedule is not possible, the Chairperson shall notify the Appeal Officer who will make a determination if an extension shall be granted.

Delivery of the Committee's written determination shall be made by certified mail and email to the addresses of record. A copy of the written determination shall be maintained by the School for six (6) years.

1. Further Appeal. The student has the right to appeal the determination of the Academic Performance and Integrity Committee to the Dean. Appeals to the Dean can be made on four grounds only, which must be stated in writing and submitted to the Dean within five (5) business days of the student's receipt of the written determination from the Academic Performance and Integrity Committee:
 - a. The decision below is contrary to policy, rules or written directives of the School.
 - b. The decision below violated stated procedural guarantees and that alleged violation prevented fundamental fairness. A determination that a material error has occurred may result in reconsideration of the case using correct procedures, either by the Dean or by remand to the relevant Committee, in the discretion of the Dean. Immaterial procedural errors will not support an appeal.
 - c. The Committee's decision was rendered without the benefit of significant new factual material not available at the time of that decision; however, information knowingly withheld from the prior proceeding by the appealing student will not support an appeal.
 - d. Significant mitigating circumstances exist which may affect the nature of the sanction

Following receipt of an appeal, the Dean will review the written determination of the Academic Performance and Integrity Committee as well as all materials in the appeal file, including, but not limited to, the statements, documents and other information submitted in connection with the appeal. The Dean may, but is not required to, hold further meetings regarding the appeal.

The Dean's decision concerning the appeal will be issued within fifteen (15) business days of the student's submission of the appeal to the Dean. Delivery of the Dean's decision shall be made by certified mail and e-mail to the addresses of record. A copy of the Dean's decision shall be maintained by the School for six (6) years.

The Dean's decision concerning the appeal is final.

COMPLAINTS OF DISCRIMINATION AND/OR HARASSMENT:

D'Youville College provides equal opportunity to all students. The College does not discriminate on the basis of race, disability, religion, color,

gender, age, creed, marital status, sexual orientation, veteran status or national or ethnic origin with respect to its academic programs, policies and practices.

Should a student advance an appeal under the above procedures that alleges discrimination or harassment on the basis of race, disability, religion, color, gender, age, creed, marital status, sexual orientation, veteran status, national or ethnic origin, or other legally-protected status, the appropriate School or Department will immediately notify the Title IX Coordinator (Deborah Owens) and/or the Coordinator of Disability Services (Isabelle Vecchio). Students are also encouraged to directly consult with the Title IX Coordinator and/or the Coordinator of Disability Services in the event they are seeking to file an appeal related to discrimination or harassment.

PROCEDURE FOR SECTION 504

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in any program or activity receiving federal financial assistance. For students/employees wishing to file a grievance in relation to Section 504, it is recommended that they consult with the Section 504 coordinator to assist with the processing of the complaint. The current Section 504 coordinator is Isabelle Vecchio, Coordinator of Disability Services.

Academic Year

The regular academic year is comprised of two semesters which are approximately 15 weeks each. The fall semester begins on the first day of classes and ends on the last day of week 15, which occurs before the Christmas holiday. The spring semester begins on the first day of classes and ends on the last day of week 15, which occurs before Memorial Day. D'Youville also offers several sessions of summer study as well as a winter term 2 weeks before the spring semester starts.

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 Student Success Center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>) if a student has never attended or stops attending a class.

Change of Name, Address, or 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 Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

Change of Registration (Drop/Add Procedure)

Students may change their course selection online or by submitting a completed drop/add form to the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) during the scheduled drop/add period at the beginning of each semester.

Matriculating students need an adviser's signature on the drop/add form when adding or dropping a course. If a student merely wishes to change the section but retain the same course, only the student's

signature is needed on the form. However, in those majors where student schedules are constructed with a pre-determined block of courses and/or laboratories, the signature of the chair is necessary to authorize a change of section.

Students may not attend a class they are not registered for or “force register” by appearing in a class.

Course Audit

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

Credit is not given for audited courses; a notation of AU appears on the transcript in place of a grade. The classification of audit and accompanying AU grade cannot be changed after the Add/ Drop period. The fees for auditing are equivalent to those for regular credited courses, except for alumni as indicated in the fee schedule (<http://www.dyc.edu/admissions/financial-aid-scholarships/fees.aspx>).

Directed Study

In unusual circumstances, a student may be advised and permitted to take a course in the regular curriculum on a directed-study basis. Reasons for giving this permission are commonly related to the student's status and at the discretion of the chair of the department from which the course is taught:

1. As a candidate for graduation whose program requires the course or
2. As a transfer into the major for whom the course is unavailable because of the course scheduling rotation.
3. When a course, which is offered only occasionally and is not necessary for the major, is sought by a student as an elective.

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

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.

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

In those cases when the examination schedule must be postponed or interrupted because of external forces (e.g., weather), examinations will be rescheduled as soon as feasible.

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 Office of Career and Professional

Engagement. The files available include identifying data, academic work completed, grades, family background information, references, ratings and/or observations. (References, ratings and/or observations completed before Jan. 1, 1975 or that are older than seven years are not available to students.)

Requests to see the aforementioned materials should be made in writing to the registrar or the director of the career services center, respectively. The records, files and/or data will be made available no later than 45 days from the time the written request is received.

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

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

The following, however, is considered directory information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. This information may be released by D'Youville without the consent of the student unless the student has specifically requested in writing that his or her consent be obtained beforehand. Directory information will not be made available to the party requesting it unless the appropriate administrative officer of D'Youville College has considered and approved the request.

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

Students Under 18 Years of Age

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.)

School Official

A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); contractors, consultants, volunteers and other outside parties to whom the institution has outsourced institutional services or functions instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Legitimate Educational Interest

Identifying a person as a "school official" does not automatically grant him or her unlimited access to education records. The existence of a legitimate educational interest may need to be determined on a case-by-case basis. D'Youville College constitutes a legitimate educational interest as the following:

- The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
- The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
- The information is relevant to the accomplishment of some task or to a determination about the student.
- The information is to be used consistently with the purposes for which the data are maintained.

It is important to understand several points related to "legitimate educational interest:"

- Curiosity is not a legitimate educational interest. Just because you have access to the student information system and are able to view the record of your neighbor's son, does not mean that you have a legitimate educational interest in his grades and cumulative GPA.
- Simply the fact that you are a college employee does not constitute legitimate educational interest. Your need to know must be related to your job responsibilities in support of the college's educational mission. In other words, records should be used only in the context of official business in conjunction with the educational success of the student.
- Your legitimate educational interest is limited. While you may have a need to access education records for students in your department, you do not necessarily have a similar need to view records of students outside your department. In other words, access to information does not authorize unrestricted use.

Education Records

Education records are all records that contain personally identifiable information directly related to a student and that are maintained by D'Youville College. Education records may be recorded and stored in any way, including: paper records, electronic records, handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, and digital images.

Education records do not include the following:

- Personal knowledge and personal observations.
- Sole possession records – records kept in the sole possession of the maker, which are used only as a personal memory aid, and are not shared with or accessible by any other person.
- Law enforcement records – records created and maintained by D'Youville's campus security department for law enforcement purposes.
- Employment records – records pertaining only to a student's employment with D'Youville College relating only to his or her capacity as an employee.
- Alumni records – records created or received after a student is no longer in attendance at the College and unrelated to the student's attendance as a student.

- Peer grades – grades on peer-graded papers and assessments before they are collected and recorded by a teacher.
- Treatment records – records maintained by medical professionals and shared with other medical professionals for purposes of providing medical treatment to the student.

Grading

Grade Point Average

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

Grade Point Definitions & Categorizations

Letter Grade	Grade Definition	Quality Points Per Semester	Numerical Average
A	Excellent	4.00	93-100
A-		3.67	90-92
B+		3.33	87-89
B	Good	3.00	83-86
B-		2.67	80-82
C+		2.33	77-79
C	Average	2.00	73-76
C-		1.67	70-72
D+		1.33	67-69
D	Less than Average	1.00	63-66
D-	Minimum Passing Grade	0.67	60-62
F	Failure	0.00	Below 60
FX	Failure for Non-Attendance	0.00	
I ¹	Incomplete	0.00	
CIP ¹	Course in Progress	0.00	
NG	No Grade Submitted		
R	Course Repeated	0.00	
S	Satisfactory Completion of Minimal Requirements for Course	0.00	
U	Unsatisfactory	0.00	
UX	Unsatisfactory Non-Attendance		
W ²	Withdrawal Without Penalty	0.00	

- ¹ The grade of I becomes an F if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 5th (for summer courses). I grades will be replaced with the earned grade upon course completion. Students will not be allowed to register for a course for which a prerequisite has been established, if a grade of incomplete has been received in the prerequisite course and has not been replaced by an acceptable grade before the course begins.
- ² A course may be dropped without academic penalty until the end of the tenth week of the semester. An F is given after that time.

Final Grades

Approximately two weeks after the close of the semester, final grades are available to students via the Self-Service section of My D'Youville (<http://www.dyc.edu/about/administrative-offices/information-services/portal.aspx>).

Grade Change (All Grades Except "I")

Grades that have been recorded in the registrar's office can be changed only by the faculty member and with the permission of the department chair and appropriate dean. Forms for this purpose are available to faculty in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

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.

Instructors can submit I grades online just as they would for any other final grade. The grade of I becomes an F if the work is not completed by April 20th (for fall courses), August 20th (for spring courses), or December 5th (for summer courses). An incomplete grade deadline extension (to the next scheduled deadline) must be approved by the professor and may only be granted by the vice president for academic affairs or dean, as appropriate. If the work is still not completed and another extension is not granted, then the I grade will become an F or U.

Grades in Thesis/Project Advisement

Graduate students receiving a second consecutive grade of unsatisfactory ("U") in GRA 629 will be dismissed from the program.

Honors Convocation and Honorary Awards

Honors Convocation

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

Each academic department honors select students for their academic achievements. Scholarships are awarded by the Student Association.

Students selected for Lambda Sigma (the sophomore honor society), Pinnacle (the adult student honor society) and Kappa Gamma Pi are also recognized.

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

Honorary Awards

The D'Youville Medal is awarded annually to a senior who, exemplifying the spirit and ideals of the college, is deemed outstanding for achievement, service and loyalty to the college.

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

The Lee Conroy Higgins Award, presented annually by the alumni association, recognizes a senior for outstanding support of and involvement in campus activities and shows concern for fellow students.

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

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

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

Military Leave of Absence

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

- Readmitting the service member with the same academic status as when the student was last in attendance/ admitted (this requirement also applies to a student who was admitted to the college but did not begin attendance because of service in the uniformed services).
- All students called to active duty as outlined above will be offered the opportunity to complete the course(s) enrolled in, for the semester that their active duty commenced, by directed study (DS) or distance learning (DL) as approved by his/her professor(s) and the appropriate dean and/or department chair. To participate in this component of the military leave policy, the affected student should complete the Student Military DS/ DL Special Request Form available in the veterans services (<http://www.dyc.edu/admissions/veterans/>) office of the college. The student must take the form to each of his/her professors for their approval before returning the form to the veterans services (<http://www.dyc.edu/admissions/veterans/>) office for processing.
- Students called to active duty and/or deployed after drop/add week unable to complete their course(s) by DS or DL shall receive a grade of W for the course(s) enrolled in. Tuition/fees will be waived/

refunded for those courses. Students called to active duty and/ or deployed before or during drop/ add week will have their registration deferred for that semester and will be re-registered upon return from active duty.

- If the tuition at the college increases during the student's military leave of absence the affected student will be charged, upon his/her return, the tuition rate in effect for the school year, or portion thereof, that he/she was enrolled in when called to active duty.

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:

- 1. Plagiarism:**
The presentation of another's writing or another's ideas as one's own without citation;
- 2. Cheating:**
The use or provision of any unauthorized assistance when completing an exam or individual assignment;
- 3. 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;
- 4. Procurement:**
The distribution or acceptance of prior or current lab assignments, exams or other academic matter without the permission of the instructor; and
- 5. Co-submission:**
The submission, without permission of the instructor, of academically required materials previously or contemporaneously submitted in whole or in substantial part in another course.

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

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

Procedures for Alleged Violations of the D'Youville College Policy on Academic Integrity

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

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

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

1. Dismissal from the student's academic program with either an opportunity to reapply after one semester or one year or no opportunity to reapply.
2. Mandatory leave of absence from the college for at least one semester and no more than two semesters. The term semester does not include summer sessions or courses. Any credit earned at another institution while a student is on a mandatory leave of absence will not be accepted by D'Youville College for any purpose.
3. Dismissal from the college with no opportunity to reapply.

Prerequisites and Corequisites

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

Corequisite courses must be successfully completed either before a specific course is begun or at the same time as a designated course. If a corequisite has not previously been completed successfully, the student must register for both the designated course and the corequisite at the same time. In most cases, withdrawal from the corequisite may result in the need to withdraw from the primary course. Students may occasionally (after consulting their academic advisor) wish to withdraw from a corequisite course in mid-semester while remaining in the other course. This can only be done with the agreement of the instructor of the course in which the student wishes to remain. It is recommended in such a case that the student continue to audit the corequisite course while attending the other, and that the corequisite be completed during the next semester in which the course is offered.

In some departments, courses are listed as prerequisite and co-requisite to more than one course. In this instance, students may withdraw from

a course but must successfully complete it prior to beginning the higher level course for which it is a prerequisite.

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 PM 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.

Repeating a Course

1. Students may repeat any course once. In each case, the original grade is replaced by the second grade earned, whether higher or lower, when calculating the G.P.A. Students must complete and submit the permission to repeat a course form and the drop/add form, from the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>), at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York state will not allow the credit hours for the course to be included in the minimum course load required for financial aid purposes.
2. For any additional repeat of any course, permission must be recommended by the department chair and forwarded to the vice president for academic affairs or dean, as appropriate for final decision.

3. Students who fail a course or do not meet minimum course requirements for a major at D'Youville College may only replace the failure by passing the course at D'Youville College. Only by special permission would a student be allowed to register off campus for a course failed at D'Youville College. Permission must be secured beforehand according to the off-campus study form.

Retention Services

The student success center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>) supports and promotes student goals towards degree completion and develops retention interventions that foster student success. The center serves as a student advocate and assists with any issues and problems brought forward by students, taking a proactive approach to reach out to students at risk of falling behind.

Goals of the student success center:

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

For assistance or for more information, contact the student success center at successcenter@dyc.edu

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.

Information on requesting transcripts is available here (<http://www.dyc.edu/academics/registrar/transcript-requests.aspx>). To protect students, the registrar's office recommends that official transcripts bearing the college seal be sent electronically or mailed directly to the agency or institution requiring them. If a student needs an official transcript to complete either a college or employer application, the transcript will be issued in a sealed envelope and "Issued to Student" will be noted on the transcript. If the envelope is opened or tampered with, the transcript is no longer considered official. Unofficial student copies of transcripts are available in student planning which can be accessed through the Self-Service menu on My D'Youville for the personal use of current students. 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 approximately 3-5 days and 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.

Verification for Graduation

Responsibility for fulfilling degree requirements rests with the student. Final verification is done by the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) after all grades have posted.

Each student must submit an application for graduation form online through Self-Service (<https://services.dyc.edu/Student/>) in order to be eligible to graduate. This should be completed no later than October 30th for students graduating in May or August of the following year. Students who expect to graduate in December should complete the graduation application by March 30th of the preceding spring semester. D'Youville holds 2 commencement ceremonies per year. One in May for students graduating in the spring semester and the following summer term and one in December for students graduating in the fall semester. Students are eligible to participate in the commencement ceremony if all degree requirements will be completed in December for the fall commencement ceremony or in May or August for the spring commencement ceremony. A student may be eligible for August completion only if there are no more than nine credits to be completed during the summer session.

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

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

Notification of the completion of requirements other than coursework, as indicated on the "Certification of Approval of All Graduate Non-Course Requirements for Graduation" (green sheet) from the graduate studies office, must be received in the registrar's office with all signatures no later than May 15, August 15, or December 15, or the student's graduation date is moved to the next conferral period.

Withdrawal From a Course

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

The student receives the grade of "W" when the student withdraws after the end of the drop/add period but before the end of the tenth week of the semester. Students who withdraw after the tenth week will receive a grade of "F" for the course.

Students who merely stop attending receive a grade of "FX". Students submitting a withdrawal form are encouraged to speak with the student success center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>).

Undergraduate Policies

The following section lists policies and procedures that are applicable to undergraduate students at D'Youville College.

Undergraduate-Specific Policies

(Alphabetical List):

- Academic Adviser (p. 133)
- Academic Probation and Mandatory Leave of Absence From the College (p. 133)
- Admission to a Program (p. 134)
- Candidacy For Graduation (p. 134)

- Career Discovery (p. 134)
- Challenge Examinations (p. 134)
- Change of Program (p. 134)
- Classification of Students (p. 135)
- Continuous Registration (p. 135)
- Course Load (p. 135)
- Credit by Examination for Advanced Standing (p. 135)
- Cross Registration (p. 135)
- Cross-Listed Courses (p. 135)
- Dean's List (p. 135)
- Dismissal From Program (p. 136)
- Double Major (p. 136)
- Education Programs in Non-Collegiate Organizations (p. 136)
- Exceptions to Degree Requirements (p. 136)
- Fresh Start Rule (p. 136)
- General Education Requirements (p. 136)
- Graduation Honors (p. 137)
- Independent Study (p. 137)
- Leave of Absence (p. 138)
- Off-Campus Study (p. 138)
- Pass/Fail (Satisfactory/Unsatisfactory) Option (p. 138)
- Registration (p. 138)
- Second Bachelor's Degree (p. 138)
- Transfer Credit (p. 138)
- Withdrawal from the College (p. 139)

Academic Adviser

D'Youville is committed to offering students collaborative academic advising services. Upon entering the college, students are assigned a Student Success Team consisting of a primary academic advisor, faculty mentor within their program, and a career coach. Team members work in collaboration with each other and other campus partners to provide a comprehensive set of programming activities helping to provide on-going support and interventions throughout their enrollment. Additionally, students are required to meet with their primary advisor at least one time per semester which allows for continuous development and promotes on-going advising which meets each student's individual needs.

Students are welcome to contact their advisor at any time during the semester. Advisors are available 8:30am – 4:30pm, Monday through Friday; or by appointment.

Change of Adviser

Ordinarily a student will retain the adviser assigned by the department chair. An individual wishing to change advisers should obtain a change of adviser form. After completing the form with the required department signatures, the student must return the form to Solutions (<http://www.dyc.edu/campus-life/support-services/centers/student-solutions.aspx>) for processing.

Academic Probation and Mandatory Leave of Absence From the College

The academic policies committee reviews each student's academic progress. Sophomores, juniors and seniors are expected to maintain a

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

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

Students on academic probation are limited to a maximum of 13 credit hours. Freshmen and sophomores placed on probation by the Academic Policies Committee will be required to meet with a designated contact person in the Learning Center to develop an academic plan constructed to improve their cumulative G.P.A. Juniors and seniors will be subject to policies developed by their department. Failure to make these contacts may result in dismissal or mandatory leave of absence following review by the academic policies committee. No student who has been placed on a mandatory leave of absence will be permitted to take courses on a non-matriculated basis during the term of the leave.

All students on probation are required to meet with their primary academic advisor several times throughout the semester(s) which they are on probation.

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

Admission to a Program

Qualified students are admitted to a major when they are accepted into the College. Students who are suitably qualified but undecided about their selection of a major may matriculate in the Career Discovery Program (CDP) (<http://www.dyc.edu/catalog/current/policies-procedures/career-discovery-program.aspx>). A student who has attained 45 credit hours must be accepted into a major program or may be subject to dismissal from the College.

Candidacy For Graduation

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

Career Discovery

Qualified students who are admitted to the college but have not declared or been directly accepted into a college major will be assigned to the Career Discovery Program (<http://www.dyc.edu/academics/schools-and-departments/arts-sciences-education/programs-and-degrees/career-discovery.aspx>) (CDP). The CDP provides students with opportunities to sample introductory courses, fulfill core requirements, and take career exploration courses before choosing an academic major. Students who have been dismissed from their academic program may also be served

by the CDP given they have earned less than 45 credit hours. Students meeting academic requirements may apply to their intended major at any point throughout their time in the CDP; however, all students must be enrolled in a degree-granting major prior to earning 45 credit hours or risk being dismissed from the college.

Challenge Examinations

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

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

Credits earned by a challenge examination will be designated "Challenge Exam Credit" in the student's transcript if the examination is passed at a level acceptable to the requirements of the student's major course of study. Nothing will be entered in the transcript if the examination is not passed at this level. Challenge exams do not count against the total number of credits a student is allowed to take on an S/U basis. No grade points will be assigned.

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

Change of Program

Any student who changes majors must complete a change of major form available in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

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

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

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

a new major will be assigned a new academic adviser by the chair of the new academic major.

Classification of Students

Matriculating students are those accepted into a major who are following a prescribed curriculum of study leading to a degree. Matriculating students are eligible for financial aid consideration. Undergraduate matriculants are grouped by class year based on the number of credits completed for registration, financial aid and reporting purposes; however, in certain majors, program requirements determine the graduation year.

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

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

Continuous Registration

Once accepted into an academic major, students are required to register for classes each semester and to remain in program pursuit. Any student who is unable to register for any semester(s) must contact the Student Success Center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>) and complete the leave of absence/withdrawal form. Students who fail to continuously register and who also fail to file for a leave of absence will be considered as withdrawn from the college and will need to reapply for admission.

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

Course Load

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

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

Credit by Examination for Advanced Standing

Advanced Placement Program

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

College Level Examination Program (CLEP)

The College Entrance Examination Board has established CLEP to measure academic achievement; it does not set standards or award credit. At D'Youville College, matriculated students are limited to 15 credit hours of credit by standardized examination to count toward D'Youville College credit. CLEP, Excelsior (Regents) College and other standardized college-level examinations taken prior to enrollment at D'Youville College are limited to 15 credit-hours and may be in addition to the limit of 15 credits while enrolled at D'Youville College. For additional information about CLEP, consult the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

Excelsior (Regents) College Examination Program

The New York State Education Department established this program so that individuals who have developed college-level competencies outside the formal classroom can demonstrate these competencies and receive credit. The examinations are now available in more than 30 subjects. D'Youville participates in this program and grants credits to students who pass these examinations and meet D'Youville standards. A maximum of one full year's work (30 credits) may be accomplished in this way.

For further information, write to:

Excelsior College
Test Administration
7 Columbia Circle
Albany, NY 12203-5159

Or access the ACT PEP website at <http://www.excelsior.edu/exams> (<http://www.excelsior.edu/exams/>).

Cross Registration

Full-time undergraduate students may register for one course at another member college of the Western New York Consortium of Higher Education (<http://www.wnycollegeconnection.com/>) during the fall and spring semesters. A student must have an approved off-campus study request (both academic and financial aid) and may not become full-time by means of the cross-registration course. Cross registration of D'Youville students is subject to approval of their department chair and course availability at the member college. To complete cross registration, students must obtain a cross registration form from the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) and obtain the appropriate signatures.

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.

Dean's List

Full-time matriculating undergraduate students who have attained a semester average of 3.40 or above are eligible for the dean's list. Students with grades of incomplete at the end of a semester are ineligible for the dean's list for that semester. Students not enrolled in at least 12

undergraduate credit hours in a semester are not eligible for the dean's list.

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

Dismissal From Program

A student dismissed from an academic program may transfer into another program before the beginning of the next semester, providing the student is qualified for and accepted by the new program. In the case of immediate transfer into a new program, the student's departmental file will be forwarded upon acceptance. Otherwise, the following policies will apply:

- When a student is dismissed from an academic program, the chair of that program will place a statement of explanation in the student's file detailing conditions under which the student may or may not re-apply to the program. The student's file will be forwarded to the coordinator of the Career Discovery Program and the student will be advised.
- The student will be required to take Career Life Planning (CDP-201) (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.

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.

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:

- The Directory of The National Program on Non-Collegiate Sponsored Instruction (<http://www.nationalccrs.org/course-credit-directory/>), The University of the State of New York and The State Education Department.
- A Guide to the Evaluation of Educational Experiences in the Armed Services of the American Council on Education. (<http://www2.acenet.edu/militaryguide/CourseSearch.cfm>)

Exceptions to Degree Requirements

Exceptions to major programs and/ or degree requirements must be made in writing. Forms (course substitution/ waivers) for this purpose are available in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>). 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.

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 Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) to re-evaluate all coursework attempted in the student's previous residency. If the petition is approved, all courses taken will remain on the permanent record. Those with grades of C- or higher or S (satisfactory) will be counted for credit; all others will not.
2. If the petition is approved, the student resumes his/her academic program with no cumulative grade point average and, therefore, is subject to the conditions of warning, probation and dismissal that govern all students.
3. Under the provisions of this rule a student prior to graduation must be re-enrolled for a minimum of 30 credit hours.
4. All courses ever taken at D'Youville College will be used in the calculation of the cumulative grade point average required for graduation with honors.

General Education Requirements

Transfer students may be awarded credit to fulfill **General Education requirements** (30 credits required) and/or **Liberal Arts & Science Course work**. (30 credits required for BS degree, 60 credits required for a BA degree) that goes beyond the General Education requirements. The General Education Requirements and Liberal Arts & Science courses are collectively known as The Essential Skills of Common Value.

General Education

Transfer students are awarded General Education credit in one of two ways:

1. Students can transfer in an equivalent courses as per our online course equivalency database to satisfy the following:
 - Life Unpacked (FYE-100) (2 credits)
 - Humanities Seminar (ENG-112) or Humanities Seminar (HIS-112) (3 credits)
 - Ethics: Religious and Philosophical Perspectives (PHI-103) or Ethics: Religious and Philosophical Perspectives (RS-103) (3 credits)
1. Based on the number of Liberal Arts & Science credits transferred in from a 2 year or 4 year institutions students will be given **General Education Waiver Credits** to be applied toward the remaining general education requirements.

Liberal Arts & Sciences

Transfer students can transfer in, from any accredited 2- or 4-year institution of higher education, an equivalent course as per our online course equivalency database to also satisfy Liberal Arts & Science coursework that goes beyond the 30 credits of General Education.

Many programs have required courses that fall under the **Liberal Arts & Sciences that go beyond the General Education requirements**.

Beyond the 30 credits in liberal arts and sciences-based GE courses, per the New York State Education Department (NYSED) guidelines each student must complete an additional 30 credit hours in liberal arts and sciences for the B.S. degree (60 total when included with the GE courses), or an additional 60 credit hours in liberal arts and sciences for the B.A. degree (90 total when included with the GE courses). D'Youville programs

may mandate which courses from the liberal arts and sciences that their students take. Any remaining LAS credits less than 30 (B.S.) or 60 (B.A.) that are not mandated by programs can be chosen freely by the students.

All transfer credits are reviewed by The Student Success Center, working closely with admissions counselors and with faculty in determining on-going course equivalencies. If the evaluator is unable to determine required course work equivalency from the course description, it will be sent to the appropriate department chair for review and equivalency evaluation. The evaluators will adhere to the NYSED guidelines for review of LAS coursework as follows:

Examples of course types that are generally considered within the liberal arts and sciences:

- Humanities:
- English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
- Fine arts—art appreciation, history or theory
- Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
- Music—music appreciation, history or theory
- Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
- Religion—comparative religion, history of religion
- Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting
- Natural sciences and mathematics:
- Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics—calculus, mathematical theory, statistics
- Computer Science—broad survey/theory courses
- Social sciences:
- Anthropology, cultural studies, economics, geography, government, history, political science, psychology, sociology
- Criminal justice—introductory and broad survey courses
- Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

Examples of course types that are generally not considered within the liberal arts and sciences:

- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses—voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production

- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art—drawing, painting, ceramics, sculpture
- Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology—pastoral counseling, ministry[1] (p.)

D'Youville also gives credit for Advance Placement (AP) examinations for any grade higher than a C. Students who have completed an International Baccalaureate program (IB) with a g.p.a. of 3.0 or higher are awarded 30 credits of LAS.

Students will receive general education waiver of credit requirement for any Liberal Arts coursework that does not have D'Youville equivalency according to a credit-threshold table. **In every case, D'Youville will create a transfer package for every incoming student that maximizes all previous coursework and proceeds students effectively toward completion of their D'Youville degree.**

[1] (p.) <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum> (<http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum/>)

Graduation Honors

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

Grade Point Average	Graduation Honor
3.46	cum laude
3.70	magna cum laude
3.90	summa cum laude

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

Independent Study

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

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

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

Independent study courses will be designated by the discipline code letters, the numerals 479 (fall offering) or 480 (spring offering) and the initials IS (e.g., ENG-479-IS). 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 Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

Leave of Absence

Leave of absence forms can be found on the Solutions page of My D'Youville or by contacting your primary academic advisor. Students who have attended classes and are granted a leave of absence from their studies at NYC (or have a leave of absence mandated by the Academic Policies Committee) are not permitted to take courses at another institution during the time of the leave. In the exceptional case where this might be allowed, it may only be done with previous permission (refer to off campus study form). Students can request a leave of absence for one or two consecutive semesters. Students who need additional semester(s) of leave must receive approval from the vice president for academic affairs or dean, as appropriate. Students on leave of absence for more than 180 days may enter loan repayment.

Ordinarily, a student may not request a leave of absence after the tenth week of the semester. In the event of an illness or other extenuating circumstance, special consideration will be given and students can petition the Committee for Student Success for a late leave of absence or withdrawal. Students should contact their primary academic advisor to initiate the petition. More information can be found on the Student Policies page of My D'Youville, listed under Committee on Student Success

In the event that a student does not return at the time stipulated, the leave automatically becomes a withdrawal. The student must then apply for readmission to the college.

Off-Campus Study

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

During the fall, spring and summer semesters in certain circumstances, off campus study may be allowed. Permission must be obtained including all required signatures on the off-campus study form prior to registering for the courses. Only courses that are contained in the College Transfer Equivalency table will be considered. If the course does not appear in the transfer table, the student should submit a syllabus to the dean of the school in which the course is taught at D'Youville for the decision about whether the course is equivalent.

Statements of Elaboration of Policy

Conditions that might result in a request for permission for off campus study include the following:

1. A course necessary for a student to maintain appropriate progress towards degree is not offered at D'Youville.
2. Students who fail a course or do not meet the minimum course requirements for their major at D'Youville College may only replace the failure by passing the course here at D'Youville College. Only by special permission (Please note: Special permission cannot supersede program requirements) would a student be allowed to register for an off campus 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 dean, as appropriate for the final decision.

View the Transfer Equivalency Table for more information at <http://www.dyc.edu/oce/>.

Only courses for which the grade achieved meets the criteria for transferring credit will be accepted in transfer. Students who fail an off campus course are subject to the policies and procedures outlined by their School related to remaining in Good Academic Standing.

- Cross-References to Related Policies: All transfer credit guidelines apply. Please see the transfer credit page of this catalog.
- The Request for Off Campus Study application form can be found here (<http://www.dyc.edu/academics/registrar/forms.aspx>).

Pass/Fail (Satisfactory/Unsatisfactory) Option

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

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

Students must make application for an S/U grade by mid-semester as specified in the current college calendar. This is usually the eighth week of the semester. Once selected as S/U, a course may not subsequently be taken for a letter grade.

Registration

Specific online registration dates are assigned for each class year. Prior to registration, students must consult with their academic advisor and ensure their billing accounts are in order and have no holds on their record. At the time of registration, the student must be in compliance with New York state health laws.

Once officially registered, the individual is responsible for payment of tuition and fees. No one will receive credit for a course unless officially registered for it. To avoid a late registration fee, continuing students must register no later than one week before classes begin.

Students may not attend a class that they are not registered for and may not "force register" by appearing in a class.

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.

Transfer Credit

The Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) determines whether college credits previously earned at other institutions may be transferred to D'Youville College. Evaluation of credit is made only after the student submits an official transcript. Transfer credit may be awarded for each course in which the student has earned a grade of C or better from a regionally accredited institution in courses applicable to the College core or the intended major or program. Certain majors or

programs may require higher grades and specific timelines to transfer in specific areas. Departments and schools reserve the right to refuse to accept transfer credit hours in fulfillment of their major requirements. Grades for transfer credits do not appear on the D'Youville College transcript and are not included in the student's GPA calculation.

Students may transfer up to half of the credits required for their major course or program of study and all of the credits required to meet the college core requirements. Students must complete a minimum of 30 semester credit hours at D'Youville College and meet all of their major/program and core curriculum requirements in order to graduate from the college. Transfer credits completed at institutions with other than regional accreditation are evaluated for transfer purposes on a case-by-case basis.

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

Withdrawal from the College

A student intending to withdraw from D'Youville must contact their primary advisor in person or in writing and submit the proper withdrawal forms to the Student Success Center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>).

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

If the withdrawal procedure is completed mid-semester, courses for which the student is currently enrolled will be assigned the grade of W. No tuition refund will be made after the sixth week of the semester (or after dates stated in the liability schedule).

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

All students withdrawing from the college, are encouraged to participate in an exit interview. Contact the Student Success Center (<http://www.dyc.edu/campus-life/support-services/centers/student-success.aspx>) for more information.

Graduate Policies

Academic Policies and Procedures for Graduate Students

The following section lists policies and procedures that are applicable to graduate students at D'Youville College.

Graduate-Specific Policies

(Alphabetical List):

- Academic Advisement (p. 139)
- Academic Standing (p. 140)
- Challenge Examinations (p. 140)
- Change of Program (p. 140)

- Completion of Ed.D. Requirements (p. 140)
- Completion of Master's Degree Requirements (p. 140)
- Continuing Registration in Thesis/Project Advisement (p. 140)
- Course Audit (p. 140)
- CPR Certification (p. 141)
- Directed Study (p. 141)
- Examinations (p. 141)
- Exit Interview (p. 141)
- Extension to Complete Graduate Degree (p. 141)
- Grades Below B Policy (p. 141)
- Health Requirements (p. 141)
- Independent Study (p. 141)
- Leave of Absence (p. 141)
- Liability Insurance (p. 142)
- Licensure (p. 142)
- Malpractice Insurance (p. 142)
- Recency of Coursework (p. 142)
- Registration (p. 142)
- Repeating a Course (p. 142)
- Scholarly Activities (p. 142)
- Sequence for Completing Program Requirements (p. 142)
- Transfer Credit Policy (<https://nextcatalog.dyouville.edu/policies-disclosures/graduate-policies/transfer-credit-policy/>)
- Withdrawal from the College (p. 143)

Academic Advisement

Academic advisement is provided to each enrolled graduate student directly by faculty from the student's academic program. Throughout their years at D'Youville, students meet with their advisers to review progress in completing requirements necessary for a degree, certification, licensure and/or graduate work. Students wishing to obtain the name of an assigned academic counselor should contact the academic department, or Solutions (<http://www.dyc.edu/campus-life/support-services/centers/student-solutions.aspx>).

Academic Adviser

All students matriculating at D'Youville College are assigned an academic adviser within their department to help assess progress, to give direction in the program of study and to assist in the choice of courses.

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

Change of Adviser

Ordinarily a student will retain the adviser assigned by the graduate program director. An individual wishing to change advisers should contact their department chair and request a new advisor. If approved, the department chair will contact Solutions (<http://www.dyc.edu/campus-life/support-services/centers/student-solutions.aspx>) and have a new advisor assigned.

Academic Standing

A student's academic standing is determined by the cumulative quality point average (G.P.A.). Graduate students are expected to maintain a cumulative G.P.A. of 3.0 or above.

A student who has less than a 3.0 cumulative G.P.A. at any time is placed on academic probation for one semester. At the end of the probation semester, the student's file is reviewed by the program's graduate committee. If the student's cumulative G.P.A. is a minimum of 3.0, the student is automatically removed from probation. If a student does not achieve the 3.0 G.P.A., the program graduate committee will either dismiss the student from the program immediately or continue the student on probation for one more semester. If a minimum of 3.0 is not then achieved, dismissal is automatic.

A student who receives less than a C or fails a Satisfactory/Unsatisfactory course must repeat the course unless he or she has been dismissed. A course may be repeated one time only.

A student may be on probation no more than two semesters during the entire graduate program. A student who maintains a minimum of a 3.0 average but receives a third grade of C or lower will be reviewed by the program graduate committee for a recommendation regarding continuation in the program.

An appeal to any of the above may be made by following the grievance procedures found in the D'Youville College calendar and resource guide.

Challenge Examinations

The D'Youville College undergraduate catalog lists policy regarding challenges to undergraduate coursework. No graduate courses may be challenged.

Change of Program

Any student who changes programs, including changing from one graduate program to another, changing from certificate to master's or changing from master's to certificate, must complete a change of major form, available in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

Completion of Ed.D. Requirements

In addition to coursework, graduate students matriculating in programs leading to the EdD degree are required to successfully complete a comprehensive examination and must research, write and defend a doctoral dissertation. Students are advanced to candidacy upon the completion of an approved dissertation proposal, and have five years in which to satisfactorily complete and defend their dissertation. Students who do not complete their programs within the time frame must petition for an extension of the time limit through the Office of Graduate Studies (<http://www.dyc.edu/academics/student-resources/graduate-studies/>).

Completion of Master's Degree Requirements

In addition to coursework, graduate students matriculating in programs that lead to a master's degree (regardless of whether the program leads to both bachelor's and master's degrees, or master's degree only) are expected to complete graduate research in the form of either a thesis or

project. Some programs require the thesis as the only option, whereas others allow students to choose between the thesis or project. The general requirements for each are listed here. Additional requirements that are specific to a program are included under each program described in this catalog in the graduate programs section.

Generally, a full-time graduate load is 9 to 12 credits per semester. Part-time students register for eight or fewer credits per semester. Summer sessions are not counted as semesters for purposes of full and part-time status.

For those programs that result in the awarding of a master of science only, students are expected to complete the program within a maximum of four academic years for coursework and two years for thesis or project. Students are required to demonstrate successful defense of a thesis or project and present their graduate research findings at a thesis or project presentation.

For those programs that result in the award of a bachelor's and master's degree, students are expected to complete the program within two years of initial registration in GRA 629 Thesis Advisement or the Project II Course. Students are required to demonstrate successful defense of a thesis or project and present their graduate research findings at a thesis or project presentation.

Students who do not complete their programs within their respective time frames described here must petition for an extension of the time limit by submitting a completed "Request for Extension of Time to Complete the Master of Science Program" form, available in the Office of Graduate Studies (<http://www.dyc.edu/academics/student-resources/graduate-studies/>). The completed form is to be submitted to the graduate studies office via the student's graduate program director.

Thesis students must also submit an approved copy of the thesis to the Office of Graduate Studies to receive final formatting approval.

All required forms are available in the Office of Graduate Studies (<http://www.dyc.edu/academics/student-resources/graduate-studies/>).

Continuing Registration in Thesis/Project Advisement

Registration in Thesis Advisement (GRA-629) is required for those students completing a thesis or dissertation. Those who have completed all coursework including successful completion of the program's minimum number of thesis or dissertation advisement credits but who have not completed the thesis or dissertation and/ or publishable paper must continue to register for Thesis Advisement (GRA-629). Graduate students must be registered during the semester in which they receive their graduate degree.

Course Audit

Permission to audit a course must be obtained beforehand from the graduate program director 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 (<http://www.dyc.edu/admissions/financial-aid-scholarships/fees.aspx>).

CPR Certification

All nursing students taking clinical nursing courses and all physical therapy and chiropractic majors must be certified in Cardiopulmonary Resuscitation (CPR). Many fieldwork programs in occupational therapy also require CPR certification.

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:

1. As a candidate for graduation whose program requires the course or
2. As a transfer into the major for which the course is unavailable because of the course scheduling rotation.

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

Examinations

D'Youville course examinations are given at the option of the instructor. Final examinations are scheduled by the registrar at the end of the semester. The final examination period commences after study days as noted in the college calendar. Normally, final examinations are scheduled for Monday evening and all day Tuesday through Saturday following the end of classes.

Exit Interview

Upon completion of the program, or at any time of departure from the program, students are required to complete an exit interview with the director or faculty of the graduate program. This interview is the first of a variety of long-term evaluation surveys that request information from students regarding the program. Students must contact the director of their graduate program for dates and times of exit interviews and for necessary forms required by the program.

Extension to Complete Graduate Degree

A petition for an extension of time to complete the graduate degree must be accompanied by a completed "Request for Extension of Time to Complete the Master of Science Program" form, available in the Office of Graduate Studies (<http://www.dyc.edu/academics/student-resources/graduate-studies/>). The form is to be forwarded to the graduate studies office via the student's graduate research director. The form will then be forwarded to the chairperson of the graduate certification, policies and standards committee. The chairperson of the graduate certification, policies and standards committee forwards the committee recommendation to the graduate council. Copies of the form with the final disposition will be given to the graduate research director, department chair and vice president for academic affairs, with the original placed in the student's file. The Office of the Registrar (<http://www.dyc.edu/academics/registrar/>) must be notified of changes to anticipated graduation dates.

Grades Below B Policy

All grades of B or higher are applicable to all graduate programs at D'Youville College. However, some grades below a B also may be applied to the graduate degree.

Up to six credits of grades lower than a B (B-, C+ or C) may be applied to the graduate degree. This policy applies to most 500-600-level courses for each graduate program. However, some programs require grades of no less than a B in selected courses. These exceptions are noted in each program's description in a separate section of this catalog.

Grades of C- or lower are not applicable to any graduate degree program.

Health Requirements

All students must satisfy New York state immunization requirements. Immunization records must be on file in the D'Youville College Health Center (<http://www.dyc.edu/campus-life/support-services/health-center/>), located on the first floor of Marguerite Hall (MGT 105 (<http://www.dyc.edu/admissions/visit/campus-map-and-tour.aspx?marker=487/>)). Staff may be reached at 716-829-8777.

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.

Graduate students in good standing with a minimum cumulative G.P.A. of 3.0 and successful completion of at least 12 graduate credit-hours at D'Youville College are eligible.

The graduate 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 679 (fall offering) or 680 (spring offering) and the initials IS, e.g., NUR-679-IS. The title will reflect the course content. The graduate student must complete a written proposal of the study and obtain the approvals as indicated on the independent study application form for graduate students available in the Office of Graduate Studies (<http://www.dyc.edu/academics/student-resources/graduate-studies/>).

Leave of Absence

Graduate students who wish to interrupt their studies through a leave of absence may do so only up to four individual or consecutive semesters. In order to obtain permission for a leave of absence, graduate students must complete a request form, which is available in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>), and submit the form to their primary advisor. Students on leave of absence for more than 180 days may enter loan repayment.

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

Liability Insurance

Students in dietetics, nursing, occupational therapy and physical therapy must show proof of liability insurance prior to taking clinical courses. A copy of the proof is placed in the student's departmental file.

Licensure

All graduate nursing students taking clinical courses must show proof of being currently licensed to practice nursing in New York state or Ontario.

Physical therapy students matriculating in the transitional D.P.T. program must provide proof of licensure to practice physical therapy in a jurisdiction of the United States or Canada.

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

Malpractice Insurance

All nursing students must show proof of carrying malpractice insurance, a copy of which is placed in the student's file. This is required for clinical courses and the teaching practicum.

Recency of Coursework

Some academic programs require that relevant clinical coursework be completed within a specific time frame prior to conferral of the degree. Students who have taken a leave of absence, decelerated their program of study, received an extension to complete the graduate degree or who have been dismissed and readmitted to a program may be required to retake coursework even if previously completed successfully. Students should check with the director of their graduate program for more information.

Registration

Graduate and professional degree students are expected to register during the periods specified in the academic calendar. Registration by mail or fax can be accomplished only through prior arrangement with the individual's department. Graduate students must be registered during the semester in which they receive their graduate degree.

Prior to registration, the student must consult with their academic advisor. Students must obtain approval from their academic advisor to register online. At the time of registration, the student must be in compliance with New York state health laws.

Student schedules are available online at the Office of the Registrar's Schedules and Registration Information section (<http://www.dyc.edu/academics/registrar/registration-schedules.aspx>) and in the registrar's office (<http://www.dyc.edu/academics/registrar/>) (KAB, Solutions).

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.

Graduate and professional degree students must register for courses following the prerequisites. Certain courses are only offered in the spring

or fall semesters. The courses are described in a separate section of this catalog, along with their prerequisites and their semester offerings.

Students may not attend a class that they are not registered for and may not "force register" by appearing in a class.

Repeating a Course

1. Students may opt to repeat any course once. Special permission must be obtained for a second repeat of any course; forms are available in the Office of the Registrar (<http://www.dyc.edu/academics/registrar/>). In each case, the original grade will be replaced by the second grade earned, whether higher or lower, when calculating the G.P.A. Students must complete and submit the appropriate form at the time of registration for a second repeat of a course. Students should take note that, if the repetition is not required by the college, New York state will not allow the credit-hours for the course to determine the minimum course load required for financial aid purposes.
2. Students who fail a course or do not meet minimum course requirements for a department 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.

Scholarly Activities

Although not an academic requirement, all graduate students are strongly encouraged to subscribe to relevant journals and to seek membership in professional organizations.

Sequence for Completing Program Requirements

Students are expected to complete their program in the following sequence:

1. Completion of coursework, including internships or practicum, concurrently with the following activities:
2.
 - a. Completion of the thesis/dissertation proposal, thesis/dissertation proposal presentation, IRB application, thesis/dissertation, thesis/dissertation defense and thesis/dissertation presentation day;
 - b. **or** Completion of the project and its related activities as determined by each graduate program.
3.
 - a. Review and approval of the thesis/ dissertation manuscript by the office of graduate studies outside reader;
 - b. **or** Approval of the project as determined by each graduate program.
4. Submission of signed Certification of Approval of All Graduate Non-Course Requirements for Graduation form to the office of graduate studies with all required documentation and receipts.

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 Office of the Registrar (<http://www.dyc.edu/academics/registrar/>).

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

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

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

Students withdrawing from a graduate program must have an exit interview and should see the director of their graduate program for additional information.

COURSES A-Z

A

- Accounting (ACC) (p. 145)
- American Sign Language (ASL) (p. 146)
- Anatomy (ANA) (p. 146)
- Arabic (ARA) (p. 146)

B

- Biology (BIO) (p. 147)
- Business (BUS) (p. 154)

C

- Career Discovery Program (CDP) (p. 155)
- Chemistry (CHE) (p. 155)
- Chinese (CHI) (p. 158)
- Chiropractic (CHR) (p. 158)
- College Prep Chemistry (CPC) (p. 166)
- Computer Science (CSC) (p. 166)

D

- Dance (DAN) (p. 166)
- Dietetics (DTC) (p. 166)
- Doctoral Education (DED) (p. 169)
- Doctoral Health Administration (DHA) (p. 169)

E

- Economics (ECO) (p. 171)
- Education (EDU) (p. 172)
- Education - Higher Ed (ELH) (p. 172)
- Education - K-12 (ELK) (p. 173)
- Educational Leadership (EDL) (p. 173)
- English (ENG) (p. 175)
- Exercise and Sports Studies (ESS) (p. 177)

F

- Fine Arts (FA) (p. 179)
- First Year Experience (FYE) (p. 181)
- French (FRE) (p. 181)

G

- German (GRM) (p. 181)
- Global Studies (GLS) (p. 181)
- Graduate Core (GRA) (p. 182)

H

- Health Education (HED) (p. 182)
- Health Services Administration (HSA) (p. 185)
- Health Services Management (HSM) (p. 187)
- History (HIS) (p. 189)
- Holistic Health Care (HHS) (p. 190)

- Human Resource Management (HRM) (p. 190)
- Humanities (HUM) (p. 191)

I

- Information Technology (IT) (p. 191)
- Intensive English Program (IEP) (p. 192)
- International Business (IB) (p. 194)
- Italian (ITA) (p. 195)

L

- Language (LAN) (p. 196)
- Latin (LAT) (p. 196)
- Law (LAW) (p. 196)
- Learning Skills (LSK) (p. 196)

M

- Management (MGT) (p. 197)
- Marketing (MKT) (p. 198)
- Master of Business Admin (MBA) (p. 199)
- Math & Natural Science (MNS) (p. 200)
- Mathematics (MAT) (p. 200)
- Military Science & Leadership (MLS) (p. 203)
- Music (MUS) (p. 203)

N

- Nursing (NUR) (p. 204)
- Nutrition and Health (NTR) (p. 212)

O

- Occupational Therapy (OT) (p. 212)

P

- Pharmaceutical Sciences (PPS) (p. 218)
- Pharmacy (PMD) (p. 219)
- Philosophy (PHI) (p. 227)
- Physical Therapy (PT) (p. 229)
- Physician Assistant (PA) (p. 235)
- Physics (PHY) (p. 238)
- Political Science (PSC) (p. 239)
- Psychology (PSY) (p. 239)
- Public Health (PH) (p. 245)

R

- Religious Studies (RS) (p. 246)

S

- Social Science (SOS) (p. 248)
- Sociology (SOC) (p. 249)
- Spanish (SPA) (p. 253)
- Speech (SPE) (p. 257)

T

- Theater (THE) (p. 257)

Accounting (ACC)

ACC-211 Principles of Accounting I (3 credits)

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 credits)

This course explores theory and applies accounting principles mastered in ACC-211 and accounting for general partnerships and corporations. It also deals with managerial accounting, including accounting cycles, cost analysis, and budgeting

Corequisite(s): Take ACC-211

ACC-311 Intermediate Accounting I (3 credits)

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(s): Take ACC-212

ACC-312 Intermediate Accounting II (3 credits)

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(s): Take ACC-311

ACC-321 Tax Accounting (3 credits)

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

Prerequisite(s): Take ACC-212

ACC-322 Cost Accounting (3 credits)

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(s): Take ACC-212

ACC-389 Special Topics in Accounting (3 credits)

This is a seminar in a topic related to the field of accounting. A subtitle indicates the specific content of the course.

Prerequisite(s): ACC-311

ACC-390 Special Topics in Accounting Special Topics in Accounting (3 credits)

This is a seminar in a topic related to the field of accounting. A subtitle indicates the specific content of the course.

Prerequisite(s): Take ACC-311

ACC-401 Auditing (3 credits)

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(s): Take ACC-312

ACC-403 Accounting Theory & Application (3 credits)

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

Prerequisite(s): Take ACC-321, ACC-322, LAW-303, LAW-304

ACC-404 Advanced Accounting (3 credits)

This course is an advanced approach to accounting principles in the areas of partnership, liquidations, government accounting, nonprofit accounting and consolidations.

Prerequisite(s): Take ACC-312

ACC-407 Fund Accounting (3 credits)

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(s): Take ACC-312

ACC-417 Personal Computers for Accountants (3 credits)

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 Accounting CPA Problems (3 credits)

This course conducts a theoretical and practical analysis of issues dealing with the Certified Public Accountants license exam, and the problems facing CPAs in the corporate, nonprofit and public sector environments.

ACC-421 Corporate Finance (3 credits)

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(s): Take ACC-212, ECO-207

ACC-444 Accounting Internship (3 credits)

This course provides accounting students with the opportunity to gain practical, hands-on experience in their areas of specialization by working for businesses, nonprofit organizations and government agencies.

American Sign Language (ASL)

ASL-101 American Sign Language Level I (3 credits)

ASL 101 is an introductory course that develops functional proficiency in American Sign Language using everyday situations as a context for communication. Additionally, the course explores culture, communication and language issues within the deaf community. Course is accepted as a Humanities Foreign Language Core Elective.

ASL-102 American Sign Language Level II (3 credits)

ASL-102 is the continuation of ASL-101. It is designed for students who have a basic knowledge of sign language. It is designed to further develop communicative competencies on the language beyond the basic level. Students will continue with ASL sentence types, time, numbers, descriptive & locative classifiers, spatial referencing and Loaned Fingerspelling. Additional information about the Deaf Community and its culture will be incorporated. Course is accepted as a Humanities Foreign Language Core Elective.

Prerequisite(s): Take ASL-101

ASL-154 American Sign Language for the Health Professions (3 credits)

ASL-154 is a beginner level course to introduce students in health professions to the idea of competently caring for members of the Deaf Community in health care situations. In addition to expanding vocabulary from ASL 101, this course will introduce medical signs, culture, and communication issues in health care environments. Course is accepted as a Humanities Core Elective.

Prerequisite(s): Take ASL-101,

ASL-201 American Sign Language Level III (3 credits)

ASL-201 is the continuation of ASL-102 for those with a basic foundation in American Sign Language communication. It includes a continued study of ASL grammatical features, structures & vocabulary. Emphasis will be placed on building an intermediate level of sign lexicon and communication while engaging in discussion and negotiating meaning related to a wide variety of topics. Cultural, historical, and literacy topics as they pertain to ASL are also included in the study of grammar and structure. Course is accepted as a Humanities Foreign Language Core Elective.

Prerequisite(s): Take ASL-102

ASL-202 American Sign Language Level IV (3 credits)

A continuation of ASL-201, ASL-202 further develops intermediate-level receptive and expressive ASL vocabulary, grammar, fingerspelling, conversational behavior, and cultural issues. Course is accepted as a Humanities Foreign Language Core Elective.

Prerequisite(s): Take ASL-201

ASL-389 Special Topic (3 credits)

Anatomy (ANA)

ANA-601 Research Methods in Anatomy I (3 credits)

This course provides guidance to the student in the formulation of an original anatomical project. The student will identify their project, and develop a research plan that includes embryology, histology, neurology and comparative and gross anatomy of their topic, and initiate the introduction and methods sections of a publishable paper and convey their progress to classmates. Students will consider the function of the IRB and assess of the appropriateness of different statistical analyses.

ANA-602 Research Methods in Anatomy II (4 credits)

This course is a continuation of ANA 601 Research Methods in Anatomy I. This is a cadaver-based course in which the student will study and independently dissect additional regions of the cadaver that were exclusively faculty demonstrations during their gross anatomy course (BIO-639). In addition, the student will then perform a thorough dissection of the region of their project topic defined in ANA-601. Emphasis will be placed on correlation of the embryology and histology of the region, and clinical and epidemiology implications of the region. The pathology present will be analyzed. The student will gain experience assisting the instructor(s) in anatomy laboratories. Students will perform the research and analysis needed to complete the publishable manuscript begun in ANA-601.

Prerequisite(s): Take ANA-601; Take (BIO-639 BIO-639L) or take (BIO-505 BIO-505L)

Arabic (ARA)

ARA-101 Beginner Arabic I (3 credits)

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.

ARA-102 Beginner Arabic II (3 credits)

Designed to develop students proficiency and communication in Modern Standard Arabic which is the one language that is written, read and spoken in the Arab world in the four basic skills: listening, speaking, reading and writing. Students will continue to be exposed to authentic reading and listening material.

ARA-201 Intermediate Arabic I (3 credits)

ARA-201 is an intermediate-level integrated skills language course that will expand on the language skills mastered in ARA-101 and ARA-102. The course begins with a quick review of the salient points of beginner Arabic before it introduces you to the intermediate level material. This course will enhance your proficiency in the Arabic language and acquire an intermediate-level foundation in the Arabic language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of Arabic, students will learn more complex grammatical structures of the Arabic language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Arabic-speaking culture, which vary from country to country.

ARA-202 Intermediate Arabic II (3 credits)

ARA-202 is an intermediate-level integrated skills language course and continuation of ARA-201. This course furthers a student's proficiency in the Arabic language and acquisition of an intermediate-level foundation in the language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of Arabic, students will learn increasingly more complex grammatical structures of the Arabic language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Arabic-speaking culture, which vary from country to country.

Biology (BIO)

BIO-101 Introductory Biology I (4 credits)

The lecture topics included are origins of life, prebiotic chemistry; and surveys of the major plant, invertebrate and vertebrate phyla. The course also includes evolutionary principles governing taxonomic criteria and the physiology of movement of d and water in plants. A three-hour lab accompanies the above lecture. Intended for biology majors and minors.

Corequisite(s): Take BIO-101L

BIO-101L Intro Bio Lab I (0 credits)

A three-hour lab accompanies the above lecture. Intended for biology majors and minors.

Corequisite(s): Take BIO-101

BIO-102 Introductory Biology II (4 credits)

The lecture topics include a survey of the cell, its chemical constituents and its organelles, energy metabolism and photosynthesis. Introductory classic and molecular genetics is also covered. A three-hour lab accompanies the above lecture. Intended for biology majors and minors.

Corequisite(s): Take BIO-102L

BIO-102L Intro Bio Lab II (0 credits)

A three-hour lab accompanies the above lecture. Intended for biology majors and minors.

Corequisite(s): Take BIO-102

BIO-105 Human Biology (4 credits)

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 affects of drugs on the nervous system. This course consists of three hours of lecture and three hours of laboratory per week. The lab exercises are designed to complement the lecture topics, and concurrent registration in both lecture and three-hour laboratory are required. This course is not eligible for elective credit in the major but is a required course in the psychology major.

Corequisite(s): Take BIO-105L

BIO-105L Human Biology Lab (0 credits)

The lab exercises are designed to complement the lecture topics, and three-hour laboratory are required.

Corequisite(s): Take BIO-105

BIO-107 Human Anatomy & Physiology I (3 credits)

This is a study of the structural and functional relationships of the human organism, emphasizing cells and tissues, the integument, skeletal system, muscular system, nervous system and sense organs. This course consists of three lectures a week.

Corequisite(s): Take BIO-107L; Take one semester of college chemistry.

BIO-107L Human Anatomy & Physiology Laboratory (1 credits)

This course accompanies BIO-107. This course consists of three hours of lab a week.

Corequisite(s): Take BIO-107

BIO-108 Human Anatomy & Physiology II (3 credits)

This continuation of BIO 107 emphasizes the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development. This course consists of three lectures a week.

Prerequisite(s): Take BIO-107 BIO-107L

Corequisite(s): Take BIO-108L

BIO-108L Human Anatomy & Physiology II Lab (1 credits)

This course accompanies BIO-108. This course consists of three hours of lab a week.

Corequisite(s): Take BIO-108

BIO-117 Drugs and Disease (3 credits)

What exactly is a heart attack? Why does aspirin health prevent strokes? Why are anti-depressants associated with suicide? This basic course will answer these questions while providing an overview of common disease states and the drugs used to treat them. Disease states of the major organ systems will be covered as well as the most commonly prescribed drugs in America. Prerequisite: None: however, basic knowledge in biology is recommended; not eligible for elective credit in the major.

BIO-123 Art and Anatomy (3 credits)

Figure drawing is taught with special attention to underlying anatomy. Nuances of surface anatomy, human proportion, and anatomical terminology are considered in an artistic context. Historical paintings and sculpture are used for identifying the subtleties of the human figure. Foundational drawing techniques are demonstrated using anatomical models, prosected cadavers, live models and special dissections as subjects. This course could serve as a general science or humanities elective for the core.

BIO-123L Art and Medicine in Florence, Italy Lab (1 credits)

This is a D'Youville College faculty-led study abroad experience. Our faculty together with the faculty of the University of Florence and their partnering institutions including experts from the Museum La Specola, the Institute for the History of Healthcare, the Academy of Fine Arts, the botanical gardens, the Foundation for Photo/Art in Hospitals, the Italian Army, the Museum Galileo Galilei, the medical library and the anthropological museum. Materials and course information will be collected and submitted to the Division of Math and Natural Sciences whose faculty will use this information to determine course grades. This course can be used as a lab course as part of the core curriculum. This study abroad experience in Florence, Italy has duration of two weeks. The course consists of approximately 20 sessions featuring expert-led laboratory-type experiences at medical libraries, botanical gardens, art museums/galleries/institutions, military medicine facilities, hospitals and scientific laboratories. Emphasis is on healthcare and science using evidentiary artifacts and masterpieces in Florence, Italy dating from before the Renaissance to present times. Much of the time will be with hands-on inspection and instruction with instruments and medical models, or in activities.

BIO-145 The Process of Scientific Discovery (3 credits)

This is an introductory science course where students will be introduced to the major elements of science and technology including the basic insights of chemistry, physics, biology and geology in the context of the social and historical development of technology. Special attention will be paid to the impact of the sciences on cultural and human endeavors, and on the role of social change and serendipity in the process of scientific discovery. This course could count as a non-major science core course, an IDS science elective or as a free elective for science majors. There are no prerequisite course requirements. Course may be offered with an emphasis on the field of biology (BIO-145), chemistry (CHE-145) or physics (PHY-145).

BIO-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take BIO-189L

BIO-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take BIO-189

BIO-208 Microbiology (3 credits)

This course is only available for transfer students and accompanies BIO-208L. This course is an introduction to the morphology, physiology, ecology and replication modes of bacterial and eukaryote microorganisms as well as viruses. Pathogens associated with human disease are used to illustrate these general concepts. Methods used by microbes to resist antimicrobial drugs, transfer antimicrobial resistance and methods used to control the growth of microorganisms are also discussed. Emphasis is given to mechanisms of pathogenesis used by bacteria and viruses. The means used by humans to prevent or rid the body of microbial agents are also discussed. In the laboratory, students gain skills in sterile technique, stain procedures and biochemical tests used to characterize bacteria. Methods used to control microbial growths are also studied. The course consists of three hours of lecture and three hours of laboratory per week.

Prerequisite(s): Take (BIO-101, BIO-101L, BIO-102, BIO-102L) or (BIO-107, BIO-107L, BIO-108, BIO-108L); Take 2 semesters of college chemistry or take CHE-114.

Corequisite(s): Take BIO-208L

BIO-208L Microbiology Lab (1 credits)

This course is only available for transfer students and accompanies BIO-208. This course consists of three hours of lab a week. Prior instructor consent is required to register.

BIO-210 Modern Topics in Biology (3 credits)

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

BIO-215 Environmental Science (3 credits)

This is an introduction to the principles of environmental science and considers how those principles can be applied to our understanding and solution of current environmental problems. The course consists of three lectures per week and is not eligible for elective credit in the major.

Corequisite(s): Take BIO-215L

BIO-215L Environmental Science Lab (1 credits)

This is field and lab work designed to provide direct experience while investigating the basis for environmental principles. Students are exposed to the monitoring of environmental problems. The course is three lab hours per week and is not eligible for elective credit in the major.

Corequisite(s): Take BIO-215

BIO-216 Marine Biology (3 credits)

This is an introduction to the life of the seas. It begins with basic information about the chemical, physical and geological nature of the oceans. All major marine communities are surveyed, including coastal zones and estuaries, coral reefs, the open ocean and the exotic communities of the deep sea. Extra attention is given to special topics of particular importance or interest. The final section concerns human interactions with the marine world and threats that they pose to it.

Prerequisite(s): Take BIO-101, BIO-101L, BIO-102, BIO-102L

BIO-217 Animal Handling (3 credits)

This course covers the fundamentals of domestic animal behavior, nutritional, physiology and welfare in relation to animal handling. Students will study how to assess welfare and how behavior plays an important role in mitigation and diagnosis of disease. This course is designed for majors and non-majors and will satisfy a WIP requirement, however biology majors wishing to use it toward their major electives must also take the accompanying laboratory BIO 217L as a co-requisite.

Course Types: Writing Intensive

Prerequisite(s): Take (BIO-101 BIO-101L BIO-102 BIO-102L) or (BIO-107 BIO-107L) or (BIO-105 BIO-105L) and achieve a minimum grade of B

BIO-217L Animal Handling Lab (1 credits)

This course covers the fundamentals of domestic animal behavior and welfare. Through hands-on experience with animals in the lab and off-site trips to farms, zoos and shelters to explore how to properly handle live animals. This course is required for Biology Majors taking the lecture course, Animal Handling BIO-217. A core assignment for this course is caring for the animals on their own and their written reflection of that experience. This experience can be used to apply for internships and jobs in the animal sciences. This course is designed for students who are interested in animals, and animal focused careers, such as Veterinarians, Veterinarian technicians, Zookeepers, Animal handlers and Animal research. For non- biology majors, the lab may be taken alone and has no pre-requisite.

Corequisite(s): Take BIO-217 - Required for Biology Majors wishing to use this course towards their Biology Electives.

BIO-218 Invertebrate Zoology (4 credits)

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

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L

Corequisite(s): Take BIO-218L

BIO-218L Invertebrate Zoology Lab (0 credits)

Corequisite(s): Take BIO-218

BIO-229 Ecology (4 credits)

This is a broad introduction to the basic concepts of ecology as they pertain to population, evolutionary processes, communities and ecosystems. Several current environmental problems are explored in the light of these concepts. Laboratory includes a mix of lab and field exercises designed to put lecture topics into practice. The course consists of three lectures and three laboratory hours a week.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L

Corequisite(s): Take BIO-229L

BIO-229L Ecology Lab (0 credits)

The course consists of three laboratory hours a week.

Corequisite(s): Take BIO-229

BIO-230 Foundations of Environmental Science (4 credits)

This course examines the interactions between the physical, chemical, and biological components of the environment and human populations. Topics to be included but not limited to the course are 1)the impact of human activities on air and water quality, 2)the use of natural resources including renewable and non-renewable energy sources, minerals and biological resources, 3)conservation and biodiversity, and 4)land use including wildlife, fisheries and forest management, recreational uses and agriculture. This course requires a weekly 3 hour lecture and a 3 hour laboratory. The laboratory portion of the course will examine present practices and problems associated with environmental issues through field trips and laboratory/field experiments.

Prerequisite(s): Take BIO-101 BIO-101L; Take (BIO-102 BIO-102L) or (BIO-303 BIO-303L)

Corequisite(s): Take BIO-230L

BIO-230L Foundations of Environmental Science (0 credits)

This course examines the interactions between the physical, chemical, and biological components of the environment and human populations. Topics to be included but not limited to the course are 1)the impact of human activities on air and water quality, 2)the use of natural resources including renewable and non-renewable energy sources, minerals and biological resources,3)conservation and biodiversity, and 4)land use including wildlife, fisheries and forest management, recreational uses and agriculture. This course requires a weekly 3 hour lecture and a 3 hour laboratory. The laboratory portion of the course will examine present practices and problems associated with environmental issues through field trips and laboratory/field experiments.

Prerequisite(s): Take BIO-101 BIO-101L; Take (BIO-102 BIO-102L) or (BIO-303 BIO-303L)

Corequisite(s): Take BIO-230

BIO-231 Environmental Geology (4 credits)

This course and required laboratory is designed to be an introduction to Environmental Geology through a broad survey of topics which are interconnected by society and geologic processes. These topics include Earth systems, geosphere materials, plate tectonics, earthquakes, volcanoes, rivers and flooding, land stability, coastal change, water, soil, mineral and energy resources, climate changes and human environmental impact. Laboratory experiences will be related to the course objectives and will include offsite experiences.

Prerequisite(s): Take BIO-101 BIO-101L; Take (BIO-102 BIO-102L) or (BIO-303 BIO-303L)

Corequisite(s): Take BIO-231L

BIO-231L Environmental Geology Lab (0 credits)

This course and required laboratory is designed to be an introduction to Environmental Geology through a broad survey of topics which are interconnected by society and geologic processes. These topics include Earth systems, geosphere materials, plate tectonics, earthquakes, volcanoes, rivers and flooding, land stability, coastal change, water, soil, mineral and energy resources, climate changes and human environmental impact. Laboratory experiences will be related to the course objectives and will include offsite experiences.

Prerequisite(s): Take BIO-101 BIO-101L; Take (BIO-102 BIO-102L) or (BIO-303 BIO-303L)

Corequisite(s): Take BIO-231

BIO-242 Evolution (3 credits)

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.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L

BIO-289 Special Topics (1-6 credits)

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

BIO-302 Genetics (4 credits)

This is an examination of the principles of classic and molecular genetics. Topics discussed include Mendel's contribution, linkage, gene mapping, structure and function of DNA and RNA; bacterial and viral genetics, gene function, mutation, regulation of gene activity, recombinant DNA technology and quantitative and population genetics. Laboratory experiments with *Drosophila*, bacteria and fungi demonstrate principles discussed in the lecture. The course consists of three lectures and three hours of lab a week.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L. Must have a minimum of a 2.2 GPA.

Corequisite(s): Take BIO-302L

BIO-302L Genetics Lab (0 credits)

The course consists of three lab hours a week.

Corequisite(s): Take BIO-302

BIO-303 Biochemistry (3 credits)

This one-semester course emphasizes structure/function relationships among the components responsible for the biochemical functions of life. Topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism), lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition. This course is cross-listed with CHE-303.

Prerequisite(s): Take 1 group: (CHE-219 CHE-219L BIO-101 BIO-101L BIO-102 BIO-102L) or (CHE-219 CHE-219L BIO-107 BIO-107L BIO-108 BIO-108L) or be a chemistry major and take (CHE-219 CHE-219L CHE-220 CHE-220L)

Corequisite(s): Take BIO-303L

BIO-303L Biochemistry Lab (1 credits)

This lab supports BIO-303 lecture course. Students required to take BIO-303 are also required to take BIO-303L (except for Physician Assist students).

Corequisite(s): Take BIO-303

BIO-304 Microscopic Anatomy (4 credits)

This course examines the organ systems of the body microscopically. The development, histology, histophysiology and histopathology of the tissues and organs of the body will be presented in lecture. The lab incorporates microscopic examination of the organ systems and training in processing of tissue for imaging and instruction in the use of imaging equipment. The course consists of two lectures and four hours of laboratory a week.

Prerequisite(s): Take (BIO-101, BIO-101L, BIO-102, BIO-102L) or (BIO-107, BIO-107L, BIO-108, BIO-108L)

Corequisite(s): Take BIO-304L

BIO-304L Microscopic Anatomy Lab (0 credits)

This course examines the organ systems of the body microscopically. The development, histology, histophysiology and histopathology of the tissues and organs of the body will be presented in lecture. The lab incorporates microscopic examination of the organ systems and training in processing of tissue for imaging and instruction in the use of imaging equipment. The course consists of two lectures and four hours of laboratory a week.

Prerequisite(s): Take (BIO-101, BIO-101L, BIO-102, BIO-102L) or (BIO-107, BIO-107L, BIO-108, BIO-108L)

Corequisite(s): Take BIO-304

BIO-307 Pathophysiology (3 credits)

This is a study of disease processes as disturbances of the body's homeostasis. The body's defense mechanisms and their breakdown are emphasized. Various clinical assessment methods are discussed. The course consists of three lectures a week.

Prerequisite(s): Take BIO-107, BIO-107L, BIO-108, BIO-108L Take (CHE-111, CHE-112) or (CHE-101, CHE-101L, CHE-102, CHE-102L) Chiropractic students can take BIO-507L, BIO-508L, BIO-659, BIO-660

BIO-309 Virology (3 credits)

This course is the study of structure and activity of animal, plant and bacterial viruses. This course is three lectures.

Prerequisite(s): Take BIO-303

BIO-310 Immunology (3 credits)

Individuals are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. Many areas of biology use the in vitro techniques of immunology. Thus, immunology integrates such diverse fields as genetics, biochemistry, physiology and medicine and is relevant for biology and health science students alike. The purpose of this course is therefore to introduce the student to the chemistry of antigens and antibodies, the biology of the immune response, including both harmful and beneficial aspects in the function of the cells, organs and molecules of the immune system. Immunologic techniques and their applications will also be examined.

Prerequisite(s): Take (BIO-101, BIO-101L, BIO-102, BIO-102L) OR BIO-107, (BIO-107L, BIO-108, BIO-108L) AND Take CHE-101, CHE-102; Take (BIO-101, BIO-101L, BIO-102, BIO-102L) OR BIO-107, (BIO-107L, BIO-108, BIO-108L) AND Take CHE-101, CHE-102

BIO-312 Molecular Cell Biology (4 credits)

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

Prerequisite(s): Take 1 of (BIO-102, BIO-102L) or (BIO-108, BIO-108L); Take BIO-303, BIO-303L

BIO-314 Botany (4 credits)

This course is a survey of biology of plants with emphasis on taxonomy, morphology, physiology and the importance to man. This course is three lectures and three hours of lab.

Prerequisite(s): Take BIO-101, BIO-101L, BIO-102, BIO-102L

Corequisite(s): Take BIO-314L

BIO-314L Botany Lab (0 credits)

This course is three hours of lab.

Corequisite(s): Take BIO-314

BIO-317 Comparative Anatomy (4 credits)

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

Prerequisite(s): Take (BIO-101, BIO-101L, BIO-102, BIO-102L) or (BIO-107, BIO-107L, BIO-108, BIO-108L)

Corequisite(s): Take BIO-317L

BIO-317L Comparative Anatomy Lab (0 credits)

The course consists of three laboratory hours a week.

Corequisite(s): Take BIO-317

BIO-320 Developmental Biology (4 credits)

This is a study of the principles of development and their application to animal and plant embryos, regeneration, metamorphosis, cancer and related processes. The laboratory includes observation and experimentation with living animal and plant material, plant tissue culture, and examination of prepared slides. The course consists of three lectures and three hours of laboratory a week.

Prerequisite(s): Take BIO-101, BIO-101L, BIO-102, BIO-102L; Take BIO-302

Corequisite(s): Take BIO-320L

BIO-320L Dev Biology Lab (0 credits)

Corequisite(s): Take BIO-320

BIO-330 Environmental Microbiology (4 credits)

This course and required laboratory will focus on microbes, their biochemistry and their interactions with higher animals in specific ecologies. Microbes play a primary, and often overlooked, role in every ecosystem on Earth. The unique biochemistries of these microbes are responsible for a wealth of activities critical to human and planetary health, including oxygen generation, carbon and nitrogen bioavailability, bioremediation of pollutants, decomposition of organic matter, nutrient cycling and human sanitation. This course is not intended as the required course in a health sciences major as it eschews medical microbes in favor of environmentally or commercially important microorganisms. This course requires a weekly 3 hour lecture and a 3 hour lab.

Prerequisite(s): Take (BIO-102, BIO-102L) or (BIO-108, BIO-108L); Four (4) credits of college level chemistry.

Corequisite(s): Take BIO-330L

BIO-330L Environmental Microbiology Lab (0 credits)

This course and required Lab will focus on microbes, their biochemistry and their interactions with higher animals in specific ecologies. Microbes play a primary, and often overlooked, role in every ecosystem on Earth. The unique biochemistries of these microbes are responsible for a wealth of activities critical to human and planetary health, including; oxygen generation, carbon and nitrogen bioavailability, bioremediation of pollutants, decomposition of organic matter, nutrient cycling and human sanitation. This course is not intended as the required course for a health sciences major as it eschews medical microbes in favor of environmentally or commercially important microorganisms. This course requires a weekly 3 hour lecture and 3 hour laboratory.

Corequisite(s): Take BIO-330

BIO-331 Conservation Biology (4 credits)

Conservation Biology combines ecology, physiology, molecular biology, genetics, and evolutionary biology in order to conserve biological diversity. It is the aim of conservation biology to understand the human threats to biodiversity and prevent any further loss. Topics covered will include, defining, measuring, and patterns of biodiversity, the negative effect of habitat loss, invasive species, pollution, over population, and over harvesting on biodiversity, strategies used to combat threats and sustain biodiversity and consideration of economic and ethical tradeoffs in the conservation of threatened species. Special attention will be paid to current issues related to biodiversity. This course requires a weekly 3 hour lecture and a 3 hour laboratory.

Prerequisite(s): Take BIO-101 BIO-101L and (BIO-102 BIO-102L or BIO-303 BIO-30L or CHE-303 CHE-303L)

Corequisite(s): Take BIO-331L

BIO-331L Conservation Biology Lab (0 credits)

Lab for BIO-331

Corequisite(s): Take BIO-331

BIO-332 Environmental Health (3 credits)

Environmental health examines the impact of the environment on human health. This includes 1) the effect of environmental components, such as pollutants, pathogens, and toxins, on human health, 2) energy resource uses and its effect on human health, 3) food safety, 4) environmental hazards found in the work place, and 5) environmental degradation as it relates to human health and wellbeing. This course will also examine the methods of environmental assessment and the role of public policy related to environmental health.

Prerequisite(s): Take (CHE-101 CHE-101L CHE-102 CHE-102L) or (CHE-111 CHE-112 CHE-113); Take BIO-107 BIO-107L BIO-108 BIO-108L

BIO-335 Pharmacology I (3 credits)

This series integrates the principles and mechanisms of action and drug effect with the pharmacotherapy of common disease and syndromes.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L

BIO-336 Pharmacology II (3 credits)

This course is a continuation of BIO-335

Prerequisite(s): Take BIO-335

BIO-339 Human Gross Anatomy (6 credits)

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

Prerequisite(s): Take (BIO-107 BIO-107L BIO-108 BIO-108L) or BIO-317.

Corequisite(s): Take BIO-339L. Physician Assistant students will take BIO-639L.

BIO-339L Gross Anatomy Lab (0 credits)

Corequisite(s): Take BIO-339

BIO-350 Fundamentals of Genomics, Proteomics & Bioinformatics (3 credits)

This course will offer an introduction into the novel disciplines of genomics, proteomics and bioinformatics, providing students with a solid intellectual framework for understanding biological pathways, networks and molecular systems in an integrated, multidisciplinary fashion. The course will follow an interactive, problem-based instructional approach, using several mathematics exercises that utilize statistical and probability calculations to add quantitative rigor to the interpretation of biological data sets. The course will be based on case studies taken from scientific publications and Internet-based bioinformatics tools will be used for data analysis. The content will include all major areas of biology, including DNA and protein sequences, microarrays, and systems biology.

Course Types: Writing Intensive

Prerequisite(s): Take BIO-303 and MAT-125.; Take any CSC (Computer Science) course.

Corequisite(s): Take BIO-350L

BIO-350L Fundamentals Genomics, Proteomics and Bioinformatics Lab (0 credits)

Lab for BIO-350

Corequisite(s): Take BIO-350

BIO-351 Computational Biology (4 credits)

Description of BIO 351 should be same as the printed catalog: This course and required lab are intended to serve as an introduction to the problems encountered in modern biology research, with a special focus on the usage of modern computer-dependent techniques to explain biological phenomena. Many modern biological studies are hindered by the sheer volume of experimental data produced. These data often cannot be efficiently or accurately interpreted without computer assistance, yet many scientists lack the necessary skill set to do so. This course will instruct students in the challenges of designing, implementing and analyzing in vivo or in vitro generated experimental results using in silico techniques. This will be accomplished through a project-based learning format. This course requires three hours of lecture a week and a weekly three hour laboratory.

Prerequisite(s): Take BIO/CHE-303 or permission of the instructor.

Corequisite(s): Take BIO-351L

BIO-351L Computational Biology Lab (0 credits)

Lab to accompany BIO 351

Corequisite(s): Take BIO-351

BIO-370 MCAT, DAT and GRE Review (0 credits)

This is a non-credit course designed to guide and assist students in reviewing for entrance examinations for health professional schools and graduate schools. The entrance exams covered include: Medical College Admission Test, Dental Admission Test, Pharmacy College Admission Test, GRE General Test and GRE Biology Test. The course provides an introduction to the exams, diagnostic testing, assistance in reviewing the appropriate subject areas, and the administration of practice exams.

BIO-375 Math Modeling in Biology (3 credits)

Techniques for expressing biological molecules and concepts as mathematical expressions for analysis and comparison.

Prerequisite(s): Take MAT-125 and (BIO-102 or BIO-303); Take 1 computer science (CSC or IT) course. CSC-151 or IT-111 is recommended.

BIO-389 Special Topics (6.00000 credits)

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

BIO-389L Special Topics Lab (1 credits)**BIO-390 Special Topics (3 credits)**

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

BIO-407 Research At NYC (1-4 credits)

Library or laboratory research problems are carried out under the direction of staff members on campus.

BIO-408 Research At NYC (2 credits)

Library or laboratory research problems are carried out under the direction of staff members on campus.

BIO-479 Independent Study (1-3 credits)

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

BIO-480 Independent Study (1-3 credits)

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

BIO-499 Capstone Experience (2.00000 credits)

This course is designed to be a capstone experience in the form of a research experience, internship/practical experience, or service learning experience.

BIO-504 Microscopic Anatomy (4 credits)

This course is an in-depth microscopic examination of the organ systems of the body. The development, histology, histophysiology, and histopathology of the tissues and organs of the body will be presented in lecture. Chemistry and biochemistry of the structures will be covered and discussed. The lab incorporates microscopic examination of the organ system and training in processing of tissue for imaging and the use of imaging equipment and the chemical properties and uses of traditional and current staining methods. This course consists of three lectures and three hours of laboratory a week.

Corequisite(s): Take (BIO-101 BIO-101L BIO-102 BIO-102L) or (BIO-107 BIO-107L BIO-108 BIO-108L) or (BIO-517 BIO-517L) or ANA-601; Take BIO-504L

BIO-504L Microscopic Anatomy Lab (0 credits)

Lab for BIO-504

Corequisite(s): Take BIO-504

BIO-505 Neurobiology (4 credits)

This is a lecture and laboratory course studying the human nervous system. Emphasis is placed on the science, biology, and biochemistry of nervous system anatomy and physiology, including research techniques used to study the nervous system, organization and development of the nervous system, neuroanatomy, fundamental concepts of cellular and molecular neurobiology, underlying neuroanatomical and neurophysiological dysfunctions of neurological disorders, sensory and motor systems, and neural tracts. The laboratory includes neuroanatomy models and cadaveric specimens. This course consists of three lectures and three hours of laboratory a week.

Prerequisite(s): Take (BIO-107 BIO-107L BIO-108 BIO-108L) or take (BIO-317 BIO-317L) or take (BIO-517 BIO-517L).

Corequisite(s): Take BIO-505L

BIO-505L Neurobiology Lab (0 credits)

Lab for BIO-505

Corequisite(s): Take BIO-505

BIO-507L Human Anatomy and Physiology Lab (1 credits)

This course consists of two hours of lab a week. The structural and functional relationship of the human organism, emphasizing cells and tissues, the integument, skeletal system, muscular system, nervous system and sense organs are emphasized.

BIO-508L Human Anatomy & Physiology II Lab (1 credits)

This course consists of three hours of lab a week, emphasizing the digestive system, respiratory system, blood, cardiovascular system, urinary system, reproductive systems, endocrine system, human genetics and development.

BIO-517 Comparative Anatomy (4 credits)

This is a analysis of vertebrates and their chordate origins, including a summarization emphasizing their historical relationships. The major systems, such as integument, muscular, nervous, endocrine, circulatory, and skeletal, are presented and explored with examples from the major vertebrate groups. The course consists of three lectures and three hours of laboratory a week.

Corequisite(s): Take ANA-601 and BIO-517L

BIO-517L Comparative Anatomy Lab (0 credits)

Lab for BIO-517.

Corequisite(s): Take BIO-517

BIO-520 Developmental Biology (4 credits)

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.

Prerequisite(s): Take BIO-302 BIO-302L

Corequisite(s): Take BIO-520L

BIO-520L Developmental Biology Lab (0 credits)

Lab for BIO-520

Corequisite(s): Take BIO-520

BIO-523L History of Anatomy Lab (1 credits)

This study abroad experience in Florence, Italy has duration of two weeks. This course will follow the evidence of healthcare, art and science as it relates to Italy and the Italian Renaissance. Lessons will introduce the students with use of genuine objet d'art to the history of art and medicine starting from the Middle Ages, through the great "revolution in health care" in Florence during the golden centuries of the Renaissance through modern-day health care. The course consists of approximately 20 lessons that will occur in various venues including the Villa La Quiete, art and history museums, galleries, the University of Florence and the Botanical Gardens of Florence. Emphasis will be on integration of contemporary anatomy with historical models.

BIO-603 Biochemistry (3 credits)

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

BIO-603L Biochemistry Lab (1 credits)

This lab is consistent with material covered in lectures in BIO-603.

BIO-607 Pathophysiology (3 credits)

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 consist of three lectures a week.

BIO-608 Microbiology (3 credits)

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 consists of three lectures and three hours of laboratory per week.

BIO-608L Microbiology Lab (1 credits)

This lab is consistent with material covered in lectures in BIO-608.

BIO-610 Immunology (3 credits)

Humans are continually exposed to foreign substances (antigens) and respond to them in ways that are both harmful and beneficial. Many areas of biology use the in vitro techniques of immunology. Thus, immunology integrates such diverse fields as genetics, biochemistry, physiology and medicine and is relevant for biology and health science students alike. The purpose of this course is therefore to introduce the student to the chemistry of antigens and antibodies, the biology of the immune response, including both harmful and beneficial aspects in the function of the cells, organ and molecules of the immune system. Immunologic techniques and their applications will also be examined.

BIO-639 Human Gross Anatomy (6 credits)

This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis is placed on the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply, and functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity.

Corequisite(s): Take (BIO-507L BIO-508L) or (BIO-107 BIO-107L BIO-108 BIO-108L) or (BIO-317 BIO-317L) or (BIO-517 BIO-517L) or equivalent.; Take BIO-639L

BIO-639L Human Gross Anatomy Lab (0 credits)

This is a lecture and laboratory course in human gross anatomy, which uses cadaver dissection and other materials illustrative of human anatomy. Emphasis is placed on the anatomy of skeletal muscles, including their bony attachments, nerve and blood supply, and functions in movements. Additional dissections involve a survey of abdominal and thoracic organs, anatomy of the head and contents of the cranial cavity.

BIO-659 Advanced Physiology I (3 credits)

These courses are comprised of discussions of the molecular attributes of cytological features that represent the underpinnings of such functions as nerve impulse and neurotransmission, skeletal muscle contraction, cardiac muscle excitation and coordination of contraction, processes of electrolyte and water balance, actions of chemical messengers such as hormones and drugs, gas transport and cellular respiration, nutrition, metabolism and excretion.

BIO-660 Advanced Physiology II (3 credits)

These courses are comprised of discussions of the molecular attributes of cytological features that represent the underpinnings of such functions as nerve impulse and neurotransmission, skeletal muscle contraction, cardiac muscle excitation and coordination of contraction, processes of electrolyte and water balance, actions of chemical messengers such as hormones and drugs, gas transport and cellular respiration, nutrition, metabolism and excretion.

BIO-689 Special Topics (3.00000 credits)

Business (BUS)

BUS-389 Study Abroad (3 credits)

Career Discovery Program (CDP)

CDP-101 Perspectives on Professions (2 credits)

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

CDP-102 Perspectives on Professions II (1 credits)

The focus is on individual work and academic planning with a CDP instructor in this tutorial. There are three oneday workplace visits or an equivalent amount of career work determined by the student's areas of career interest and based on work during the first semester coursework. Contacts for these job shadowing assignments are arranged by the coordinator of the Career Discovery Program.

Prerequisite(s): Take CDP-101

CDP-201 Career Life Planning (1 credits)

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.

Chemistry (CHE)

CHE-100 Basic Chemistry Principles for Che-101/ Che-111/Che-114 (3 credits)

The course is intended to be a half-semester course that provides additional foundation work for general chemistry courses and assists students struggling with the basics and mathematical concepts of CHE-101, CHE-111, or CHE-114. The course will focus on the core concepts generally taught in the first few chapters of most general chemistry textbooks and the problem solving and math needed for Introductory Chemistry. Topics will include mass, the mole, unit conversions, balancing chemical equations, atomic theory, stoichiometry and solution chemistry. This course only counts as a Free Elective.
Prerequisite: None

CHE-101 General Chemistry I (3 credits)

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(s): High school chemistry and CPC-022 or 3 years of high school mathematics or MAT-117 or MAT-122

Corequisite(s): Take CHE-101L

CHE-101L General Chemistry Laboratory (1 credits)

Three hours of laboratory.

Corequisite(s): Take CHE-101

CHE-102 General Chemistry II (3 credits)

This course is a continuation of CHE-101. Topics include chemical equilibria, kinetics and oxidation reduction systems.

Prerequisite(s): Take CHE-101

Corequisite(s): Take CHE-102L

CHE-102L General Chemistry Laboratory II (1 credits)

Three hours of laboratory.

Prerequisite(s): Take CHE-101L

Corequisite(s): Take CHE-102

CHE-105 Problem Solving for Chemistry 101 (3 credits)

To be taken in conjunction with CHE-101 as recommended by placement testing. Required for non nursing and exercise sports studies students who have an SAT Math Sub-score below 540 (23 on ACT Math) and High School Chemistry Above C (75 +).

Corequisite(s): Take CPC-022; Take CHE-101

CHE-111 Chemistry for Health Sciences (3 credits)

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.

CHE-112 Chemistry for Health Sciences II (2 credits)

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(s): Take CHE-111

CHE-113L Chemistry for the Health Sciences Lab (1 credits)

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(s): Take CHE-111

Corequisite(s): Take CHE-112

CHE-114 Applied Chemistry for the Health Science (4 credits)

This is a one-semester introductory course emphasizing those areas in chemistry where biochemistry, the physical sciences and human health intersect. Interactive, student-centered learning is emphasized, as is the process of scientific inquiry. The scientific content is chosen with special emphasis on its applicability to medical issues and includes topics drawn from general, organic and physical chemistry as well as biochemistry, including the basics of atomic structure and chemical reactivity, pH, energy, force, pressure, fluid flow, organic reactions and compounds, biochemical molecules and the cycles of life

Corequisite(s): Take CHE-114L

CHE-114L Applied Chemistry for the Hlth Sci Lab (0 credits)

This laboratory accompanies CHE-114. Emphasis is on integrative coverage of material contained in its companion course and is conducted in an active learning environment

Corequisite(s): Take CHE-114

CHE-115 Problem Solving for Chemistry 111/114 (3 credits)

This three-credit course focuses on the mathematical applications of general chemistry. This is a companion course to be taken in conjunction with CHE-111 or CHE-114 as recommended by placement testing and cannot be taken as a freestanding elective. Required for students who have an SAT Math Sub-score below 540 (23 on ACT Math) and High School Chemistry Above C (75 +).

Corequisite(s): Take CHE-111 - Exercise Sports Studies Students or (CHE-114 and CHE-114L) - Nursing Students at the same time as CHE-115.

CHE-142 Molecules (4 credits)

This is an introductory course in chemistry, which addresses the key concepts of chemistry by studying the structures and workings of the molecules that people encounter in everyday life. Material will be presented in a conceptual manner, with minimal mathematics, and, to the extent possible, in a manner which connects chemistry to the everyday experiences of 21st century human beings. Topics will include atoms, molecules, intermolecular forces, bonding, molecular structure, chemical reactions, heat and energy, rates and equilibrium, acids and bases, light, electrochemistry, polymers and biochemistry. Lab must be taken concurrently

Corequisite(s): Take CHE-142L

CHE-142L Molecules Laboratory (0 credits)

This course is the laboratory to accompany CHE-142

Corequisite(s): Take CHE-142

CHE-144 Natural Disasters (3 credits)

This course is for students of all majors. Students will be introduced to the basics of the causes and effects of a variety of natural disasters from volcanoes and earthquakes to hurricanes and blizzards. Specific disasters will be studied throughout the course and when appropriate, many of them focusing on the Buffalo area including the infamous Blizzard of '77. Students will also have an introduction to human-induced disasters and how humans are influencing the planet we live on. Basic chemistry will be introduced such as the periodic table, simple molecules such as various greenhouse gases and other pollutants and radioactivity. This course will satisfy a core science elective or it can also be taken as a free elective.

CHE-145 The Process of Scientific Discovery (3 credits)

This is an introductory science course where students will be introduced to the major elements of science and technology including the basic insights of chemistry, physics, biology and geology in the context of the social and historical development of technology. Special attention will be paid to the impact of the sciences on cultural and human endeavors, and on the role of social change and serendipity in the process of scientific discovery. This course could count as a non-major science core course, an IDS science elective or as a free elective for science majors. There are no prerequisite course requirements. Course may be offered with an emphasis on the field of biology (BIO-145), chemistry (CHE-145) or physics (PHY-145).

CHE-170 The Wide World of Chemistry (3 credits)

This course is an introductory chemistry course for non-science majors. The chemistry in this course will take us all over the globe and even beyond. Topics will include a history of the atom, the periodic table, chemistry in the Earth, the greenhouse effect, fuels, simple organic chemistry and radioactivity. This course cannot be used for elective credit in the chemistry major or minor.

CHE-170L The Wide World of Chemistry Lab (1 credits)

This course is an introductory chemistry course for non-science majors. The exact experiments may change, dependent on new chemistry simulations being developed, but will include introductory chemistry topics. The experiments will introduce students to topics such as interactions of various compounds with light, the greenhouse effect, radioactivity, molecular shapes and organic molecules. This course cannot be used for elective credit in the chemistry major or minor.

CHE-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

CHE-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

CHE-209 Principles of Organic Chemistry (3 credits)

This is a survey of organic chemistry, including functional groups and their chemical behavior. Compounds of importance to biology and biochemistry are stressed. This course cannot be taken in place of either CHE-219 or CHE-220.

Prerequisite(s): Take CHE-102

Corequisite(s): Take CHE-209L

CHE-209L Principles of Organic Chemistry Lab (1 credits)

This is a laboratory course to compliment the material discussed in CHE-209, which is one-semester survey course of organic chemistry.

Corequisite(s): Take CHE-209

CHE-219 Organic Chemistry (3 credits)

This course is a survey of the functional groups germane to organic chemistry. In particular, emphasis is placed on the physical properties, nomenclature, conformation, synthesis and reactions of alkanes, alkenes, alkynes. Additionally, the recognition of isomers from constitutional stereoisomers such as enantiomers and diastereomers is also stressed.

Prerequisite(s): Take CHE-101, CHE-101L, CHE-102, CHE-102L

Corequisite(s): Take CHE-219L

CHE-219L Organic Chemistry Lab (1 credits)

This lab emphasizes purification techniques central to organic chemistry such as recrystallization, distillation (simple and fractional), extraction, chromatography (column and thin layer), and chemical modification. Also, several syntheses are chosen to illustrate lecture material such as, but not limited to reactions such as substitution and bond cleavage. It consists of three hours of lab a week.

Corequisite(s): Take CHE-209 or CHE-219

CHE-220 Organic Chemistry II (3 credits)

This course is a continuation of CHE-219. The physical properties, nomenclature, synthesis and reactions of aromatic rings, alcohols, aldehydes and ketones. Amines, carboxylic acids and its derivatives, ethers, epoxides, sulfides, conjugated systems, aromaticity and enols are studied. The theory and application of a variety of spectroscopic (infrared, nuclear magnetic resonance and mass spec) methods are also covered.

Prerequisite(s): Take CHE-219

Corequisite(s): Take CHE-220L

CHE-220L Organic Chemistry II Lab (1 credits)

This lab emphasizes the reactions that are covered in lecture such as, but not limited to, ester synthesis, electrophilic substitution of an aromatic ring, Grignard reagents and reduction of carbonyl compounds. This lab also places an importance on mastering spectroscopic methods such as IR and NMR utilizing in-house instrumentation. It consists of three hours of lab a week.

Prerequisite(s): Take CHE-219L

Corequisite(s): Take CHE-220

CHE-303 Biochemistry (3 credits)

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

Prerequisite(s): Take (CHE-219 CHE-219L BIO-101 BIO-101L BIO-102 BIO-102L) or (CHE-219 CHE-219L BIO-107 BIO-107L BIO-108 BIO-108L) or (CHE-219 CHE-219L CHE-220 CHE-220L)

Corequisite(s): Take CHE-303L

CHE-303L Biochemistry Laboratory (1 credits)

This laboratory supports the CHE-303 lecture course. Students required to take CHE-303 are also required to take CHE-303L (except for physician assistant students).

Corequisite(s): Take CHE-303

CHE-311 Physical Chemistry I (3 credits)

This is the first semester of the introductory course in Physical chemistry. Areas of study include statistical thermodynamics: Maxwell Boltzmann distribution partition function, thermodynamics functions, ideal gases, Einstein solid; spectroscopy: interaction of light with matter, Einstein coefficients, selection rules, atomic and molecular spectra, lasers; kinetics, rates, microscopic reversibility, steady state, collision theory.

Prerequisite(s): Take CHE-101 CHE-102 MAT-125

CHE-311L Physical Chemistry I Lab (1 credits)

This is a laboratory course which will complement the first semester of physical chemistry (CHE-311). Students will perform experiments illustrating the major areas of physical chemistry covered in physical chemistry I.

Prerequisite(s): Take CHE-101 CHE-102 MAT-125

Corequisite(s): Take CHE-311

CHE-312 Physical Chemistry II (3 credits)

This is the second semester of the introductory course in physical chemistry. Areas of study include quantum mechanics: history, Bohr atom, Schrodinger Equation, particle in a box, rigid rotor, simple harmonic Oscillator, hydrogen atom, MO theory; classical thermodynamics: Gibbs chemical potential, phase equilibria electrochemistry, irreversible processes. This is the second semester of the introductory course in physical chemistry. Areas of study include chemical kinetics, enzyme kinetics, electrochemistry, quantum mechanics, atomic structure, spectroscopy, molecular modeling and the chemical bond.

Prerequisite(s): Take CHE-101, 102 MAT-125

Corequisite(s): Take CHE-312L

CHE-312L Physical Chemistry II Lab (1 credits)

This is a laboratory course which will complement the second semester of physical chemistry (CHE-312). Students will perform experiments illustrating the major areas of physical chemistry covered in physical chemistry II.

Prerequisite(s): Take CHE-101 CHE-102 MAT-125

Corequisite(s): Take CHE-312

CHE-321 Physical Chemistry for the Life Sciences (3 credits)

This course will provide a focused exploration on the tenets that drive several core physical, chemical, and biochemical processes. Concepts covered will be explained in a broader context than is typically covered in a full (2) semester physical chemistry course emphasizing the usefulness and application of physical chemistry concepts to several "real world" applications in the life sciences. Topics covered will be thermodynamics, kinetics, and quantum mechanics, especially in relation to biomolecules.

Prerequisite(s): Take CHE-101 or CHE-102 and MAT-125

CHE-331 Analytical Chemistry (4 credits)

This is a first course in analytical chemistry emphasizing the basic concepts and laboratory techniques underlying quantitative analysis including analysis of quantitative measurements, simple and complex solution equilibria, volumetric and gravimetric techniques, electrochemistry, redox and potentiometric titrations, separations, and elementary photometric techniques.

Prerequisite(s): Take CHE-102 CHE-102L

CHE-332 Instrumental Analysis (4 credits)

This course will examine the basic tenets and applications of modern analytical instrumentation and their use in determining a wide variety of pertinent analytical data. Topics such as UV/Vis spectrometric methods, atomic absorption and emission spectrometry, gas chromatography, mass spectroscopy, luminescence and fluorescence spectrometry, HPLC, capillary electrophoresis, surface analysis and electrochemistry will be covered.

Prerequisite(s): Take CHE-102 CHE-102L

CHE-351 Medicinal Chemistry (3 credits)

This course will survey the relationships between organic chemistry, biochemistry, and physiology in the design and discovery of drugs. Strategies in optimizing drug-target interactions will be examined in select drug classes (e.g. NSAIDS, adrenergic agonists/antagonists).

Prerequisite(s): Take CHE-219 CHE-219L

Corequisite(s): Take CHE-303 CHE-303L

CHE-389 Special Topics in Chemistry (4 credits)

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

CHE-389L Special Topics in Chemistry Lab (0 credits)**CHE-401 Inorganic Chemistry (3 credits)**

This is an intermediate course in inorganic chemistry suitable for the junior or senior level student. The course contains a detailed review of atomic structure and bonding, as well as a discussion of group and molecular orbital theories. This course also provides a brief synopsis of organometallic chemistry and catalysis.

Prerequisite(s): Take CHE-220 CHE-220L

CHE-407 Research At DYC (1-3 credits)

This course provides an introduction to research. While it is expected that most participants will be students majoring in chemistry, sufficiently motivated and prepared students from all majors can be admitted. Students will work on experimental projects under the individual supervision of a faculty member.

CHE-408 Research At DYC (1-3 credits)

This course provides an introduction to research. While it is expected that most participants will be students majoring in chemistry, sufficiently motivated and prepared students from all majors can be admitted. Students will work on experimental projects under the individual supervision of a faculty member.

CHE-412 Spectroscopy (3 credits)

This is a one-semester course in the fundamentals of spectroscopy. This course will cover ultra-violet spectrometry, mass spectrometry, infrared spectrometry, proton (H) magnetic resonance (NMR) spectrometry, ¹³C NMR spectrometry, correlation spectrometry (1H-J1 COSY AND 1-13c COSTY) and spectrometry of other important nuclei (e.g., ¹⁹F and ³¹P) to aid in the elucidation and structural confirmation of a wide variety of organic molecules and/or biologically relevant molecules

Prerequisite(s): Take CHE-101 CHE-101L CHE-102 CHE-102L CHE-219 CHE-219L CHE-220 CHE-220L CHE-303 CHE-303L

CHE-421 Survey of Organometallic Chemistry (3 credits)

This is an introductory survey course in organometallic chemistry, which combines organic chemistry with inorganic chemistry. The course will include a general overview of the basics of organometallic chemistry, Topics include properties of ligands, bonding, oxidative addition, reductive eliminations, insertions, hydroformylation, C-H functionalization, olefin metathesis, gold catalysis, current research and industrial processes.

Prerequisite(s): Take CHE-219 CHE-219L

Corequisite(s): Take CHE-220 CHE-220L

CHE-450 Chemistry Research (2-6 credits)

Research is conducted in an area selected in consultation with the staff members.

CHE-451 Chemistry Research (2-6 credits)

Research is conducted in an area selected in consultation with the staff members.

CHE-499 Capstone Experience (1-2 credits)

Chinese (CHI)

CHI-101 Chinese (3 credits)

This is a foundation course aimed at enabling students to communicate in modern Mandarin Chinese for everyday purposes. Basic skills of listening, speaking, reading and writing will be developed with a focus on modern Chinese characters and basic sentence patterns. Students will be exposed to authentic language environments and provided with opportunities to practice their language skills. Though designed for students with no previous formal training in Chinese, this course can also be taken by students with some Chinese language backgrounds to further their communication skills.

CHI-102 Chinese Level II (3 credits)**CHI-389 Study Abroad Special Topics (3 credits)**

Chiropractic (CHR)

CHR-579 Special Topics (2 credits)**CHR-600L Introduction to Chiropractic Lab (2 credits)**

Clinical laboratory sessions comprise additional instruction, demonstration and practice of the following chiropractic evaluation techniques: static palpation, postural evaluation, spinal landmark evaluation, leg-length evaluation and Maigne's method of evaluation.

Prerequisite(s): Take BIO-639 BIO-639L

CHR-613 Pharmacology I (3 credits)

The pharmacology course series integrates the principles and mechanisms of action and drug effect with the pharmacotherapy of common disease and syndromes.

CHR-614 Pharmacology II (3 credits)

This course is a continuation of Pharmacology I.

Prerequisite(s): Take CHR-613

CHR-621 Physiologic Therapeutics (4 credits)

This course studies the therapeutic utilization of heat, cold, light, electricity and sound. Students analyze physiologic responses to therapeutic modalities and evaluate their effectiveness as therapeutic agents. This course also includes a review of research relative to the therapeutic modalities. Theories and methods of the holistic approach to management of acute and chronic pain syndromes are presented. Laboratory experiences include practice sessions to gain experience in the utilization of heat, cold, light, electricity and sound for management of acute and chronic pain syndromes.

Prerequisite(s): Take BIO-639 BIO-639L CHR-600L

Corequisite(s): Take CHR-621L

CHR-621L Physiological Therapeutics Lab (1 credits)

This lab is consistent with material covered in lectures in CHR-621.

Prerequisite(s): Take BIO-639 BIO-639L CHR-600L

Corequisite(s): Take CHR-621

CHR-623 Clinical Internship I (7 credits)

The focus of this course is on comprehensive health: wellness maintenance, illness prevention and restorative care. Patients of different age groups and cultural backgrounds are treated. The practice emphasis is on the structure and function of the body's neuromusculoskeletal framework and the relationship this framework has to the health and well-being of the whole person (bio-psycho-social-spiritual). Spinal manipulation is the major intervention. The range of services provided include the use of diagnostic imaging to evaluate patients with neuromusculoskeletal, related health problems and pathologies, physiotherapeutic modalities, lifestyle and nutrition counseling; and the use of a variety of myofascial and rehabilitative procedures considered alternative and complementary in nature. Additionally, students are taught the importance of case management and/or utilization of referral and follow-up procedures for patients experiencing pathologies that require co-treatment with other licensed health care providers.

Prerequisite(s): Take BIO-507L BIO-508L BIO-603 BIO-603L BIO-607 BIO-608 BIO-608L BIO-610 BIO-639 BIO-639L BIO-659 BIO-660 CHR-657 CHR-664 CHR-665 CHR-637 CHR-636 CHR-614 CHR-634 as well as a passing score on NBCE or CCEB (Canadian students) and IRB approval.

CHR-624 Clinical Internship II (7 credits)

This course is a continuation of CHR-623, Clinical Internship I.

Corequisite(s): Take CHR-623

CHR-625 Clinic Internship III Preceptorship (7 credits)

This course builds on the clinical internship requirement. The same focus on practice continues; however, externship hours are completed in a variety of community-based clinical settings under the supervision of qualified adjunct clinical associates.

Prerequisite(s): Take CHR-624

CHR-627 Project Advisement (1-3 credits)

This course provides faculty guidance in the implementation, evaluation and completion of an approved research project. The project must be completed according to the guidelines as printed in the D'Youville College Project Handbook. Student must register for their project director's section and for the number of credit hours required by the program.

CHR-631 Biomechanics (3 credits)

This course will introduce the student to basic biomechanics. This will include the understanding of basic terminology associated with human movement in three planes. This course will also present an introduction to kinematics and kinetics as it pertains to human movement both normal and abnormal. Clinical case studies will be analyzed with specific attention placed on the most commonly treated chiropractic diagnoses as they relate to clinical practice. An analysis of upper and lower extremity joint mechanics will be introduced. Specific attention will be placed on spinal biomechanics both normal and abnormal.

Prerequisite(s): Take CHR-635 CHR-635L CHR-600L

CHR-633 Clinical Nutrition (2 credits)

This in-class course will provide the student with an understanding of the principles and practices of "evidence-informed clinical nutrition" and its importance in patient centered management. The subject will review the basic biochemical properties of nutrients as well as common diagnostic tests to identify a condition, recommend specific nutrients and monitor therapeutic benefits of these recommendations. This course will serve as a capstone course to compliment other core curriculum nutrition courses of the DYC doctor of chiropractic program. The format of the course will include Power Point presentations, discussions, case analysis, and review of the best available evidence in the current literature.

Prerequisite(s): Take BIO-603 BIO-607 NTR-611 CHR-640

CHR-634 Intro to Epidemiology & Public Health (3 credits)

This course is focused on the discussion of different definitions and descriptions of what constitutes public health, the contributions and value of public health and the interface that exists between chiropractic practice and public health. The Wellness Model of Healthy People 2010 and levels of prevention are discussed along with examples as to how basic public health concepts should be incorporated into the development of a comprehensive chiropractic plan of care. Lectures cover such topics as the impact on public health by environmental factors, diet and nutrition, infectious diseases, chronic diseases, physical fitness, musculoskeletal conditions, accidents and physical injuries, and tobacco, alcohol and drug abuse. Emphasis is placed on reviewing health care and public health literature and on integrating evidence based research findings into clinical practice. The importance of incorporating health teaching and counseling related to disease prevention and health promotion into the chiropractic plan of care and on understanding public health as a personal responsibility is stressed. The need for more integration of chiropractic into the mainstream public health system is discussed.

CHR-635 Spinal Anatomy (3 credits)

This course involves an in-depth study of the nervous system including: embryology, neuroanatomy, neurophysiology, and neuropharmacology. This course will include laboratory sections of the anatomy of the spine bones, muscles, and nerves by examining specimens.

Prerequisite(s): Take BIO-639 BIO-639L

Corequisite(s): Take CHR-635L

CHR-635L Spinal Anatomy Lab (1 credits)

This lab is consistent with material covered in lecture in Chr 635.

Corequisite(s): Take CHR-635

CHR-636 Sports Injuries & Emergency Care (1 credits)

This course shall prepare the health care practitioner to appropriately evaluate and provide basic lifesaving skills for a variety of medical emergencies. Such medical emergencies can present themselves to a health care practitioner in a variety of settings including, but not limited to, one's clinical practice, a sporting event or during personal time. This course will prepare the health care practitioner to appropriately evaluate the safety of the scene of the emergency, clinically evaluate the patient's injuries, and treat/ stabilize said injuries utilizing basic life savings and other clinical management techniques. Additionally, this course will relate the general training and goals of a medical team, as well as members of the emergency medical services team, to better prepare the health care practitioner to collaboratively engage with these individuals.

Prerequisite(s): Take BIO-639 BIO-639L CHR-640 CHR-640L

Corequisite(s): Take CHR-636L

CHR-636L Sports Injuries & Emergency Care Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-636.

Prerequisite(s): Take BIO-639 CHR-640

Corequisite(s): Take CHR-636

CHR-637 Chiropractic Rehabilitation (2 credits)

Students in this course learn the contemporary use of exercise for the rehabilitation and functional restoration of the musculoskeletal system. The course is taught in a case-based format, providing practical information for planning, prescribing and monitoring exercise programs in a region-specific context. Students also learn the indications and contraindications for therapeutic exercise prescription and concepts of exercise progression. They develop an understanding of the chiropractor's role in functional recovery as it pertains to occupational issues and disability management.

Prerequisite(s): Take CHR-621 CHR-621L CHR-655 CHR-655L

Corequisite(s): Take CHR-637L

CHR-637L Chiropractic Rehabilitation Lab (3 credits)

This lab is consistent with material covered in lectures in CHR-637.

Prerequisite(s): Take CHR-621 CHR-621L CHR-655 CHR-655L

Corequisite(s): Take CHR-637

CHR-638 Psychology for Health Care Professionals (3 credits)

The purpose of this course is to provide students with knowledge concerning issues they may face as future practitioners regarding themselves and their patients. Specifically, the course will provide an overview of mental health concerns, crisis issues, pain management and self-care. Attention will also be given concerning how these issues are to be addressed as students work with future patients along with attempting to make appropriate referrals.

CHR-639 History & Physical Examination (3 credits)

Examines all areas of patient interviewing such as history of present illness, comprehensive health history, recordkeeping, problem-oriented history-taking, narrative format histories, nonverbal communication, and patients with special problems. Students learn and practice examination and assessment, with emphasis on performing and interpreting comprehensive physical examination procedures of the non-neuromusculoskeletal systems in the adult patient. Laboratory experience will include continuing demonstration and practice of the history taking and physical exam procedures.

Prerequisite(s): Take BIO-639 BIO-639L

Corequisite(s): Take CHR-639L

CHR-639L History & Physical Examination Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-639.

Prerequisite(s): Take BIO-639 BIO-639L

Corequisite(s): Take CHR-639

CHR-640 Clinical Diagnosis (6 credits)

Introduction to laboratory skills, including venipuncture, and discussion of urinalysis, hematology and serology. Emphasis on interpretation of laboratory test results and study of case histories to enhance clinical learning and diagnostic skills. Discussion of laboratory alterations accompanying abnormal function of body organs and specific diseases, with emphasis on interpretation of blood chemistries. Choosing appropriate lab tests. Correlation of laboratory results with patient history and examination findings. Case histories are discussed to enhance clinical learning.

Prerequisite(s): Take BIO-607 BIO-610 BIO-639 CHR-639 CHR-639L

Corequisite(s): Take CHR-640L

CHR-640L Clinical Diagnosis Lab (1 credits)

This lab is consistent with material covered in lectures in CHR-640.

Prerequisite(s): Take BIO-607 BIO-610 BIO-639 CHR-639 CHR-639L

Corequisite(s): Take CHR-640

CHR-641 Historical Foundations (1 credits)

This course will introduce the student to the historical foundations of our profession. They will become familiar with the key individuals and events that created and shaped Chiropractic as a profession. The student will examine the historical relationship with other professions.

CHR-642 Chiropractic Theories & Evolution Theories & Evolution of the Profession (1 credits)

This course will introduce the student to the historical evolution of the theories of the chiropractic subluxation. They will become familiar with the key theories that have helped to shape chiropractic as a profession.

Prerequisite(s): Take CHR-641

CHR-644 Business Entrepreneurship (4 credits)

This four credit graduate level course introduces students to principles of chiropractic office management, important aspects of business planning, and financial considerations necessary to successfully establish and manage chiropractic practice. Students explore external and internal factors impacting their cost-effective service to patients, adherence to sound ethical behavior, and application of sound business principles. The course serves as a vehicle for students to integrate prudent business planning and decision-making in the management of a chiropractic office/ practice.

CHR-645 Soft Tissue Techniques (4 credits)

This course provides the student with a comprehensive evidenced-informed approach to the unique health and wellness concerns of pediatric and female patients. The course will review the developmental milestones of pediatric patients, through a review of examination, assessment, and chiropractic case management protocols. Unique women's health conditions will be reviewed and specific chiropractic case management protocols will be introduced in this course. The course will include didactic PowerPoint presentations, case analysis in an active learning format, and treatment demonstrations.

Prerequisite(s): Take CHR-600L

Corequisite(s): Take CHR-645L

CHR-645L Soft Tissue Techniques Lab (1 credits)

This lab is consistent with material covered in lectures in CHR-645.

Corequisite(s): Take CHR-645

CHR-646 Geriatric & Special Needs Populations (2 credits)

This course will provide students with knowledge and skills necessary for health assessment of the geriatric and special needs patient. Emphasis will be placed on the collection and synthesis of information leading to the development of a comprehensive plan of evaluation and care. Evidence-informed practice concepts related to health promotion, disease prevention, and treatment will be utilized to develop critical thinking and diagnostic reasoning skills.

Prerequisite(s): Take CHR-640

CHR-647 Pediatrics & Women's Health (2 credits)

This course provides the student with a comprehensive evidenced-informed approach to the unique health and wellness concerns of pediatric and female patients. The course will review the developmental milestones of pediatric patients, through a review of examination, assessment, and chiropractic case management protocols. Unique women's health conditions will be reviewed and specific chiropractic case management protocols will be introduced in this course. The course will include didactic PowerPoint presentations, case analysis in an active learning format, and treatment demonstrations.

Prerequisite(s): Take CHR-640

CHR-649L Psychomotor Skills Lab (0.5 credits)

This course will begin to prepare students to develop the professional communication and interpersonal skills that are needed to interact with patients, patients' family, and other health care providers in a safe and respectful environment. Topics will expose students to the American Chiropractic Association code of ethics as they apply to patient and the academic setting, current and future modes of health care delivery including interprofessional collaboration, evidence based care models, and patient and doctor safety in clinical practice. Students will begin to understand the necessary personal and professional attributes that are necessary as a healthcare provider with an introduction in the psychomotor skills used as a chiropractor.

CHR-650 Adjustive Techniques I (1 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic area.

Prerequisite(s): Take CHR-600L

Corequisite(s): Take CHR-650L

CHR-650L Adjustive Techniques I Lab (2 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic area.

Prerequisite(s): Take CHR-600L

Corequisite(s): Take CHR-650

CHR-651 Adjustive Techniques II (1 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with both dynajust and force plate teaching/ evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the lumbar and pelvic areas.

Prerequisite(s): Take CHR-650 CHR-650L

Corequisite(s): Take CHR-651L

CHR-651L Adjustive Techniques II Lab (1 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with both dynajust and force plate teaching/ evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the lumbar and pelvic areas.

Prerequisite(s): Take CHR-650 CHR-650L

Corequisite(s): Take CHR-651

CHR-652 Adjustive Techniques III (1 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with both dynajust and force plate teaching/ evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic, lumbar, and thoracic areas.

Prerequisite(s): Take CHR-651 CHR-651L

Corequisite(s): Take CHR-652L

CHR-652L Adjustive Techniques III Lab (1 credits)

This course will present contemporary theories of chiropractic science and practice related to the assessment, diagnosis, treatment, and evaluation of spinal dysfunction. Theory of segmental dysfunction, outcome measures of dysfunction, theory of facilitation, and clinical management of spinal dysfunction across the age continuum will be included. The student will be introduced to a cross referencing approach to treatment of the vertebral subluxation complex utilizing the diversified technique, Palmer-Gonstead, orthogonality, and the motion-spatial / fixation concept. The course will review current research related to somatovisceral influences and their associated pathophysiology and neurodystrophy. The clinical laboratory will comprise an integration of biomechanics and physical assessment skills, with emphasis on the spine; a practical review of methods of chiropractic terminology (e.g., listings); and a synthesis of static and motion palpation procedures and techniques with both dynajust and force plate teaching/ evaluations. Demonstration and practice sessions will be given, utilizing various adjustive and manipulative interventions for treating subluxation in the pelvic, lumbar, and thoracic areas.

CHR-653 Adjustive Techniques IV (5 credits)

This course will build on the process of assessment, treatment analysis & adjustive techniques of CHR-631, CHR-650, CHR-651, and CHR-652. The course content reflects a synthesis of biomechanics, orthopedic testing, orthopedic diagnosis, and adjustive/ manipulative procedures for the spine and the pelvic region. Emphasis will be placed on examining various spinal conditions, including those conditions resulting from spinal trauma. Additionally, the student will learn about orthotics, taping and soft tissue techniques utilized to treat conditions of the spine across the age continuum. Clinical laboratory experience will be divided into two sections: Section I will emphasize the cervical and thoracic orthopedic tests. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses with both dynamometer and force plate evaluations. The use of orthotic devices, taping, and procedures for treating various spinal conditions will be discussed and demonstrated.

Prerequisite(s): Take CHR-652 CHR-652L

Corequisite(s): Take CHR-653L CHR-655 and CHR-655L

CHR-653L Adjustive Techniques IV Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-653. Clinical laboratory experience will be divided into two sections; section I will emphasize the cervical and thoracic orthopedic tests. All sections will continue with a selective review and practice of various manipulative and adjustive techniques covered in earlier courses with both dynamometer and force plate evaluations. The use of orthotic devices, taping, and procedures for treating various spinal conditions will be discussed and demonstrated.

Prerequisite(s): Take CHR-652 CHR-652L

Corequisite(s): Take CHR-653

CHR-655 Adjustive Techniques VI (5 credits)

This course is a continuation of CHR-652. Course content will reflect a synthesis of biomechanics, orthopedic testing, musculoskeletal diagnosis, sports injuries, and adjustive/manipulative procedures across the age continuum with an emphasis on the extra spinal regions of the body. Clinical laboratory experience will be divided into two sections: Section I will emphasize orthopedic tests for the extremities. Section II will cover extremity-adjusting procedures, as well as evaluation and soft tissue methods used for the assessment, diagnosis, treatment, and evaluation for conditions involving the extremities. Additionally, the student will learn practical concepts regarding orthotic devices, taping and casting techniques for various extremity conditions.

Corequisite(s): Take CHR-653 CHR-653L and CHR-655L

CHR-655L Adjustive Techniques VI Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-655. Clinical laboratory experience will be divided into two sections: Section I will emphasize orthopedic tests for the extremities. Section II will cover extremity-adjusting procedures, as well as evaluation and soft tissue methods used for the assessment, diagnosis, treatment, and evaluation for conditions involving the extremities. Additionally, the student will learn practical concepts regarding orthotic devices, taping and casting techniques for various extremity conditions.

Corequisite(s): Take CHR-655

CHR-656 Clinical Neuroscience (4 credits)

An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours.

Prerequisite(s): Take CHR-635

Corequisite(s): Take CHR-656L

CHR-656L Clinical Neuroscience Lab (1 credits)

An in-depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours, and two laboratory hours.

Prerequisite(s): Take CHR-635

Corequisite(s): Take CHR-656

CHR-657 Applied Neurology (3 credits)

This course is concerned with human neurology, both biochemical and physiologic. Content will focus on the cardinal manifestations of neurological disease; growth and development of the nervous system; the neurology of aging; and the pathology, symptomatology, and diagnostic testing for major categories of neurological disease, including disease of the spinal cord, peripheral nerves and muscles. In addition, the course will include an introduction of related psychiatric disorders, the interpretation of electrodiagnosis, and a review of current research literature and the need for evidence-based research. Laboratory sessions will include demonstration and practice in performing various neurological tests.

Prerequisite(s): Take CHR-656

CHR-657L Applied Neurology Lab (2 credits)

this lab is consistent with material covered in lectures in CHR-657.

Prerequisite(s): Take CHR-656

CHR-661 Diagnostic Imaging I (3 credits)

This course will introduce the student to diagnostic imaging as an assessment tool used in the development of a comprehensive patient profile. The dual focus of this course will be on the physics and processes involved in radiographic techniques and normal radiographic anatomy. The course will provide instruction concerning radiographic physics and processes involved in the use of the x-ray machine including image receptor equipment, factor calculation, and film processing and storage. The effects of ionizing radiation on biological systems, and Federal and state safety guidelines regulating the use of x-rays will be examined. The cost/benefit ratio of utilizing imaging and its relative value as a diagnostic tool will be examined. Radiographic interpretation instruction will include the normal radiological anatomy of the spine, viscera, and the extremities.

Prerequisite(s): Take BIO-639

Corequisite(s): Take CHR-661L

CHR-661L Diagnostic Imaging Lab (0.5 credits)

This lab is consistent with material covered in lectures in CHR-661.

Prerequisite(s): Take BIO-639

Corequisite(s): Take CHR-661

CHR-662 Diagnostic Imaging II (4 credits)

This course will build on the knowledge gained in Diagnostic Imaging I. Utilizing conventional radiographs, focus will be on recognizing bone pathologies and selected variants of the spine and extremities. Imaging results will be correlated with patient history, physical examination, and laboratory findings. A regional approach will be utilized to explore neoplastic, infectious diseases; metabolic, skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides and trauma. The need for appropriate case management will be emphasized. Laboratory experience will include continuing demonstration and practice of the use of x-ray equipment, positioning techniques, and imaging interpretation for the accurate identification of pathological processes.

Prerequisite(s): Take CHR-661 CHR-661L

Corequisite(s): Take CHR-662L

CHR-662L Diagnostic Imaging II Lab (2 credits)

This course will build on the knowledge gained in Diagnostic Imaging I. Utilizing conventional radiographs, focus will be on recognizing bone pathologies and selected variants of the spine and extremities. Imaging results will be correlated with patient history, physical examination, and laboratory findings. A regional approach will be utilized to explore neoplastic, infectious diseases; metabolic, skeletal dysplasias; hematological and nutritional disorders; as well as degenerative, inflammatory, and metabolic arthritides and trauma. The need for appropriate case management will be emphasized. Laboratory experience will include continuing demonstration and practice of the use of x-ray equipment, positioning techniques, and imaging interpretation for the accurate identification of pathological processes.

Prerequisite(s): Take CHR-661 CHR-661L

Corequisite(s): Take CHR-662

CHR-663 Diagnostic Imaging III (4 credits)

This course will place an emphasis on the importance of correlation of radiographic findings with the patient history, physical examination, and related laboratory findings. The need for case management, including appropriate referral and follow-up for patients experiencing certain medical conditions or pathologies as listed in the syllabus, will be studied. Part 1: The focus of this portion of the course will be the use of advanced specialized imaging techniques with an emphasis on the spine and musculoskeletal system. Topics will include magnetic resonance imaging, computed tomography, myelography, discography, radionuclide imaging, and bone densitometry. Additionally, the course will present information about digital storage and retrieval of radiographic findings and the use of computer-assisted diagnostic programs. Part 2: The focus of this portion of the course will be interpreting diagnostic images of the abdomen with an emphasis on the differentiation between normal and abnormal findings. Content will cover predominantly abdominal calcifications and major diseases affecting the abdominal organs that may be encountered in a chiropractic office. Part 3: The focus of this portion of the course will be interpreting diagnostic images of the chest with an emphasis on the differentiation between normal and abnormal findings. Content will cover the following topics: diseases of the airways; diseases of the chest including cavities, cysts, lesions, and calcification; pulmonary and circulatory diseases; thoracic neoplasms; and generalized radiographic findings of various internal organs.

Prerequisite(s): Take CHR-662 CHR-662L

Corequisite(s): Take CHR-663L

CHR-663L Diagnostic Imaging III Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-663.

Prerequisite(s): Take CHR-662 CHR-662L

Corequisite(s): Take CHR-663

CHR-664 Diagnostic Imaging IV (4 credits)

This capstone course will review and reinforce the knowledge gained in Diagnostic Imaging II. Utilizing conventional radiographs and advanced imaging, focus will be on recognizing bone pathologies and selected variants of the spine and extremities based on a regional anatomic case-based approach. Imaging results will correlate patient history, physical examination, and laboratory findings with neoplastic, infectious, metabolic and dysplastic disorders as well as degenerative, inflammatory, and metabolic arthritis and skeletal injury. The need for a systematic approach to case management will be emphasized. Laboratory experience will include review of many representative cases.

Prerequisite(s): Take CHR-663 CHR-663L

Corequisite(s): Take CHR-664L

CHR-664L Diagnostic Imaging IV Lab (2 credits)

This lab is consistent with material covered in lectures in CHR-664. Laboratory experience will include review of many representative cases.

Prerequisite(s): Take CHR-663 CHR-663L

Corequisite(s): Take CHR-664

CHR-665 Diagnostic Imaging V (2 credits)

This course will introduce the student to radiographic positioning. Instruction will emphasize the optimal procedures in positioning to produce radiographic images that demonstrate radiological anatomy of the spine, viscera, and the extremities. The principles of radiographic positioning and federal and state safety guidelines regulating the use of x-rays will be examined. Laboratory experience includes demonstration of the proper and safe use of equipment and positioning techniques.

Prerequisite(s): Take CHR-661 CHR-661L

Corequisite(s): Take CHR-665L

CHR-665L Diagnostic Imaging V Lab (1 credits)

This lab is consistent with material covered in lectures in CHR-665. Laboratory experience includes demonstration of the proper and safe use of equipment and positioning techniques.

Prerequisite(s): Take CHR-661 CHR-661L

Corequisite(s): Take CHR-665

CHR-670 Professional Communications (2 credits)

This class is an overview of fundamental professional writing as it applies to professional communication. Each week students will participate in active learning through reading, discussion, completing exercises, written assignments, peer editing, and revision. The overall objective of this course is to create/reinforce sound written and oral communication skills in students preparing to become clinicians.

CHR-671L EIP I: Information Literacy Lab (1 credits)

This laboratory class is a foundation for the Evidence-Informed Practice (EIP) sequence of courses. The course is designed to teach students how to use the library, its resources and services. Basic and advanced library research strategies are taught through active learning workshops, exercises and assignments. The emphasis will be on developing the information literacy skills necessary to navigate through the online library databases, web resources, and print materials necessary for health care practitioners to remain current with the best available evidence.

CHR-672 EIP II Resh Meth Design & Stats Intp (3 credits)

This is the second course in the evidence-informed practice (EIP) sequence. The course is a qualitative introduction to the fundamental structure of research. It introduces the different types of research studies, and addresses the basic statistical tools involved in evaluating various research designs. Students will learn how to interpret statistical results in the context of clinical applications. The course prepares students to read and understand biomedical literature, enabling them to be up-to-date on the latest research in their field and allowing them to offer their patients the best evidence-informed care available.

Prerequisite(s): Take CHR-671L

CHR-673 EIP III: Chiro Prin: Evid Inform Pract (3 credits)

This is the third course in the evidence-informed practice (EIP) sequence. This course builds on CHR-672 and will concentrate on concepts of evidence-informed practice with a specific focus on evidence informed chiropractic. EIP is the future of our healthcare system and will drive future best practice in all professions. This course is intended to teach students to better assist the patient through EIP guided reasonable and rational decisions about health care.

Prerequisite(s): Take CHR-672

CHR-674L EIP Iv: Journal Club Seminar (1 credits)

This seminar lab course is the fourth in the evidence-informed practice (EIP) sequence. This is an interactive course designed to sharpen the students' research literacy and evidence-informed practice (EIP) skills. Applied EIP is emphasized, including questioning, researching, analyzing and communicating clinically relevant information. The overall objective of this course is to create sound EIP habits in students, preparing to become doctors of chiropractic. Students will research, develop, and present a journal club of clinically relevant, important, and applicable biomedical research literature to a small group of peers and practicing clinical mentors and professionals. Students will apply key EIP skills (asking, accessing, appraising, applying, and assessing) along with the concept of critical appraisal to the literature. Emphasis is placed on how the research and clinical literature impacts clinical decisions in chiropractic practice.

Prerequisite(s): Take CHR-673

CHR-675 EIP V: Evidence-Informed Clinical Mgmt (4 credits)

This capstone lecture course is the fifth in the evidence-informed practice (EIP) sequence of courses. It provides the student with an understanding of the principles and practices of EIP and its importance in patient-centered care. The course reflects a synthesis of all prerequisite courses in the chiropractic program and prepares the student to implement evidence-informed chiropractic in primary care model. Emphasis will be placed on the application of patient centered, evidence-informed best practice protocols, and the use of integrative clinical management strategies to improve health outcomes. The student will learn effective communication and documentation for a wide range of healthcare related activities which include patient care, professional communication, health education, record keeping, and reporting.

Prerequisite(s): Take CHR-653 CHR-653L CHR-674L

Corequisite(s): Take CHR-675L

CHR-675L EIP V: Evidence-Informed Clin Mgmt Lab (1.5 credits)

This lab accompanies CHR-675 Capstone course.

Prerequisite(s): Take CHR-653 CHR-653L CHR-674L

Corequisite(s): Take CHR-675

CHR-676L Introduction to Clinical Laboratory (1.5 credits)

This course serves as introduction to the clinic setting and initial training in electronic health records in the context of acquiring and documenting a comprehensive medical history and examination findings. The dual focus of this course will be on integration of the components of a history into a patient's medical record and on developing an efficient process flow. This course will provide instruction to utilize electronic health records (EHR) in compliance with the industry-standard for documentation, billing and coding. Course content and format will also reinforce previously learned history taking, physical and orthopedic examination skills. Students will learn and apply clinic procedures and protocols while treating chiropractic students to ensure success in the outpatient clinical setting.

CHR-679 Special Topics (2 credits)**CHR-679L Special Topics Lab (0 credits)**

College Prep Chemistry (CPC)

CPC-022 Coll Prep Chem (0 credits)

This is a course which prepares students who lack adequate chemistry background (either no high school chemistry or demonstrated need based on Learning Center testing and consultation with the instructor) to undertake the chemistry required by their major program. Required for students with an SAT Math Sub-Score below 520 (22 on ACT Math) - and No High School Chemistry OR Most Recent High School Chemistry Grade Below C (or below 75). Also for students who have not taken HS chemistry.

Course Types: Learning Skills

Computer Science (CSC)

CSC-110 Computers and Computing (3 credits)

This is an introduction to the fundamental ideas of computers and their implementation: office applications (word processor, spread sheet, presentation and database), elementary website design, blogging, Internet use for research (hardware, software, early pioneers of the computing industry, common terminology, etc.) and some elementary programming. Instructors may include other appropriate topics. Both Windows and MAC OS will be utilized. (Not open to those with credit in CSC 151.)

CSC-120 Computers & Electronic Health Records (3 credits)

This is an introduction to the fundamental ideas of computers and their role in society. Students learn of the historical origins of computers, the development of computers since WWII, their uses and impact in society, emerging technologies, and the implementation of computers: operating systems, software applications, the Internet, and an introduction to some elementary programming: e.g., HTML, SQL (Databases and Electronic Health Records), advanced spreadsheet formulas. Electronic medical records (EMRs) are a digital version of the paper charts in the clinician's office. Electronic Health Records (EHRs) focus on the total health of the patient by focusing a broader view of all aspects of a patient's care. This course has a great deal of emphasis on databases including practical hands-on experience using (EMR/EHR) software.

Prerequisite(s): Take MAT-101 or achieve a placement test score indicating mastery of the MAT-101 material.

CSC-149 Robotics (3 credits)

Prerequisite(s): Take MAT-101 or achieve a placement test score indicating mastery of the MAT-101 material.

CSC-151 Introduction to Programming I (3 credits)

This is an introduction to computer programming using a modern language: program structure, procedures, functions, loops, if-then-else, arrays and records.

Prerequisite(s): Take MAT-101 or achieve a placement test score indicating mastery of the MAT-101 material.

CSC-152 Introduction to Programming II (3 credits)

Prerequisite(s): Take CSC-151

CSC-389 Special Topics (3 credits)

This course presents an opportunity to study a selected topic in computer science. Topics originate with faculty or students

Dance (DAN)

DAN-101 Introduction to Dance (3 credits)

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-201 Ballet (3 credits)

DAN-210 Introduction to Ballet (3 credits)

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 credits)

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

DAN-305 Dance Performance and Technique (3 credits)

This course offers students an opportunity to develop an appreciation for choreography and dance ability through practice. Emphasis will be given to refining traditional movement exercises and choreographic endeavors in ballet, modern and jazz technique

Prerequisite(s): Take DAN-300

DAN-389 Special Topics in Dance (3 credits)

Dietetics (DTC)

DTC-101 Orientation to Dietetics (1 credits)

This seminar course will introduce the student to the educational and professional requirements within the field of dietetics. Students will be introduced to and understand the dietetics program curriculum standards and opportunities for personal and professional development within the college and community. An overview of the evolution of the field as well as current and future trends of dietetics will be provided. The course will explore career opportunities, career planning and professional roles and responsibilities of the registered dietitian. Students will be introduced to and understand the governance of dietetics practice including the Academy of Nutrition and Dietetics' Code of Ethics and the Standards of Professional Performance. This course is one hour per week.

DTC-105 Introduction to Culinary Skills (3 credits)

This introductory course provides hands-on instruction in the dietetics lab (kitchen) on food preparation and culinary techniques. The course is designed for students of all majors who would like to enhance their food preparation skills. Food selection and preparation will focus on healthy food choices. An introduction to basic nutrition will be provided with a concentration on the public health effect of poor nutrition choices. Open to all students.

DTC-205 Food Science (3 credits)

This is a fundamental course in the basic principles of food preparation. Emphasis is on food chemistry, the function of ingredients and food preparation skills. The course consists of two lecture hours and two lab hours. Open to all students.

DTC-210 Food and Culture (2 credits)

This two-credit course will introduce the student to the study of the social, cultural, and psychological factors which influence food selection. Cultural eating patterns and nutrition-related health problems of various ethnic and racial groups will be explored. An introduction to basic food preparation and culinary techniques will be used to further investigate food choices of various cultures. An emphasis will be placed on the strong influence of culture on food attitudes and behaviors which affects the counseling strategy of the health care professional. The effect of globalization on food selection and health will be studied. Assignments address current research regarding food and culture and encourage the student to explore nutrition practices of culturally diverse clients. This course consists of one lecture hour and two lab hours. Open to all majors; required course for dietetics majors.

DTC-306 Principles of Nutrition (3 credits)

The course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention. Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles, and fad diets will also be addressed. Open to all students

Prerequisite(s): Take BIO-108 CHE-102

DTC-319 Nutritional Biochemistry (3 credits)

This advanced course provides an in-depth study and discussion of the biochemistry and physiology of macronutrients and micronutrients. Applied topics, including regulation of metabolism, fluid and electrolyte balance, and energy balance/body composition, are presented and explained in terms of related biochemistry and physiology. This course consists of three lecture hours.

Prerequisite(s): Take BIO-303 BIO-108 DTC-306

DTC-327 Nutrition Throughout the Life Cycle (3 credits)

This three-credit course will examine nutritional needs and issues throughout the life span with special emphasis on preconception, pregnancy, lactation, infancy, childhood, adolescence and aging. Normal nutrition topics and nutrition-related conditions and interventions will be studied for each stage of the life cycle. Nutrient needs and recommendations will be addressed as well as age-related physiological changes. Specific attention will be given to current public health issues and model public food and nutrition programs. Current evidence-based practice recommendations will be covered with use of position papers by the Academy of Nutrition and Dietetics and American Academy of Pediatrics. This course consists of three lecture hours.

Prerequisite(s): Take (DTC-306) or (NTR-325)

DTC-328 Nutrition for Fitness & Athletic Performance (2 credits)

This two-credit course will introduce the student to the integrated science of nutrition and exercise physiology. The course will explore macro- and micronutrient needs as related to energy demands, cellular function, and growth, maintenance, and repair. Students will explore how optimal nutrition is essential for optimal performance. The course will focus on scientifically sound, evidence-based practice and examine sources of unsound sport nutrition recommendations. Assignments will allow students to gain a greater understanding of the energy requirements of exercise as well as the barriers to increased physical activity. This course consists of two lecture hours.

Prerequisite(s): Take (DTC-306) or (NTR-325)

DTC-389 Special Topics (3.00000 credits)**DTC-409 Food Service Management I (2 credits)**

This course provides an introduction to the structure and function of a food service department. Food service subsystems are discussed from an organizational and leadership perspective. This course will introduce the following operational areas: menu planning; procurement including purchasing; receiving and storage; food production and service. As needed, discussion will include food safety, sanitation and the management of human resources related to these topics. This course consists of two lecture hours.

Prerequisite(s): Take MGT-305 DTC-205

Corequisite(s): Take DTC-409L

DTC-409L Quantity Food Preparation Lab (2 credits)

This course provides the application of the concepts and principles of quantity food preparation and service including planning and coordinating food production, recipe standardization and modification, and the application of food safety principles. Students develop the technical skills required for the preparation and service of meals to large groups, including cooking methods and terms and evaluating food for quality for the various recipe categories, including, but not limited to sauces, vegetables, meats, cheese, eggs and baked goods. Students are introduced to the use and maintenance of institutional food service equipment. This course consists of one lecture and two lab hours. Open to dietetics majors only.

Corequisite(s): Take DTC-409

DTC-410 Food Service Management II (3 credits)

This course studies food service subsystems from an organizational and leadership perspective. This course will introduce the following operational areas: principles of financial control of food and labor, techniques for analyzing and managing costs, development of a business plan executive summary, and management of human resources including personnel recruitment, selection, training, evaluation and labor relations. This course will introduce information on kitchen layout and design, sanitation, security, safety, infection control and emergency preparedness applicable to food service operations. This course consists of three lecture hours.

Prerequisite(s): Take DTC-409 DTC-409L

Corequisite(s): Take DTC-410SP

DTC-410SP Food Service Management Supervised Practice (1 credits)

This course provides practice in food service management including: food service subsystems (purchasing, receiving and inventory control, production and service), marketing, quality management, financial control, human resources (personnel and labor issues), and facility layout and design. Students develop management skills through projects and/or field experiences, case studies, computer applications, and as required, quantity food preparation experiences. Students will be introduced to the behaviors, traits and skills that characterize effective leaders and learn to apply these traits in various personnel and food service management scenarios. This course consists of three supervised practice hours weekly. Open to dietetics majors only.

Prerequisite(s): Take DTC-409 DTC-409L

Corequisite(s): Take DTC-410

DTC-418 Introduction to Professional Practice (1 credits)

This is the first course in the Coordinated Program (CP). It provides an introduction to dietetic practice, including standards that guide practice and professional performance, nutrition care process, medical terminology, and quality standards governing patient care in hospitals. Introductory didactic knowledge is presented, which prepares the student for development of clinical knowledge and skills in subsequent clinical courses. This course consists of one lecture hour. Open to dietetics majors only.

Prerequisite(s): Take DTC-319

DTC-420 Introduction to Nutrition Care (3 credits)

This course is an introduction to the professional practice of dietetics. Using the nutrition care process as a framework, students learn how to provide nutrition services to patients, including assessing, writing nutrition diagnoses, developing appropriate interventions, and monitoring response to care. This course consists of three lecture hours. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-418

Corequisite(s): Take DTC-420SP

DTC-420SP Intro to Nutrition Supervised Practice (1 credits)

This course is an introduction to the professional practice of dietetics. Using the nutrition care process as a framework, students provide nutrition services to patients, including assessing, writing nutrition diagnoses, developing appropriate interventions, and monitoring response to care. This course consists of twelve supervised practice hours per week. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-418

Corequisite(s): Take DTC-420

DTC-425 Diet Therapy (2 credits)

This course examines nutrition and diet therapy, including nutrition assessment, the physiological and biochemical bases of nutrition care, therapeutic diets, medications and herbal supplements. Topics include nutrition intervention for diabetes, cardiovascular diseases, obesity, eating disorders, GI diseases and promoting healthy eating. The emphasis of this course is the practical application of subject matter in the clinical setting.

Prerequisite(s): Take (DTC-306) or (NTR-325)

DTC-426 Nutrition Education & Counseling Methods (3 credits)

This course presents the development, use, and evaluation of methods and materials for teaching nutrition to different audiences. Emphasis is given to both group and individual instruction in school, community, worksite, employee, and patient education settings. Communication skills essential for professional practice will include patient counseling, lesson plan development, evaluation and publication of educational materials, public speaking, and the use of assessment tools to document learning. This course consists of three lecture hours. Open to dietetics students only.

DTC-511 Medical Nutrition Therapy I (2 credits)

The study of the biochemical and physiological basis for nutrition care in treating disease, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the first semester of a two-semester course. This course consists of two lecture hours. Open to dietetics students in CP only.

Prerequisite(s): Take DTC-420 DTC-420SP

Corequisite(s): Take DTC-511SP

DTC-511SP Medical Nutrition Therapy I Supervised Practice (3 credits)

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 511, including malnutrition, anemia, obesity, diabetes, and cardiovascular disease. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-420 DTC-420SP

Corequisite(s): Take DTC-511

DTC-512 Medical Nutrition Therapy II (2 credits)

The study of the biochemical and physiological basis for nutrition care in treating disease, including GI disorders, hepatic disorders, cancer, AIDS, renal disease, and nutrition support. Theory and practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This is the second semester of a two-semester course. This course consists of two lecture hours. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-511 DTC-511SP

Corequisite(s): Take DTC-512SP

DTC-512SP Medical Nutrition Therapy II Supervised Practice (3 credits)

The clinical application of the biochemical and physiological basis for nutrition care for those with nutrition-related diagnoses and conditions discussed in DTC 512, including GI disorders, hepatic disorders, cancer, HIV, renal disease, and nutrition support. Practice in nutritional assessment, diagnosis, intervention, and monitoring is provided. This course consists of nine supervised practice hours weekly. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-511 DTC-511SP

Corequisite(s): Take DTC-512

DTC-521 WIP Community Nutrition (3 credits)

The course offers a study of community nutrition needs and problems. The goals, organization, and history of selected government and private programs are investigated. This course is designated as a writing-intensive course and meets the college requirement as a WIP course. This course consists of three lecture hours. Open to dietetics majors only.

Course Types: Writing Intensive

Prerequisite(s): Take DTC-420

Corequisite(s): Take DTC-521 SP

DTC-521SP Community Nutrition Supervised Practice I (2 credits)

This course provides supervised practice in community nutrition at area agencies, organizations, and programs. Students receive experiences in food insecurity/food assistance, maternal and child health, elderly nutrition, and adult nutrition. This course consists of six supervised practice hours per week. Open to dietetics majors only.

Prerequisite(s): Take DTC-420 DTC-420SP

Corequisite(s): Take DTC-521

DTC-522SP Community Nutrition Supervised Practice II (1 credits)

Students develop, implement, and evaluate a community nutrition intervention in this course. This includes completing a community needs assessment, identifying a target population, designing the program to be delivered, conducting the program, and collecting and assessing data on appropriate indicators to evaluate the effectiveness of the intervention. This course consists of three supervised practice hours weekly. Open to dietetics majors only.

Prerequisite(s): Take DTC-521SP

DTC-524 The Nutrition Entrepreneur (3 credits)

This course applies business principles and entrepreneurship to the nutrition profession. Students learn how to plan, implement, and evaluate nutrition intervention programs. In addition, the knowledge, skills, and resources needed to establish and maintain a private practice are presented. This course consists of three lecture hours.

Prerequisite(s): Take MGT-305 DTC-426 DTC-521

DTC-600 Nutrition Theory & Practice (3 credits)

The major theories that guide nutrition research and practice are presented and applied in this course. The scientific basis of nutrition research and practice are discussed, including evidence-based practice, clinical practice guidelines, the Nutrition Care Process and Model, and the theories and conceptual frameworks that guide research and practice. The interrelationship of theory, research, and practice is a major focus of this course. This course consists of three lecture hours. Open to dietetics majors only.

Prerequisite(s): Take MAT-123

DTC-601 Research Methods in Dietetics (3 credits)

This course reviews dietetic and nutrition research methods, general research designs (both qualitative and quantitative), evaluation and assessment methods, application of statistical analysis in nutrition, and the presentation of research data. The course focuses on guiding the dietetic student in becoming a consumer and producer of nutrition-related research. This course consists of three lecture hours.

Prerequisite(s): Take DTC-600 DTC-420

DTC-610 Dietetics Research Seminar (3 credits)

This course involves discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal. This course consists of three lecture hours. Requisites: Take DTC 601 - Must be completed prior to taking this course. Open to dietetics majors only.

Prerequisite(s): Take DTC-601 Must be completed prior to taking this course

DTC-622 Professional Seminar (2 credits)

This two-credit course provides the B.S./M.S. students the opportunity to practically apply their knowledge in the field of nutrition and dietetics and gain hands-on practice with the credentialing examination for the dietetics profession. This course consists of two lecture hours. Open to 5th year dietetics majors in CP only.

DTC-631 Advanced Nutrition Practice I (8 credits)

This course is the first part of a two-course sequence. In conjunction with DTC 632 (Advanced Nutrition Practice II), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-512 DTC-512SP

DTC-632 Advanced Nutrition Practice II (8 credits)

This course is the second part of a two-course sequence. In conjunction with DTC 631 (Advanced Nutrition Practice I), this course provides advanced supervised practice experiences in clinical nutrition, community nutrition, and food service management at area hospitals, long term care facilities, food service establishments, community settings, and special rotation facilities. This course consists of 24 supervised practice hours weekly. Open to dietetics majors in CP only.

Prerequisite(s): Take DTC-631

DTC-689 Special Topics (3 credits)

Doctoral Education (DED)

DED-801 Dissertation Research, Writing, Defense (1-9 credits)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

Doctoral Health Administration (DHA)

DHA-608 Research Methods & Design (3 credits)

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.

DHA-615 Health Systems Organization & Management (3 credits)

This course brings together students with a wide range of backgrounds and experiences as consumers, providers within health care organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development.

DHA-616 HR Mgt in Health Care Organizations (3 credits)

The course will present the design of programs for the maximizing of employees and institutional contributions in the health care service area. The course will address the grouping of professionals, paraprofessionals and skilled and non-skilled workers into an efficient and effective work group. The course will review labor relations and union organizations in the health care area and review legal aspects of personnel management.

DHA-648 Introduction to Health Care Finance (3 credits)

This course is designed to introduce the learner to a broad range of concepts and skills involved in planning, budgeting and controlling in health care organizations. The emphasis in this course is on managerial as opposed to financial accounting and on issues carried out at the department or organizational level rather than the system level. This course is required for the long-term care certificate.

DHA-649 Applications of Health Care Finance (3 credits)

This course builds on previous HSA core courses to prepare the learner to help position and financially manage a health care organization. Application of concepts of financial management within health care organizations, including financial planning principles, reimbursement procedures, government regulations, analysis of financial statements and principles of financial planning. The strategic planning process and principles of marketing are covered. Emphasis is placed on issues related to integrated health systems and managing the health of populations.

Prerequisite(s): Take HSA-648 HSA-652 HSA-653

DHA-652 Health Care Economics (3 credits)

This course introduces the learner to descriptive and exploratory health care economics including the operation of health care markets, supply and demand issues in health care, market competition, market power, and reform in the health care market. The public policymaking process in the United States will be explored on a national and state level, along with health policy reform, current significant policy issues, development of the U.S. health care system, and comparison with health care systems in other industrialized countries. Participants in the course track and analyze public policy issues and explore major health policy references and sites.

DHA-653 Legal and Ethical Issues in Health Care (3 credits)

This course addresses legal and ethical issues frequently encountered by health care managers. Topics include the constitutional basis for government support of health care services and constraints that law and regulation impose on the health care industry. Bioethical theory, policy formulation and decision making in the professional setting are also included. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation, choices regarding death, liability of health care providers and governing board and medical and health care staff responsibilities.

DHA-657 Advanced Decision Making (3 credits)

This course examines a variety of advanced quantitative methods useful for analyzing and evaluating decision making in health care systems. It is designed to improve the learners ability to use analytical techniques now seen as necessary for formulating strategic or operative plans for a health care organization.

Prerequisite(s): Take DHA-669

DHA-660 Applied Biostatistics (3 credits)

The course has an emphasis on the application and interpretation of statistical tests commonly employed in epidemiologic and health services research. This course will emphasize statistical concepts and the application of statistical methods to test hypothesis in data sets. Topics include descriptive statistics, probability distributions, point and confidence interval estimation, hypothesis testing for means, proportions, elementary non-parametric techniques, tests for categorical data, ANOVA, correlations and introduction to regression methods. Students will be introduced to SPSS in weekly laboratory sessions to learn how to import and manipulate data sets and perform data analysis using statistical methods covered in the course.

DHA-669 Improving Performance of Health Systems (3 credits)

This course is designed specifically for managers in health care organizations who want to develop knowledge and skills in planning, measurement and communicating the performance of their organization. This course is targeted to those students who desire a master's degree in health services administration and have achieved the level of knowledge and skill associated with understanding the structure and function of health care systems as well as basics in measurement as applied to planning, budgeting and controlling within organizations. Students will learn how to respond to the convergence of forces driving the study of the performance of health care systems today. The emphasis is on how to assess the performance of processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of their organization as well as how to contribute to and use uniform datasets.

Prerequisite(s): Take HSA-648

DHA-671 Health Informatics (3 credits)**DHA-679 Special Topics (3 credits)****DHA-682 Managerial Epidemiology (3 credits)**

Epidemiology is the student of the distribution and determinants of disease in human populations. Managerial epidemiology is the application of the principles and tools of epidemiology to the practice of management. This course will introduce students to the basic principles of epidemiology and demonstrate how these principles may be applied to the various functions of health services administrators/managers, such as planning, staffing, organizing, directing and controlling. Through these principles students will learn how measurement of health-related outcomes and delivery of health services is a critical component of each of these functions.

DHA-700 Health Policy (3 credits)

Policymaking has a profound effect on all aspects of health care delivery from the invention and marketing of new health modalities to insuring individuals against catastrophic loss. Indeed, all the major stakeholders in the health care system have an interest in sound health care decisions at all levels. This course will explore the relationship of technology, business and government in the creation and implementation of sound policies that address unmet medical needs and promote the public good. Through the liberal use of case studies, the student will be exposed to international policies and policy making and the impact that process has on individual health.

DHA-702 Communications Leadership (3 credits)

This course examines problems and strategies of communications in the many environments that surround and affect health services institutions. It is designed to assess communications processes; determine problems, successes and failures in communications; and improve one's ability to communicate in both individual and organizational settings. It emphasizes the use of cases, incident processes and survey methodologies to analyze and improve institutional communications.

DHA-703 Law and Policy (3 credits)

This course examines a set of legal problems and policy issues that are common to the human services of medicine and education. Among the topics are the rights of the client and the provider, the right of the patient to refuse life-saving care, informed consent, the rights of the mentally ill, regulating access to treatment, malpractice, the right to health care and education, inequalities in the provision of health and education services and the social imperatives for ameliorating our system of human services.

DHA-705 Health Informatics (3 credits)

This course provides an in depth review of the use of information technology in health care. The course will consider how information systems have developed to support the business and clinical requirements of the health care delivery system. Most important, the course will assess reasons for recent expansion in health information technology and consider the potential impact of this with an emphasis on both the cost and quality of health care services.

DHA-706 Population Health (3 credits)

Topics covered are epidemiological studies of health problems that have been influential in the formation of health care policy, the ideological and political uses to which such data are put, and discussions of emerging health problems. Health Policy and Politics are examined in contemporary terms and in context with the health of the peoples involved.

DHA-707 Eval Health Care System (3 credits)

This course provides an in-depth coverage of the quantitative and qualitative issues associated with population-based epidemiological research. Topics include issues in study design, measurement, methods of data collection, risk assessment, confounding variables and analytic techniques. Applications of these methods to determine client care are stressed in terms of institutional goals. Consideration will be given to the incidence and economics of major health impairments.

DHA-708 Design of Inquiry (3 credits)

This course will introduce students to the design of scientific inquiry as exhibited through scientific publication and grant writing. In the first half of the course students will learn to critically evaluate the medical literature with respect to study design, statistical analysis, and interpretation of results. The program is designed to prepare the participant for independence in accessing health care delivery and population health literature and evaluate the quality of published and peer reviewed journal articles.

DHA-710 Healthcare Insurance (3 credits)

This course reviews the diverse financial systems within the United States healthcare system, with specific focus on reimbursement methods and payment systems and how they affect providers and payers. It reviews major insurance programs, federal healthcare insurance and related legislation, legal/regulatory issues associated with health insurance, diagnosis and procedure coding systems, and the impact of coding on reimbursement, compliance, and fraud and abuse.

DHA-789 Special Topics (3 credits)**DHA-800 Advanced Research Methods (3 credits)**

This course will provide tutorial guidance and advanced preparation in either quantitative or qualitative research analysis, dependent upon the research methodology appropriate to the emerging dissertation questions proposed by the doctoral student. The course will extend prior graduate training in research methodology and will concentrate on those processes most related to the proposed study. Instruction will be provided by a faculty member and a qualified field mentor who is acquainted with the research being proposed.

DHA-801 Proposal Identification Dissertation (1-9 credits)

This course is intended for doctoral students who have completed the Advanced Research Methods course. Under the guidance and supervision of a faculty member and a qualified field mentor, the student will develop a dissertation proposal. This should take one semester after which the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty student symposium.

Economics (ECO)

ECO-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take ECO-189L

ECO-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take ECO-189

ECO-201 Macroeconomics (3 credits)

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 Microeconomics (3 credits)

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

ECO-207 Statistics (3 credits)

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-328 Money and Banking (3 credits)

This course explores the monetary and banking theory. It covers the nature of money, the functions of bank reserves, currency and banking history. The Federal Reserve System and its interrelationships with the commercial banking systems as well as foreign exchange transactions are explored.

Prerequisite(s): Take ECO-201 ECO-202

ECO-389 Special Topics (3 credits)

Education (EDU)

EDU-614 Curriculum and Instruction Capstone Proj (3 credits)

In this capstone course, candidates work independently with an advisor as they design, edit and finalize their capstone project. Advisors are assigned the first week of classes and it is the candidate's responsibility to schedule meetings each semester with his or her advisor to discuss progress toward completing this project. Candidates develop an e-portfolio to showcase learning outcomes directly linked to applications of professional experience and knowledge to capstone topic. The e-portfolio provides an opportunity for candidates to demonstrate their understanding of the links between content and pedagogy with special attention paid to the New York State and Common Core Standards and to highlight their own advanced understanding of knowledge and skills related to curriculum and instructional applications in their teaching area(s). In the final semester of the program, the candidate's e-portfolio is reviewed by three faculty members, including the candidate's advisor.

EDU-622 Needs of Exceptional Learners (3 credits)

This course is designed to provide an introduction to special education. Emphasis is placed on the legal foundations of special education and learning and behavioral characteristics of students with special needs in the elementary and secondary school. Attention is given to models of effective collaboration with co-workers and on models which lead to education in the least restrictive environment. Individual instructional programming intervention and learning strategies are analyzed. The use of educational and assisting technology in planning for the needs of individual learners is a critical component of this course.

EDU-637 Technology Literacy for Adolescence Educ (3 credits)

Candidates will analyze and evaluate multiple literacies and modalities of literacy and their impact on adolescent learners, including critical reading of nontraditional text and how meaning is conveyed through multimodal representations. Emphasis is also placed on the impact of emergent technologies on adolescent development and learning, and on preparation of teachers to convey meaning through the new literacies' in all content areas. Special attention is paid to the impact of multiple literacies on English language learners, students at risk for school failure, and students with exceptionalities.

EDU-679 Special Topics (3 credits)

Education - Higher Ed (ELH)

ELH-741 Higher Education Governance, Law and Policy (3 credits)

This course is designed to provide post-secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities provided by the current legal context and choice of governance structures. This course focuses on policy creation and implementation strategies while managing legal risks with special attention on respecting the civil rights of all constituency groups. This course will be structured to address current issues of importance to post-secondary educational leaders.

ELH-742 Higher Education & Strategic Planning (3 credits)

This course provides detailed, hands-on experiences with the challenges that are faced by upper-level administration in the development, management, financing, and planning of higher education institutions. Costs, revenues, staffing, and constraints that face educational leaders in both public and private venues are examined. Extensive examples of organizational structures, personnel and staffing needs, and financial considerations are shown as dependent upon each other, and integral to the strategic planning needed to meet institutional missions.

ELH-743 Higher Education Curriculum (3 credits)

This course is designed to prepare post-secondary educational leaders with the skills to manage the changing world of curriculum in higher education. This course studies the development and management of curriculum within higher education; purposes, uses, and control; program development; and distance education. Emphasis is placed on curriculum evaluation and planning.

ELH-744 Program Evaluation and Outcomes Assessment (3 credits)

This course examines the advanced evaluation of instructional and educational programs, and introduces students to many of the critical issues involved in assessment in higher education. The course places strong emphasis on the assessment of student learning, and demonstrates this through examples from literature provided by a variety of accrediting agencies. Extensive examples provide mathematical and conceptual understandings of differing measurement approaches to reliability and validity techniques for assessment tools.

ELH-745 Applied Research Practicum I (3 credits)

Students develop an applied research proposal that studies an institutional issue or problem. The student will identify the question or problem to be studied and the student will, under the guidance of the instructor, develop an applied research proposal to be carried out in Applied Research Practicum II.

ELH-746 Applied Research Practicum II (3 credits)

Students conduct the research or evaluation proposal developed in Applied Research Practicum I. The student will obtain IRB approval, collect and analyze the data, and write up the full research report.

Prerequisite(s): Take ELH-745

Education - K-12 (ELK)

ELK-741 K-12 Education Governance, Law & Policy. (3 credits)

This course is designed to provide primary and secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities provided by current legal and governance structures. This course focuses on policy creation and implementation strategies while managing legal risks with special attention to respecting the civil rights of all constituency groups. This course will be structured to address current issues of importance to primary and secondary educational leaders.

ELK-742 Education Finance & Planning (3 credits)

This course is designed to provide primary and secondary educational leaders with the knowledge and skills necessary to understand and successfully lead their organizations within the constraints and opportunities current funding streams. This course focuses on legal, equity and budgetary issues, with a focus on improving the efficacy and efficiency. This course will be structured to address current issues of importance to primary and secondary educational leaders.

ELK-743 School-Community Relations (3 credits)

This course identifies and evaluates efforts to coordinate district, university, business/industry, and community service agencies in building effective programs that enhance the capacity of educators to meet the needs of all students. Students learn to communicate effectively with various cultural, ethnic, racial, and special interest groups within the community and learn to involve them appropriately in policy development, assessment, and planning. Students learn to design and implement community needs assessment, community participation projects, and community education organizations. Students develop and understanding of community power structures, including identifying major opinion leaders and their relationships to the school. Students develop an effective and interactive staff communications plan and public relations program.

ELK-744 Curriculum, Instruction & Assessment Of Learning (3 credits)

Integrates the study of the fields of curriculum, instruction and assessment from the point of view of improving learning outcomes. This course provides a critical overview of current curriculum issues and prepares participants to assume an instructional leadership role in this area. Readings, simulations, case studies, critical reflection activities, and visiting speakers are used to develop understandings of current learning theory, curriculum development, instructional strategies, and assessments. In this way students will have opportunities to practice curriculum standards alignment, student achievement data analysis, and the integration of technology.

ELK-745 Applied Research Practicum I (3 credits)

Students develop an applied research proposal that studies an institutional issues or problems. The student will identify the question or problem to be studied and the student will, under the guidance of the instructor, develop an applied research proposal to be carried out in Applied Research Practicum II.

ELK-746 Applied Research Practicum II (3 credits)

Students conduct the research or evaluation proposal developed in Applied Research Practicum I. The student will obtain IRB approval, collect and analyze the data, and write up the full research report.

Prerequisite(s): Take ELK-745

Educational Leadership (EDL)

EDL-731 Doctoral Seminar (3 credits)

Successful completion of doctoral-level coursework and in particular successful completion of the dissertation require a specific set of well-developed academic skills and orientations including the ability to: utilize library resources including databases and information technologies; conduct thorough literature reviews; apply theory to guide both research and practice; and comprehend, interpret, critique and produce academic prose. As such, the course provides students with a foundation for growth throughout the program.

EDL-732 Advanced Statistics & Lab (4 credits)

This course is designed to refresh student backgrounds in descriptive and inferential statistics, and through review of this background, to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of descriptive statistical techniques, then use these techniques to develop deeper understandings of their applications to advanced inferential statistical methods. Students will become familiar with ANOVA models, regression techniques, factor analysis, and multivariate applications, and use these applications to review literature in their field of interest.

EDL-733 Quantitative Research Design (3 credits)

This course is designed to extend prior graduate training in quantitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of quantitative techniques, including pre-experimental, true experimental and quasi-experimental designs. Students will conduct literature reviews on their topics of interest, and apply their understandings of quantitative research methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice.

Prerequisite(s): Take EDL-732

EDL-734 Qualitative Research Design (3 credits)

This course is designed to extend prior graduate training in qualitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research in the field of education. Students will review a wide variety of qualitative techniques, including interviews, focus groups, content analysis and ethnography. Students will conduct literature reviews on their topics of interest, and apply their understandings of qualitative research methodologies to literature in their fields of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice.

Prerequisite(s): Take EDL-733

EDL-735 Case Study Method and Design (3 credits)

This course introduces and instructs students in case study method & design. The course applies previous coursework in statistics, quantitative methods, and qualitative methods to evaluating and conducting case studies in education. As a method for researching "how and why" questions regarding "real world" (or "natural" settings such as neighborhoods, schools, or academic departments), the unique features and appropriate applications of case study method and design are described and analyzed. Published case studies of education (education-related) endeavors are reviewed and evaluated.

Prerequisite(s): Take EDL-733

EDL-737 Inequality and Education (3 credits)

This course examines the history and current status of the relationship between education and various forms of social inequality. Relying on both historical writings and current empirical research, the course analyzes the various ways in which formal educational institutions have been and are related to sustaining, increasing and reducing various forms of social inequality. Emphasis is given to using this analysis to evaluate current educational policy and practice, especially with respect to the transition to post-secondary education.

Prerequisite(s): Take EDL-731

EDL-738 History & Future of Education Reform (3 credits)

This course identifies common themes in educational reform efforts over the past 150 years, and traces the history and future of these efforts within and across educational systems through an analysis of empirical research, historical writings and governmental and non-governmental initiatives. Common strands include reforms focused on: standardization, assessment and accountability; governance; curriculum and pedagogy; teacher training; professionalization; funding and accountability; and the use of technology. Emphasis is given to these themes vis-à-vis a critical analysis of the marketization and commercialization of education. This understanding is applied to ethically navigating the current reform landscape and evaluating current reform efforts.

Prerequisite(s): Take EDL-731

EDL-739 Cultural Perspectives in Education (3 credits)

This course draws from the fields of culture studies and multicultural education to understand cultural phenomenon in relation to education. It identifies and analyzes cultural issues at the institutional, organizational and classroom level. Emphasis is given to reviewing theoretical perspectives, empirical research, and demographic trends. The course also identifies and analyzes effective teaching-learning environments in the classroom at primary, secondary and post-secondary educational levels.

Prerequisite(s): Take EDL-731

EDL-752 Dissertation Proposal I (3 credits)

This is the first of a two-course sequence, in which students identify the final dissertation topic, and develop the major sections of a complete dissertation proposal for research of the topic under the guidance and supervision of an Educational Leadership faculty member. This course guides the student in all aspects of dissertation proposal design, format, and sequence. Students will provide a fully detailed topic for research of significance to the field, assemble a dissertation committee, and prepare the major aspects of the dissertation proposal, including introduction, theory for the research, review of the related literature, and a set of protocols for the conduct of the study.

EDL-753 Dissertation Proposal II (2 credits)

This is the second of a two-course sequence, in which students prepare the final dissertation proposal, including all elements of written work in Edl 722, and preparing IRB applications, any applicable contact letters, and proposal defense presentation material under the guidance and supervision of an Educational Leadership Faculty member. This course guides the student in all aspects of dissertation proposal finalizing, defense, and application materials for IRBs. Students will provide all elements of the final written dissertation proposal, follow guidelines regarding its final presentation to the dissertation committee, scheduling of defense and any required revisions following the defense.

Prerequisite(s): Take EDL-733

EDL-789 Special Topics (1-3 credits)**EDL-801 Conduct, analysis, and Final Preparation Of the Dissertation (1-9 credits)**

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the defense of the completed dissertation and the approval of the committee, the doctoral student will present an oral report on the findings and conclusions of the study to a faculty-student symposium.

EDL-831 Dissertation Guidance (1-4 credits)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. The student will prepare and defend the completed dissertation and obtain the approval of the dissertation committee.

Prerequisite(s): Take EDL-753

English (ENG)

ENG-101 Reading Writing & Reasoning (3 credits)

This course is designed for incoming freshmen who demonstrate a need for improving their reading, writing and reasoning skills necessary for college success. Required for students who have an SAT EBRW Sub-score 450 or below or ACT 18 or below.

ENG-111 Introduction to Literature: Acad Writing (3 credits)

This course is an introduction to literature and the fundamentals of academic writing. Students learn the skills essential to college success: critical reading and analytical thinking, interpretation, scholarly discussion and collaboration, effective oral presentation, composition of writing for both readers and listeners.

ENG-112 Humanities Seminar (3 credits)

This course teaches academic writing skills based on a humanities topic, thematically linked to the D'Youville general education core. Topics will vary by instructor and will be approached from literary or historical perspectives, with a common focus on cultural studies. Offered both semesters. Crosslisted with HIS-112 beginning Fall 2019.

ENG-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take ENG-189L

ENG-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take ENG-189

ENG-191 English As a Second Language (3 credits)

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.

ENG-192 English As a Second Language (3 credits)

This course is a continuation of ENG-191.

Prerequisite(s): Take ENG-191

ENG-201 English Literature Beginnings to 1798 (3 credits)

This survey course focuses on dominant literary trends and major authors, such as Chaucer, Spenser, Donne, Jonson, Milton, Bacon and Pope.

ENG-202 19th and 20th Century English Literature (3 credits)

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.

ENG-203 Short Story (3 credits)

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.

ENG-205 Literature and the Brain (3 credits)

The nature of consciousness, the neuroscience of the brain, the (real or imagined) mind/brain divide, the possibilities of artificial or non-human intelligence, the capacity for language and creative expression, and the meaning and limits of personal identity have been the focus of a wide range of literary texts, films, and other cultural productions. Students in this course will investigate these puzzles through literature, film, painting, music, and/or popular culture. In joining a study of the workings of the brain with a study of how those workings manifest in literature and the other arts, we will embark on a journey through the aesthetic, emotional, ethical, and cultural dimensions of some of the most significant questions in neuroscience and cognitive science.

ENG-210 Science Fiction (3 credits)

This course is an exploration of science fiction as a form of social critique, with an emphasis on themes such as ecology, time travel, mythology, responsibility of the scientist, social relationships, utopias, the alien encounter, and the human and inhuman.

ENG-211 American Literature Beginnings to 1865 (3 credits)

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.

ENG-212 American Literature 1865 - Present (3 credits)

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.

ENG-213 Studies in Drama (3 credits)

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.

ENG-215 World Literature I (3 credits)

This survey course in literary classics offers a variety of genres from non-English speaking cultures, from the ancient Greeks and Romans to continental European literature before 1800. A representative sampling of pre-19th century literature from the Far East will also be included.

ENG-216 World Literature II (3 credits)

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.

ENG-217 Studies in Poetry (3 credits)

This course explores the nature, variety and values as well as the enriching experience and understanding of poetry. A study of selected poems principally by modern poets.

ENG-218 Minority Voices in American Literature (3 credits)

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

ENG-221 The Novel (3 credits)

This genre course in the novel focuses on the enduring human themes and concerns expressed in the dominant literary form of this age.

ENG-237 Introduction to Literary Criticism (3 credits)

This course will provide students with the necessary skills to work consciously and effectively within the discourse of the discipline. Emphasis will be given to the following: further refinement of close critical reading skills; understanding of literary terms; understanding of basic critical and theoretical terms, concepts and methodologies; and understanding of genres.

ENG-300 Women Writers (3 credits)

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.

ENG-301 Romantic and Victorian Literature (3 credits)

This course explores the fiction, prose, and poetry of the Romantic and Victorian period (1785-1900). Readings will vary to highlight the crucial historical events of the nineteenth century, including the rise of the British Empire, the effects of the Industrial Revolution, the emergence of the middle and working classes, and women's changing social roles.

ENG-302 Shakespeare (3 credits)

This course explores Shakespeare's dramatic and poetic presentation of human experience in all its ambiguities and contradictions. The course will investigate language, sources, historical context, staging and performance history.

ENG-308 Medieval Literature (3 credits)

This course explores the language, themes and context of Old English and Middle English literature. Old English texts, read in modern translation, often include the prose of King Alfred, Beowulf, and shorter poems such as The Wanderer and The Dream of the Rood. Selections from Chaucer's The Canterbury Tales are read in their original Middle English, while texts such as the Book of Margery Kemp, the Chester Play of Noah's Flood and Sir Gawain and the Green Knight are modernized.

ENG-309 Renaissance Literature (3 credits)

This course examines the writings of one of the richest periods of English literature. The emergence of humanism, the rediscovery of classical texts and the exploration of new lands inspired eminent writers, such as, Spenser, Sidney, Marlowe, Jonson, Donne, Herbert, Marvell and Milton. The background of the Protestant Reformation, Tudor politics and the Civil Wars informs our close reading of a variety of texts, from love sonnets to the epic, from the demonic to the utopian.

ENG-310 Eighteenth Century Literature (3 credits)

Students will study the prose and poetry of the neoclassical period from its rise to prominence in the Restoration Period through the 18th century. Prerequisites:

ENG-311 Themes in American Literature (3 credits)

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

ENG-312 Topics in British Literature (3 credits)

ENG 312 explores a particular theme, topic, or genre in the literature of British writers. Contact instructor for details.

ENG-313 Contemporary Writers (3 credits)

This course is a study of post-1950 literary works that include popular fiction writers, poets and playwrights that reflect contemporary thought and life.

ENG-316 British Modernism (3 credits)

This course will examine the work of British Modernist writers from approximately 1908-1939. In addition to close critical analysis of the literary texts, the course will explore the cultural contexts of the movement including its precursors and its influence on British culture.

ENG-317 Myth and Literature (3 credits)

This course examines connections between myth and literature across genres and historical periods.

ENG-318 Modern Continental Literature (3 credits)

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.

ENG-322 Studies in the Novel (3 credits)

This course is an in-depth examination of selected novels within their historical and theoretical contexts, and focuses on dominant thematic or formal concerns.

ENG-329 Major Author (3 credits)

This course covers the career and works of a single significant author.

ENG-332 Creat Writing II (3 credits)

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.

ENG-342 Magical Realism (3 credits)

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-346 African American Literature (3 credits)

This course is a survey of African American literature from the earliest colonial settlements to the present. The course will cover oral story telling traditions, vestiges of African culture in slave folktales, the relevance of music in African-American literary art, the affects of emancipation and the struggle for civil rights on African American literature, and look at how that literature both represents and affects pertinent issues, such as power, race and gender within the African-American literary community.

ENG-347 Spirituality in American Literature (3 credits)

This course will be a survey of authors exploring personal spirituality as national identity and vice versa. This is not a course about conventional religious history, nor will we study religious writers of any religious denomination per se. The readings will be primarily a survey of Transcendentalist writers and their spiritual/intellectual descendents with focus on how American writers have sought to integrate individualism with spirituality.

ENG-389 Special Topics Study Abroad (3 credits)**ENG-390 Special Topics Study Abroad (3 credits)****ENG-406 Critical Theory (3 credits)**

Students practice the application of the principles of literary criticism and of the norms of aesthetic values in literature.

Prerequisite(s): Take 2 semesters of literature.

ENG-409 Variable Topics in Literature (3 credits)

This is a variable topic seminar that deals with selected themes or authors as announced when the course is offered.

ENG-410 Variable Topics in Literature (3 credits)

This is a variable topic seminar that deals with selected themes or authors as announced when the course is offered.

ENG-432 Creat Writing III (3 credits)

Students are given in-depth work in types of creative writing and develop a manuscript in a chosen genre.

ENG-444 Internship (3-12 credits)

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.

ENG-450 Senior Project Portfolio (3 credits)

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 Independent Study (3 credits)

Qualified students may investigate selected topics with the permission of an instructor. The titlerefects the course content.

Exercise and Sports Studies (ESS)

ESS-101 Introduction to Exercise and Sports Studies (3 credits)

This course introduces students to the many sub-disciplines of exercise and sports science. An interdisciplinary approach will be used to explore the various biological and psychosocial dimensions of physical activity, sport and health. Students will study a range of topics including links between physical activity and disease risk, as well as the influence of exercise and conditioning on athletic performance, disease prevention, and physical fitness.

ESS-201 Principles of First Aid in Athletic Injury (3 credits)

This course is designed to familiarize students with the basic knowledge regarding the immediate and temporary care of athletic- and sports-related injury and illness. Safety concerns regarding exercise facilities and equipment, risk management and development of an emergency action plan will also be emphasized, as well as, recognition and care for both major and minor injuries and illnesses. The present course will also stress issues pertaining to professional certification, medical liability and other legal issues regarding the health, fitness and competitive sports industries.

Prerequisite(s): Take ESS-101

ESS-206 Coaching Theory & Methodology (3 credits)

This course is designed to analyze the fundamental theories and practices of coaching sports and/or athletics, and to familiarize students with the inherent differences of coaching theory at various levels of competitive and recreational athletics. It includes a study of the psychological and sociological aspects of coaching, the use and implementation of coaching strategies, the organization of practices and games, communication with athletes, fans, schools, parents and the media, as well as the ethics of coaching.

ESS-220 Human Biomechanics (3 credits)

This course is designed to apply principles of human anatomy that will develop into an understanding of human movement as it corresponds to athletic performance and injury prevention. Forces that act on various joints at rest and during physical activity will be discussed, with principles underlying human movement, muscle physiology and muscular contraction being emphasized.

Prerequisite(s): Take ESS-101

ESS-232 Sport & Exercise Psychology (3 credits)

This course is designed to explore the relationship between sport, fitness, and various inherent behaviors unique to the sport and fitness industries. The application of psychological theory, research, and practice to sport and fitness settings can contribute immensely to an individual's athletic performance and level of participation. This course seeks to provide a solid scientific foundation to further study the practice of sport and exercise psychology. Furthermore, possessing an understanding of the psychological/mental factors that affect athletic performance in sport, physical activity and exercise is an important skill to possess for the individual practitioners in the exercise and sports studies field.

Prerequisite(s): Take ESS-101 or permission of the instructor.

ESS-270 Exercise and Sports Studies Practicum (3 credits)

This course gives students the opportunity to gain practical experience in the health and fitness industry and to explore the career options available in the field of exercise and sports studies. Students will research the various career pathways open in the exercise and sports field through both secondary sources and documented first-hand observation within various educational settings, community-based athletic programs, fitness centers, sports medicine clinics, athletic teams or corporate settings.

Prerequisite(s): Take ESS-101

ESS-301 Fitness Eval & Exercise Prescription (3 credits)

This course is designed to familiarize students with the theoretical background and practical applications needed to competently assess levels of physical fitness and markers of athletic performance, and to develop effective and appropriate exercise programs based on individual goals.

Prerequisite(s): Take ESS-201

ESS-306 Exercise Physiology (3 credits)

This course serves to develop in students an intimate understanding of systemic and metabolic physiology within the physically active individual. Students will gain a thorough understanding of various body systems and the acute responses and chronic adaptations that occur as a result of exercise stress. Overall, students will develop a basic knowledge and understanding of the functional limitations of the human organism during exercise.

Prerequisite(s): Take ESS-101

ESS-307 Sports & Fitness Management (3 credits)

Sports and fitness management serves as an examination of the principles, topics and theory pertaining to the administration and management of sports and fitness organizations. This will include, but not be limited to, the objectives, structures, philosophy, history and legal aspects of sports and fitness organizations. Current issues and trends pertaining to management of sports organizations and/or fitness facilities are analyzed.

Prerequisite(s): Take ESS-101

ESS-351 International Business of Sport (3 credits)

This course is designed to explore the relationship between sport, the health and fitness industry, and management across the globe. Basic concepts and theories of the legal, political, economic, and cultural aspects of international business will be reviewed.

Prerequisite(s): Take ESS-101

ESS-361 Economics of Sports & Fitness (3 credits)

This course is designed to provide students with an analysis of economic principles, as they pertain to the sports and fitness industries. It will cover all aspects of the economics of sport, fitness and recreation, as well as give prominence to the staggering rise of the commercial sports sector. A sound understanding of the economics of the sports and fitness industries, the sporting goods industry, the economics of sports sponsorship, the economics of major sports events, the economics of professional team sports, and the economic relationship between sport and broadcasting, will provide students with insight into the business and managerial aspects of the sports and fitness industries.

ESS-389 Special Topics (3 credits)

This course will highlight current and emerging trends relative to the exercise and sports studies field. At the time of offering, a subtitle will indicate the specific content of the course.

ESS-390 Special Topics (3 credits)

This course will highlight current and emerging trends relative to the exercise and sports studies field. At the time of offering, a subtitle will indicate the specific content of the course.

ESS-406 Neuromuscular Function in Sport & Exercise (3 credits)

This course will introduce the basic principles of neurophysiology as they apply to various forms of physical activity and athletic performance. Instruction will focus on understanding the overall structure and function of the nervous system and its implication on physical fitness and athletic performance.

Prerequisite(s): Take ESS-101

ESS-410 Strength & Conditioning Seminar (3 credits)

This course will cover the basic principles of strength training & conditioning for physical fitness and athletic development. Students will focus on proper resistance training technique; how to strengthen major muscle groups; how to develop speed, agility, and endurance; and how to obtain and maintain a high level of fitness while executing a quality exercise program. Students are exposed to various other methods of strength training and conditioning, as well as theories behind their use.

ESS-470 Exercise and Sports Studies: Internship (3 credits)

This course provides students with the opportunity to gain hands-on experience within an exercise and sports studies facility. By agreement of the instructor, student and community internship site supervisor, the student will volunteer for a total of 200 hours at a designated internship site.

Prerequisite(s): Take ESS-101

ESS-490 Exercise and Sports Studies Seminar (0 credits)

This course provides the student with extensive faculty and peer guidance and feedback throughout a research or community-based internship experience. In addition, this course guides students through the transition from college into the workforce or graduate school. Students are tasked with professional development opportunities, workplace conduct, resume-building, and a host of other tasks designed to prepare them for the next phase of their professional career. Course taken concurrently with ESS Internship.

Prerequisite(s): Take ESS-101

Corequisite(s): Take ESS-470

Fine Arts (FA)

FA-105 Introduction to Photography (3 credits)

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.

FA-123 Art and Anatomy (3 credits)**FA-205 Drawing (3 credits)**

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.

FA-210 Design (3 credits)

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.

FA-218 History of Western Art (3 credits)

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.

FA-231 Field Work: the Art of Reading and Writing Nature (3 credits)

This course is designed for students interested in understanding and participating in the exploratory, reflective and/or activist tradition of nature writing at a moment in the 21st century when the very concept of "nature" has been irreversibly changed. Students will gain an historical, ethical, literary and writerly grounding in this nonfiction tradition/genre by examining a wide array of techniques and processes, from the scientific to the spiritual, employed in works of nature writing. Students will apply and practice the processes and techniques of effective nature writing by discovering and tracing their own literary paths into an original landscape and by articulating a personal poetics of emplacement. While we will meet in the virtual world, this class is also conceived as a field course, providing students the opportunity to study and learn outside. In addition to producing a body of individual writings, students will work collaboratively to imagine and design a green space/community garden on D'Youville's campus or on Buffalo's west side. This course is crosslisted with ENG-231.

FA-232 Introduction to Creative Writing (3 credits)

This course provides a foundation for creative writing across a variety of genres, including poetry, fiction, drama, and creative nonfiction writing. Students will become familiar, through readings, writing projects, peer critique, and in-class writing, with the fundamental elements of each genre. Students will develop a practical and critical knowledge of the construction of contemporary creative writing in terms of language, genre, form, metrics, narrative, character, and description, and of representative examples of published writers. This fulfills the humanities core requirement as a fine arts course.

FA-235 Digital Storytelling (3 credits)

This course will explore the new frontiers of writing and the range of cultural competencies necessary to fully participate in the global digital future. Students will develop digital and information literacies as well as the foundational elements of strong, clear, precise writing while becoming fluent in emerging communication practices. Students will learn to produce texts in multimedia digital environments, producing new media writing projects such as blogs, wikis, websites, social networking sites, audio, video, and other converged and hybrid media. The course will also focus on helping students to develop critical media literacy skills; students will learn to apply rigorous critical analysis of the media that they consume.

FA-236 Writing for Social Justice (3 credits)

This course explores writing as a powerful tool for community activism and political action. Students will read, discuss, and write a variety of genres explicitly connected to social and political progressivism, including: personal narratives, letters to the editor, op-ed columns, videos, debate arguments, interviews, blogs, Twitter feed, Facebook pages, online petitions, interactive media projects, etc. The course will also explore the role of DIY art, film, and performance, digital activism, and social media as vehicles of participatory social and political action. Assignments will be designed to foster both expressive and critical thinking and writing skills, problem-solving, the ability to research, organize, and synthesize material, and to generate writing that will deeply explore and interrogate social and political systems, particularly those that produce and perpetuate injustices.

FA-302 Screenwriting Playwriting Workshop (3 credits)

This course will focus on honing the screen and/or playwriting skills of students to help them develop a greater creative, critical, and aesthetic understanding of these genres. A variety of dramatic forms will be investigated, with an emphasis on the formal elements of plot, character, dialogue, setting, figurative language, etc. Through reading assignments, writing exercises, and critique of student work, students will hone the techniques of storytelling for film and/or theater and become familiar with a wide range of models and formal strategies for constructing and analyzing scripts. This fulfills the humanities core requirement as a fine arts course.

FA-303 Poetry Workshop (3 credits)

This course will focus on honing the poetry writing skills of students and to help them develop a greater creative, critical, and aesthetic understanding of this genre. A variety of poetic formats and forms will be investigated, with an emphasis on the formal elements of prosody, metaphor, imagery, language, structure, syntax, patterns, etc. Through reading assignments, writing exercises, and critique of student work, students will become familiar with a wide range of models and formal strategies for constructing and analyzing poetry. This fulfills the humanities core requirement as a fine arts course.

FA-304 Fiction Workshop (3 credits)

This course will focus on honing the fiction writing skills of students and to help them develop a greater creative, critical, and aesthetic understanding of this genre. A variety of short fiction formats and forms will be investigated, with an emphasis on the formal elements of plot, character, dialogue, setting, point of view, tone, imagery, figurative language, etc. Through reading assignments, writing exercises, and critique of student work, students will become familiar with a wide range of models and formal strategies for constructing and analyzing short fiction. This fulfills the humanities core requirement as a fine arts course.

FA-305 Painting (3 credits)

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.

FA-306 Screening Consciousness: Time, Memory, And Mind in the Movies (3 credits)

The flickering images playing across the cinema screen are the closest thing to our own dreams that humans have created. As the nature of consciousness becomes both more elusive in some ways and better understood in others, its presence as a topic in popular culture has become more and more dominant. This course will focus on the multiple and complex relationships between consciousness, memory, identity, and our perceptions and theories of time, investigating the ways that we choose to represent these relationships in the cinema. We will study films and television series that investigate questions about the nature and limits of human and non-human consciousness. We will pay special attention to the intersection of these questions with theories of time, memory, and identity, from the perspective of physics, psychology, and poetics. Students will apply what they observe through the creation of their own media projects focused on memory, time, and consciousness.

FA-314 Art of the Film (3 credits)

This introduction to the elements of filmmaking includes screenwriting, camera and lighting, performance, music and sound, editing and the role of the director. Feature films are used to study elements.

FA-320 History of Visual Arts in America (3 credits)

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 credits)

The development of major European and American styles in architecture, painting and sculpture in the last two centuries, from neoclassicism to contemporary trends, is studied.

FA-328 Art & the Everyday (3 credits)

This course combines an art-historical overview of contemporary artists using performance, happenings, action-based art, with influential critics, writers and photography with hands-on studio art-making.

FA-330 Frank Lloyd Wright & Amer Architecture (3 credits)

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.

FA-331 Media and Culture (3 credits)

Technologies from the invention of writing to the inception of social media have influenced politics, journalism, and cultural production. As they explore aesthetic strategies and techniques in various media, students will engage with the material through both scholarship and practice. Selected readings from scholars, artists, and media activists will provide background and analysis of the history, theory, politics, and methods of participatory media. Students will critically analyze the relationships between media, audience, information, and power and consider the relationship between a participatory democracy and alternative media sources. Students will investigate the politics of representation and will learn to identify bias and manipulation and to recognize and analyze visual and textual systems of cultural codes at work in mass media. In their own projects, they will make use of this knowledge to create their own media messages to work most effectively within the visual and cultural codes they are challenging.

FA-348 Visionaries of Film (3 credits)

This course examines the art of an influential creator of film by offering an in-depth of the work of one major director, cinematographer, editor, or screenwriter. While examining the filmmaker's style and technique, we will investigate her or his philosophical approach to the visual representation of human experience. The historical and socio-political context of the films, along with their reception by viewers, are also considered in our study of the film maker's creative vision. This course fulfills the humanities core requirement as a fine arts course.

FA-349 Themes in Film (3 credits)

This course will focus on a particular movement, style, genre, or cultural, political, or aesthetic theme within the medium of film. A careful study of films and filmmakers within a particular movement or theme will emphasize the relationship of cinematic form and content with special attention to the techniques, expressive strategies, and historical, cultural, and socio-political context of the films and their makers.

FA-389 Special Topics (3.00000 credits)**FA-390 Special Topics (3 credits)**

Special Topics

FA-479 Advanced Black & White Methods (3 credits)

Advanced Black & White Methods

FA-489 Study Abroad (3 credits)

First Year Experience (FYE)

FYE-100 Life Unpacked (2 credits)

This class provides first-year students with support and guidance in a variety of skills and practices necessary to becoming a successful college student. The course covers studying and note-taking skills, library and research skills, and making an effective transition from high school to college. The class also features a series of presentations from faculty in various disciplines within the General Education curriculum, designed to introduce students to the various academic possibilities and career paths for majors, minors, and electives. Finally, students in the class will participate in a number of cultural events.

French (FRE)

FRE-101 Beginner French I (3 credits)

FRE 101 is designed to introduce true beginners to the French language. The primary focus of the course is to provide you with a basic knowledge of French through the extensive practice of the four fundamental skills in language learning: listening, speaking, reading, and writing. Attention is also given to the fifth language skill- cultural awareness. Through a communicative approach and through the use of the French language, students will learn the fundamental grammatical workings of the French language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Francophone culture, which vary from country to country.

FRE-102 Beginner French II (3 credits)

FRE 102 is the second semester of beginner French. The primary focus of the course is to expand basic knowledge of the French language and enable an elementary foundation of the French language. There will be extensive practice of the four fundamental skills: speaking, listening, reading, and writing. Increased attention is also given to the fifth skill of cultural awareness. Through a communicative approach and an increased use of the French language, students will learn the fundamental grammatical workings of the French language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of Francophone culture which vary from country to country.

FRE-201 Intermediate French I (3 credits)

French 201 is an intermediate-level integrated skills language course that will expand on the language skills mastered in French 101 and 102. The course begins with a quick review of the salient points of beginner French before it introduces you to the intermediate level material. This course will enhance your proficiency in the French language and acquire an intermediate-level foundation in the language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of French, students will learn more complex grammatical structures of the French language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Francophone culture, which vary from country to country.

FRE-202 Intermediate French II (3 credits)

French 202 is an intermediate-level integrated skills language course and continuation of French 201. This course furthers a student's proficiency in French and secures an acquisition of an intermediate-level foundation the language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of French, students will learn increasingly more complex grammatical structures of the French language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Francophone culture, which vary from country to country.

FRE-400 French Internship (3 credits)

This course gives students the opportunity to gain more exposure to and practice of the French language and culture in a professional setting that is in keeping with their own educational and vocational goals. Students will apply their skills in the written and oral forms of communication in a research or community internship placement that might include local nonprofit organizations, health clinics, or art galleries. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 150 hours for the semester (approximately 10 hours per week).

German (GRM)

GRM-101 German Level I (3 credits)

This course is for beginners or those with one year or less of high school German, who need to strengthen basic understanding, speaking, reading and writing skills. The culture and history of German-speaking peoples is also introduced.

Global Studies (GLS)

GLS-101 Global Culture I Gov Tech Social Thought (3 credits)

This course offers analysis of political philosophies and governments in the modern world and promotes cross-cultural understanding: reviews racial, ethnic and sexual issues from a minority-majority perspective; and deals with issues of discrimination and oppression. The course will cover world history leading up to the current diffusion of population and the emergence of modern forms of communication and transportation that appropriate areas of inquiry for students in a professional program.

GLS-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take GLS-189L

GLS-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take GLS-189

Graduate Core (GRA)

GRA-600 Theory Development (3 credits)

This course is a critical analysis of the processes involved in the development of theory. It includes a perspective of the underlying philosophical and historical trends in the development of theory. Emphasis is placed on the processes of concept analysis, components of theories, relationships and the relationships between research, practice and theory. Social, ethical and value problems related to the development of knowledge are examined.

GRA-601 Research Methodology and Design (3 credits)

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.

GRA-606 Curriculum Development (3 credits)

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(s): Take GRA-600

GRA-607 Teaching Strategies (3 credits)

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(s): Take GRA-606

GRA-608 Teaching Practicum (3 credits)

Students will observe, participate in and practice teaching. Nursing and related allied health professions students (i.e., occupational 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 ten weeks.

Prerequisite(s): Take GRA-606 GRA-607

GRA-610 Thesis Seminar (3 credits)

This course involves a discussion of current research in the profession. Students will identify and delineate a research problem and develop a thesis proposal.

Prerequisite(s): Take GRA-601 and (NUR-603 - nursing majors)

GRA-621 Applied Research Methods (3 credits)

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.

Prerequisite(s): Take GRA-601

GRA-622 Applied Research Project Seminar (3 credits)

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(s): Take GRA-621

GRA-629 Thesis Advisement (6.00000 credits)

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(s): Take GRA-610

Health Education

HED-701 Soc Determinants of Healthcare & Edu (2 credits)

This course explores diversity in health professions education and healthcare. Issues of disparity in educational programs and their effects on diversity in the healthcare workforce are reviewed. Students will examine current research related to diversity trends in healthcare and how to best meet the needs of students and healthcare clients.

HED-702 Leadership in Health Professions Education (3 credits)

This course examines current approaches to leadership and management in health professions education. Students will develop an understanding of leadership theories, management techniques, communication, team building, conflict resolution, group process, and delegation. These leadership and managerial issues will be viewed through a contemporary lens with the impact of changing demographics of health care and higher education in mind.

HED-703 Current Issues in Hlth Professions Edu (2 credits)

This course engages students in an analysis of key issues facing institutions and personnel that educate health professionals. Current issues including interprofessional education, accreditation, certification, entry level requirements, and faculty roles and responsibilities in an ever-evolving world are explored. This course stresses the concept of becoming a "change agent" for improved learning outcomes and the advancement of the health professions.

HED-704 Legal & Ethical Hlth Prof Edu (3 credits)

This course analyzes the changing legal and ethical context of post-secondary institutions from the vantage point of both administrative and faculty functions, with an emphasis on higher education's role in the preparation and continuing education of healthcare professionals.

HED-705 Finance & Planning Hlth Professions (3 credits)

Explored in relation to the changing landscape of higher education, this course reviews, analyzes and builds the capacity of students to comprehend the changing economics of higher education and the key financial elements of academic programming. Emphasis is placed on budgeting, strategic planning, and the utilization of various budget models for funding academic programs. The financial and strategic challenges of healthcare education programs are highlighted.

HED-706 Curr Plan & Design in Hlth Prof Edu (3 credits)

This course reviews major trends in higher education curriculum planning and design through the study of the history, development & management of curriculum and instruction within higher education and healthcare professions education more specifically. Course highlights the unique curricular and instructional requirements and challenges of distance education and field instruction.

HED-707 Evidence Based Prac Hlth Professions Edu (2 credits)

This course helps to prepare students to analyze best practice evidence to support the education of health professionals. With an emphasis on levels of evidence and research critique, this course examines research outcomes based on quality and applicability of the studies. Statistical significance and effect size will also be explored, along with ways to incorporate research review into the education of health professionals.

HED-708 Strategies in Health Professions Edu (3 credits)

This course analyzes teaching and learning strategies at the forefront of higher education, particularly health professions education. Students will explore how students learn and teaching techniques that maximize student performance. Emphasis is placed on learner-oriented techniques used in classroom-style, small group, and clinical instruction situations.

HED-709 Outcomes Assess Hlth Prof Education (3 credits)

With a focus on the preparation and continuing education of healthcare professionals, this course studies contemporary assessment theory and practice with an emphasis on using assessment to improve student learning outcomes. The course is framed by an articulation of the dynamic link between assessment, curriculum planning, and instructional design.

HED-710 Organizational Culture Hlth Professions (2 credits)

This course explores the cultures in health professions education. Focus is on organizational structure, governance, and the impact on faculty/students. Students will gain an understanding of the cultures that can influence institutional change and conflict, and enhance and/or deter productivity in both higher education and the clinical education setting.

HED-720 Advanced Statistics (4 credits)

This course is designed to refresh student backgrounds in descriptive and inferential statistic, and through review of this background, to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research. Students will review a wide variety of descriptive statistical techniques, then use these techniques to develop deeper understanding of their applications to advanced inferential statistical methods. Students will become familiar with ANOVA models, regression techniques, factor analysis, and multivariate applications, and use these applications to review literature in their field of interest.

HED-721 Quantitative Research Design (3 credits)

This course is designed to extend prior graduate training in quantitative research methodology to develop a much richer and deeper understanding of the application of these background skills to the reading and interpretation of literature and conducting research. Students will review a wide variety of quantitative techniques, including pre-experimental and quasi-experimental designs. Students will conduct literature reviews of their topic of interest, and apply their understandings of quantitative research methodologies to literature in their field of interest. Students design a study of their choice, including APA writing style, literature review, and a detailed methods section covering their applications of research design to their topic of choice.

HED-722 Qualitative Research Design (3 credits)

This course is designed to extend prior graduate training in qualitative research methodology to develop a much richer and deeper understanding of the applications of these background skills to the reading and interpretation of literature and conducting research. Students will review a wide variety of qualitative techniques, including interviews, focus groups, content analysis, and ethnography. Students will conduct literature reviews on their topic of interest, and apply their understandings of qualitative methodologies to literature in their field of interest. Students design a study of their choice applying all aspects of the course, including APA writing style, literature reviews, and a detailed methods section covering their applications of research design to their topic of choice.

HED-730 Teaching Practicum I (2 credits)

This course prepares students for higher education by engaging them in the teaching process. Students will identify a current issue/topic of interest within health professions education and develop, plan, and implement a two-hour seminar for students within the health care programs at D'Youville College. Each student will be expected to individually prepare learning objectives and a detailed teaching/learning plan that will be approved by his/her advisor. The student will then implement the plan in its entirety for an audience of health care students. Each student will receive feedback from faculty, as well as ratings and comments from student participants. Students will then be expected to complete a reflection paper indicating areas of strength, weakness and avenues of improvement.

HED-731 Teaching Practicum II (2 credits)

Building on skills developed in HED 730 - Teaching Practicum I, this course utilizes feedback and experiences to continue to hone teaching skills in a classroom-style setting. Students will again identify a current issue/topic of interest within health professions education and develop, plan, and implement a two-hour seminar for students within the health care programs at D'Youville College. Each student will be expected to integrate changes identified in the analysis of their previous teaching experiences in the development of the seminar, including modifications as needed to the teaching plan and learning objectives. The student will then carry-out the plan in its entirety for an audience of health care students. Each student will receive feedback from faculty, as well as ratings and comments from student participants. A reflection paper will highlight improvements from previous teaching experiences and plans for future development.

HED-732 Administration Practicum I (2 credits)

This course prepares doctoral candidates for higher education by engaging them in administration skills utilized by department managers. Students will be expected to complete a thorough analysis of three identified administrative components of an assigned facility/school. Potential components include legal/ethical issues, finance/planning, leadership/management, and organizational culture. Analysis will include a review of strengths, weaknesses, opportunities, and threats (SWOT) to the organization based on the current model of operation.

HED-733 Administration Practicum II (2 credits)

This course builds on the detailed analysis conducted in HED 732 - Administration Practicum I. Using skills developed in the administration courses of the curriculum, students will be expected to create an action/strategic plan based on findings from their analyses. This plan will span a three year time period and will focus on the three administrative areas detailed in their analyses. The completed action/strategic plan will then be submitted to the student's site supervisor for review and approval.

HED-740 Applied Research Practicum I (2 credits)

This course helps students develop a better understanding of the research process by engaging them in the creation of an applied research proposal. Students will identify a topic of interest within health professions education and develop an appropriate research question, literature review, and methodology for a pilot study. Students will also learn about human subjects' protection and will submit an application to the Institutional Review Board.

HED-741 Applied Research Practicum II (2 credits)

A continuation of Applied Research Practicum I, in this course students complete the research process by gathering and analyzing data for the pilot study. Students will learn how to write up research for scholarly publication, including finding appropriate, peer-reviewed journals and following author guidelines.

HED-742 Grant Writing Practicum I (2 credits)

This course helps students develop a better understanding of the process of seeking grant funding from a variety of funding sources. Students will identify a topic of interest within health professions education and develop a letter grant proposal up to the submission stage. Students will learn about the grant review process and specific information grant reviewers look for.

HED-743 Grant Writing Practicum II (2 credits)

A continuation of Grant Writing Practicum I, this course prepares students to complete a full government grant application based on the topic identified previously. Students will gain an understanding of skills related to seeking a funding source, completing the application, and the peer review process. A variety of funding sources and range of funding types will be reviewed to prepare students for future grant applications.

HED-750 Interprofessional Education Healthcare (3 credits)

This course explores interprofessional education in the healthcare professions, including practical methods of implementing interprofessional programming. Students will develop an understanding of the importance of values-based interprofessional collaboration, including developing scenarios for reflection and exploring modalities used in best practices.

HED-751 Course Design in Hlth Prof Education (3 credits)

This course explores online education in the healthcare professions. Students will gain an understanding of various design elements that can enhance online coursework, including community building, tech tools, and gamification of classes. Included in the course are components unique to online coursework in healthcare professions, such as integrating clinical laboratory components online and management of fieldwork.

HED-752 Program and Personnel Evaluation (3 credits)

This course focuses on building student capacities at evaluating both educational programs and effective instruction, and the links of this process to curriculum planning, instructional design, and the assessment of learning outcomes. It pays particular attention to accreditation as a continuous evaluation process aimed at improving the quality of education and meeting needs of healthcare professionals and those they serve.

HED-753 Globalization and Hlth Professions Edu (3 credits)

This course explores health professions education and the ever expanding globalization in higher education. Students will identify the university as a global institution and consider the ramifications of international students, courses, research, and economic demands. Focus will be on viewing healthcare preparation from a global perspective, with student outcomes and the global labor market in mind.

HED-754 Survey Research Methods: Design and App (3 credits)

This course focuses on advanced survey research techniques, sampling, and the use of online survey tools. Students will explore cases of effective use of surveys for healthcare outcomes, policies, and program development.

HED-755 Mixed Methods Research Design (3 credits)

This course explores the use of quantitative and qualitative data in a single research design. Case study designs that utilize both quantitative and qualitative data will be reviewed. The course will also identify exemplary mixed methods studies and their use by health professions researchers.

HED-801 Dissertation Proposal Development (4 credits)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the successful defense of the completed dissertation, the doctoral student will publically present an oral report on the findings and conclusions of the study.

HED-802 Dissertation Guidance (6 credits)

Under the guidance of the dissertation committee, the doctoral candidate will complete the dissertation following the approved content and protocols of the proposal. Following the successful defense of the completed dissertation, the doctoral student will publically present an oral report on the findings and conclusions of the study.

Health Services Administration (HSA)

HSA-389 Special Topics (3 credits)

Special Topics

HSA-390 Special Topics (3 credits)

Special Topics

HSA-605 Aging American Society (3 credits)

The course covers the social implications of aging as well as biological and psychological issues. A variety of topics as they relate to aging will be covered: interpersonal relationships, work and retirement, the economics of aging, sexuality in old age, and race/ethnicity.

Prerequisite(s): Take HSA-615 HSA-616

HSA-608 Research Methodology & Design (3 credits)

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. Course is only available to Long Term Care certificate students.

HSA-610 Thesis Seminar (3 credits)

Students will identify a research topic of interest, delineate a research problem in and develop a thesis proposal.

Prerequisite(s): Complete 30 hours or coursework including HSA-608 and HSA-682. Permission of instructor is required to register for this course.

HSA-612 Culture in Healthcare (1 credits)

This interdisciplinary course is open to students from all graduate programs who are interested in the impact of culture on health, and in development of culturally appropriate interventions for communities. It will build on epidemiological concepts and apply anthropological methodologies to understanding the impact of culture on health status, service utilization, and cultural conflicts between health care providers and members of ethnic communities.

HSA-613 Management in Healthcare Organizations (3 credits)

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.

Prerequisite(s): Take HSM-101

HSA-615 Health Systems Organization & Management (3 credits)

This course brings together students with a wide range of backgrounds and experiences as consumers, providers within health care organizations and policy makers to critically examine the organizational and management concepts that influence planning and decision making. The emphasis is on studying the various forms of health organizations as well as administrative behaviors used in adaptation and policy development.

HSA-616 HR Mgt in Health Care Organizations (3 credits)

The course will present the design of programs for the maximizing of employee and institutional contributions in the health care service area. The course will address the grouping of professionals, paraprofessionals and skilled and non-skilled workers into an efficient and effective work group. The course will review labor relations and union organizations in the health care area and review legal aspects of personnel management.

Corequisite(s): Take HSA-613 (non-HSA majors) or HSA-615 (for HSA majors).

HSA-621 Project Planning & Evaluation (3 credits)**HSA-622 Project Seminar (3 credits)****HSA-629 Thesis Advisement (6.00000 credits)**

During this independent learning time, the student works directly with a faculty member who chairs the thesis committee. The student conducts a systematic investigation of the research problem with faculty guidance. Students register with their thesis director.

Prerequisite(s): Take HSA-610. Permission of the thesis chair is required before you can register for this course.

HSA-630 Continuing Project (1 credits)**HSA-648 Introduction to Health Care Finance (3 credits)**

This course is designed to introduce the learner to a broad range of concepts and skills involved in planning, budgeting and controlling in health care organizations. The emphasis in this course is on managerial as opposed to financial accounting and on issues carried out at the department or organizational level rather than the system level. This course is required for the long-term care certificate.

Corequisite(s): Take HSA-615 or be in the Clinical Research Associate Certificate program.

HSA-649 Applications of Health Care Finance (3 credits)

This course builds on previous HSA core courses to prepare the learner to help position and financially manage a health care organization. Application of concepts of financial management within health care organizations, including financial planning principles, reimbursement procedures, government regulations, analysis of financial statements and principles of financial planning. The strategic planning process and principles of marketing are covered. Emphasis is placed on issues related to integrated health systems and managing the health of populations.

Prerequisite(s): Take HSA-648

HSA-652 Healthcare Economics & Public Policy Making (3 credits)

This course introduces the learner to descriptive and exploratory health care economics including the operation of health care markets, supply and demand issues in health care, market competition, market power, and reform in the health care market. The public policy making process in the United States will be explored on a national and state level, along with health policy reform, current significant policy issues, development of the U.S. health care system, and comparison with health care systems in other industrialized countries. Participants in the course track and analyze public policy issues and explore major health policy references and sites.

Prerequisite(s): Take HSA-615

HSA-653 Legal & Ethical Issues in HCO (3 credits)

This course addresses legal and ethical issues frequently encountered by health care managers. Topics include the constitutional basis for government support of health care services and constraints that law and regulation impose on the health care industry. Bioethical theory, policy formulation and decision making in the professional setting are also included. Specific problems discussed include such issues as the right to health care, allocation of scarce resources, human experimentation, choices regarding death, liability of health care providers and governing board and medical and health care staff responsibilities.

Prerequisite(s): Take HSA-615

HSA-656 Introducing Drugs Into Human Population (3 credits)**HSA-657 Advanced Decision Analysis (3 credits)**

This course examines a variety of advanced quantitative methods useful for analyzing and evaluating decision making in health care systems. It is designed to improve the learner's ability to use analytical techniques now seen as necessary for formulating strategic or operative plans for a health care organization.

Prerequisite(s): Take HSA-669

HSA-660 Applied Biostatistics (3 credits)

The course has an emphasis on the application and interpretation of statistical tests commonly employed in epidemiologic and health services research. This course will emphasize statistical concepts and the application of statistical methods to test hypothesis in data sets. Topics include descriptive statistics, probability distributions, point and confidence interval estimation, hypothesis testing for means, proportions, elementary non-parametric techniques, tests for categorical data, ANOVA, correlations and introduction to regression methods. Students will be introduced to SPSS in weekly laboratory sessions to learn how to import and manipulate data sets and perform data analysis using statistical methods covered in the course.

HSA-668 Nursing Home Administration (3 credits)

This course is designed to provide students the knowledge and skills required as a nursing home administrator. This course will assist students in applying the knowledge and skills acquired in earlier courses to the specific field of nursing home administration. It covers organizational management and general management, resident care, personnel management, financial management, environmental management, regulatory management, dietary management and aging. The course is intended to meet course requirements for Qualification 3 and Qualification 5 of the New York State Education Department for Nursing Home Administrator licensure.

Corequisite(s): Take HSA-648

HSA-669 Improving Performance of Health Systems (3 credits)

This course is designed specifically for managers in health care organizations who want to develop knowledge and skills in planning, measurement and communicating the performance of their organization. This course is targeted to those students who desire a master's degree in health services administration and have achieved the level of knowledge and skill associated with understanding the structure and function of health care systems as well as basics in measurement as applied to planning, budgeting and controlling within organizations. Students will learn how to respond to the convergence of forces driving the study of the performance of health care systems today. The emphasis is on how to assess the performance of processes and outcomes of health care delivery systems and what to assess. Students will learn how to design, implement and evaluate the performance of their organization as well as how to contribute to and use uniform datasets.

Prerequisite(s): Take HSA-648

HSA-670 Hlt Serv Consult (3 credits)

This course will present the learner with models for consulting in health care organizations. Concepts of both internal and external consulting will be covered. Theories underlying effective consulting will be covered. The course will also cover the elements and design of a business plan. Representatives of different types of health care consulting organizations will be guest speakers.

Prerequisite(s): Take HSA-648 HSA-652 HSA-653

HSA-671 Info Technology in Health Care (3 credits)

This course provides a review of clinical information, administrative information and decision support information systems. Emphasis is placed on decision support, specifically information and analytic tools to support managerial decision-making.

Prerequisite(s): Take HSA-615

HSA-672 HSA Practicum (3 credits)

This course provides the opportunity for the application of theories and principles of classroom learning in an area of the health care system. There is a requirement of three credit-hours (120 clock hours) of field work under the supervision of a qualified preceptor and program faculty. Students meet as a group periodically during the semester. Attendance at these integrative seminars and completion of practicum objectives is required.

Prerequisite(s): Take HSA-608 HSA-615 HSA-616 HSA-648 HSA-649

HSA-679 Special Topics (3 credits)

This course provides an in depth review of the use of information technology in health care. The course will consider how information systems have developed to support the business and clinical requirements of the health care delivery system. Most important, the course will assess reasons for recent expansion in health information technology and consider the potential impact of this with an emphasis on both the cost and quality of health care services.

HSA-682 Managerial Epidemiology (3 credits)

Epidemiology is the study of the distribution and determinants of disease in human populations. Managerial epidemiology is the application of the principles and tools of epidemiology to the practice of management. This course will introduce students to the basic principles of epidemiology and demonstrate how these principles may be applied to the various functions of health services administrators/managers, such as planning, staffing, organizing, directing and controlling. Through these principles students will learn how measurement of health-related outcomes and delivery of health services is a critical component of each of these functions.

Corequisite(s): Take HSA-608 and statistics requisite fulfilled.

HSA-705 Communication Through Leadership (3 credits)**Health Services Management (HSM)****HSM-101 Introduction to Health Care (2 credits)**

Students are introduced to the use of concepts, theory and research as they relate to professional practice in the health care system. They will explore the development and current patterns of the health care delivery and the forces which mold the health care system and an individual's health behavior. The course may include field trips to selected community and institutional settings.

HSM-200 Professionalism in Health Care (1 credit)

Healthcare managers must demonstrate professional behaviors and be able to navigate the professional culture of healthcare. In particular healthcare managers must be able to demonstrate: 1) culturally competent interpersonal interactions, 2) appropriate dress and personal presentation in healthcare settings, and 3) the ability to plan for and obtain ongoing professional development to meet the changing requirements of healthcare settings.

HSM-210 Introduction to Healthcare Systems (3 credits)

This course presents a systems approach to the delivery of health services. Students will develop an understanding of the basic structures and operations of health care systems. The course examines resources, processes and outcomes of health systems.

HSM-308 Research Method for Healthcare Managers (3 credits)

This course will introduce students to research processes and methodologies. Students will review and critically analyze research designs with a focus on those used in healthcare organizations. The interpretation of the statistical findings will be emphasized to ensure a literate workforce. The instructor will expose the student to research proposal creation. Emphasis is on the professional as a consumer of research.

Corequisite(s): Take HSM-210 And An Undergraduate Statistics Course.

HSM-310 Quantitative Methods (3 credits)

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(s): Take MAT-123

HSM-312 Health Edu Program Planning & Evaluation (3 credits)

This course focuses on health education at the individual and population levels. Students will learn how to conduct a community diagnosis, mobilize communities for action in promoting healthy behaviors at individual and community levels. Students will learn how to align strategies with Healthy People 2010 and measure improvements.

HSM-314 Max Health Org Assets of Coord & Comm (2 credits)

This course introduces students to the concepts of healthcare communications. Topics will include the role of personal and team values in improving communication that enhances organizational behavior, cultural competence, performance, effectiveness and morale. The skilled communicator will be able to interpret the beliefs that guide the institution to instill culturally appropriate cooperative, collaborative and engaged activities by team members at all levels of the organization, and be able to adapt the same communication skills that work within an organization to be effective with an external audience interested in the social responsibility of the organization to the community it serves.

Corequisite(s): Take HSM-210

HSM-315 Communications in HC (3 credits)

This course presents coordination and communication as closely related strategies through which managers in HSMO and communities link together the various people and units within their systems to other organizations and agencies. Central to communication is an understanding of the interdependencies that exist in both internal structures and external relationships. Students will explore challenges associated with coordination and communication, and examine effective strategies for meeting these challenges.

Corequisite(s): Take HSM-210

HSM-316 Human Resources for Healthcare Managers (3 credits)

This course provides students with an overview of managerial activities related to human resources in healthcare organizations. Specific topics that will be covered include laws governing human resource processes, job descriptions, recruiting, interviewing, hiring, firing, orientation, benefits, appraisal, discipline, and developing clinical and non-clinical personnel.

Prerequisite(s): Take HSM-325

Corequisite(s): Take HSM-210

HSM-318 Resource Management in Health Care (3 credits)

The purpose of this course is to introduce the student to the principles of managing health care resources and to the methods used to analyze and evaluate the use of resources in delivering health service. The objective will be to expose students to approaches to cost containment and to the need for partnership with clinical providers to achieve success in providing effective and efficient care. Students will develop and understanding of well-established methods of resource management along with emerging and developing methods such as value-based payment and accountable care organizations.

HSM-320 Health Services Internship (2 credits)

Under the supervision of a qualified preceptor and program faculty, students complete approximately 80 hours of fieldwork in the area of community health and health education. This course includes one hour of weekly seminar.

Prerequisite(s): Take HSM-210

HSM-325 Management in Healthcare (3 credits)

This course introduces student to the principles of management applied to healthcare organizations. Topics include problem solving and decision making in the current health service marketplace; the ability to develop the skills, terminology and personal ethics/values to manage in a healthcare setting, as well as comprehending the leadership structure that guides the institutions to successful delivery of care.

Corequisite(s): Take HSM-210

HSM-349 Healthcare Finance (3 credits)

This course provides students with an overview of financial management functions at the departmental level of healthcare organizations including budgeting and cost analysis for department-level operations and capital expenditures.

Prerequisite(s): Take MAT-120 ACC-211

Corequisite(s): Take HSM-210 and take ECO-201 or ECO-202

HSM-389 Special Topics: Study Abroad (3 credits)

Special Topics: Study Abroad

HSM-390 Special Topics (3 credits)

Special Topics: Study Abroad

HSM-406 Health Information Management (3 credits)

This course will cover the policy and legislation influences that have encouraged the rapid paced adoption of health information technology (HIT). The course will describe the function, benefits, and challenges of widely used HIT systems such as electronic health records, telehealth, and mobile health. The role of HIT in cost, quality, and satisfaction improvements, as well as provider value based payment will be defined.

Corequisite(s): Take HSM-210

HSM-408 Health Insurance (3 credits)

This course provides students with an overview of diverse financial systems within American healthcare, focusing on reimbursement methods and payment systems and how they affect providers and payers. It also reviews major insurance programs, federal health care legislation, legal/regulatory issues, diagnosis and procedures coding systems, and the impact of coding on reimbursement, compliance, and fraud and abuse.

HSM-410 Health Care Policy and Law (3 credits)

This course develops students' knowledge and understanding of the development and impact of policy and law in the US on healthcare organizations. Specific emphasis will be given to principles of law, policy and the U.S. legal system including laws and policies related documentation, privacy, security, release of health information, liability, consent, and malpractice.

Prerequisite(s): Take HSM-210

HSM-413 Quality Improvement in Healthcare (3 credits)

This course introduces students to the principals of clinical quality and performance improvements as applied in the health care setting. Specific topics include the use of evidenced-based, measurable standards, work steps for improvement, and value based payment systems. Students will investigate models used to improve the process of health care delivery, as well as examples of successful clinical, cost and satisfaction performance improvements.

Prerequisite(s): Take HSM-210 HSM-325

HSM-414 Project Planning & Management (3 credits)

This course examines the phases of project and management in health care organizations. Students will learn how to use a systems approach to integrate local, state and federal health care mandates and professional standards in setting reasonable goals, determine a time line and budget. They will learn how to lead and facilitate team 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.

Prerequisite(s): Take HSM-406

HSM-415 Healthcare Operations (3 credits)

This course introduces student to the operational functions of healthcare managers across the healthcare and public health continuum. Topics include design and structure of the healthcare continuum, planning for and managing patient flow, measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and improving clinical and non-clinical processes. Operations topics will include incorporating perspectives from clinical operations, business, operations, information management, patient safety and community impact.

Prerequisite(s): Take HSM-210 HSM-315 HSM-325 HSM-349 HSM-316 HSM-406

HSM-420 Health Services Management Internship (2-5 credits)

This course provides students with a managerial internship/field work experience at a healthcare setting. Students will apply course work knowledge and skills to a health services management problem through the completion of a major project at a targeted organization that is negotiated between the student, preceptor, and HSA department.

Prerequisite(s): All major coursework except HSM-472 and HSM-473

Corequisite(s): Take HSM-473

HSM-472 Health Services Management Capstone (3 credits)

This course serves as a culminating capstone experience in which students are expected to apply knowledge and skills gained from their undergraduate experience as a whole and from the HSM program specifically to solve a current healthcare management problem. This course provides students with the opportunity to demonstrate their ability to think critically, to synthesize information from multiple areas of healthcare practice, to integrate content across the multiple skills and practices areas expected of healthcare managers, to work in a team, and to transition from student to practicing professional

Corequisite(s): All Major Coursework Except HSM-420 and HSM-473

HSM-473 Health Services Management Seminar (1 credits)

This course provides students with an opportunity to reflect on their managerial internship experience at a healthcare setting and to contextualize their experiences within the larger healthcare field. Students will work in small groups to help one another problem solve issues that occur during their internship experience by applying course work knowledge and skills. Students will also discuss the potential impact of current trends in healthcare practice on their current experience and on future experiences beyond their college experience. Students will prepare their program portfolio and will participate in mock experiences to prepare them of post-graduation work.

Corequisite(s): All Major Coursework Except HSM-472 and HSM-420; Take HSM-420

History (HIS)

HIS-103 Comparing World Civilizations (3 credits)

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.

HIS-111 Growth of Western Culture (3 credits)

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.

HIS-112 Humanities Seminar (3 credits)

This course teaches academic writing skills based on a humanities topic, thematically linked to the D'Youville general education core. Topics will vary by instructor and will be approached from literary or historical perspectives, with a common focus on cultural studies. Offered both semesters. Crosslisted with ENG-112

HIS-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take HIS-189L

HIS-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take HIS-189

HIS-203 American History to 1865 (3 credits)

This course examines American history from colonial times to 1865, with attention to the diversity of experiences among peoples during this period. This course meets the core requirement in history.

HIS-204 American History Since 1865 (3 credits)

This course examines the political, social, economic, and cultural history of the United States and its diverse peoples from 1865 to the present. This course meets the core requirement in history.

HIS-211 The United States and the World (3 credits)

This course examines the diplomatic, political, and cultural interaction between the US and the modern world.

HIS-309 History of East Asia (3 credits)

This course examines the history of East Asia in the 19th and 20th centuries with a focus on China and Japan.

HIS-313 History of Latin America (3 credits)

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.

HIS-320 History of New York State (3 credits)

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.

HIS-323 Founding the American Republic 1763-1800 (3 credits)

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.

HIS-325 Modern World Revolutions (3 credits)

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.

HIS-326 Civil War and Reconstruction (3 credits)

This course is a study of the forces shaping American life through the outbreak of the Civil War through the Reconstruction and the development of the postwar period. Emphasis is placed on the problems of slavery and race relations.

HIS-327 Twentieth Century America (3 credits)

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. Focus is placed on the problems of urbanization and of African Americans.

HIS-328 Twentieth Century America (3 credits)

This study of the United States in the twentieth century considers such topics as the 1950s, the revolution of the 1960s, the Vietnam War, and the presidency from Truman to Clinton. It focuses on the problems of American involvement in the world, the challenge of the urban crisis and the struggle of African Americans.

HIS-329 Twentieth Century Europe (3 credits)

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.

HIS-330 History of Constitutional Law (3 credits)

This course will develop an understanding of the legal system of the United States through the study constitutional history and the U.S. court system.

HIS-336 American Environmental History (3 credits)

This course examines the major themes and issues in American environmental history, focusing on the changing attitudes and behavior towards nature in the transition from rural agricultural to an urban industrial society that profoundly transformed the physical and cultural landscapes.

HIS-341 Canada in Transition (3 credits)

This course provides students with a thematic approach to the historical, cultural, political, social and economic development of America's closest foreign ally and major trading partner. Through the examination of Canadian colonial development, political evolution, cultural formation and economic diversification, students analyze a nation that is similar to the U.S. and yet quite unique. By studying Canadian policy toward native North Americans, students see how and why such a policy took a radically different approach from that followed in the U.S. This approach of comparison and contrast will be utilized throughout the course.

HIS-343 Russia the West and Change (3 credits)

Beginning with Peter the Great, the course examines how Russia has attempted to keep up with Western technological and social development. Particular attention is given to the way communism structured this attempt since the Russian Revolution.

HIS-344 History of Ireland (3 credits)

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.

HIS-350 Africa and Middle East: Selected Topics (3 credits)

This course examines selected topics in the social, cultural, and political histories of modern Africa and the modern Middle East.

HIS-351 Religion in American History (3 credits)

This course will explore the many important issues in American religious history over the past 400 years.

HIS-389 Special Topics - Study Abroad (3 credits)

Special Topics - Study Abroad

HIS-420 Variable Topics in History (3 credits)

This variable topic seminar deals with selected themes or topics that are announced when the course is offered.

HIS-441 Case Study in Urban Sociology (3 credits)

This course combines on-campus lectures about the geography, history, culture and society of a designated urban center with a one-week service learning experience in that city. Campus lectures will take place in the fall semester and the one week of service learning is held between semesters, in January.

HIS-444 Internship (3-12 credits)

The history internship is a variable credit (3-12 hours) required course that encourage 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.

HIS-450 Senior Research Project (3 credits)

This course requires students to investigate and write a significant historical paper on a topic of their choice (usually in local history). The research for the paper must include original or archival sources. Prerequisite: Completion of 24 credit hours; Offered in the spring semester.

Prerequisite(s): Complete 24 credits prior to taking this course.

HIS-479 Independent Study (1-3 credits)

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

HIS-480 Independent Study (1-3 credits)

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

Holistic Health Care (HHS)

HHS-300 Introduction to Hatha Yoga (3 credits)

Introduction to Hatha Yoga

Human Resource Management (HRM)

HRM-309 Principles of Human Resources Management (3 credits)

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.

Corequisite(s): Take MGT-305

HRM-635 Employee Rec, Sel, Train and Dev & Development (3 credits)

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of employee recruitment, selection and training, and development. This course will assist in preparation for human resource certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management.

Prerequisite(s): Take MBA-604

HRM-636 Employee Benefits, Pension & Comp. (3 credits)

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of compensation and benefits. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies specified for the profession by the Society for Human Resources Management.

Prerequisite(s): Take MBA-604

HRM-637 Multinational Human Resource Mgmt (3 credits)

The course covers various areas of knowledge, theories and applications of organizational behavior and human resources 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 and subsequent repatriation, compensation, and other related problems in domestic and international business, and country specific factors affecting foreign placement of company personnel.

Prerequisite(s): Take MBA-604

HRM-638 Safety,health & Labor Relations (3 credits)

This course will assist in preparing a student to be a human resources manager by introducing the necessary skills and knowledge in the areas of Safety and Health and Labor Relations. This course will assist in preparation for Human Resource Certification Institute certification exams by focusing on the skills and competencies-specified for the profession by the Society for Human Resources Management.

Prerequisite(s): Take MBA-604

Humanities (HUM)

HUM-102 Cultural Studies in Healthcare (3 credits)

This course introduces students to professions within the US healthcare system, including the historical, systemic, political, and structural influences that shaped the culture of these professions. This includes professional norms, values, and traditions as well as popular perceptions of the roles of the various professions within the United States healthcare system. Students learn how to analyze and contextualize various kinds of practices and behaviors that occur within health systems, professions, and between health professionals. Students develop skills necessary to navigate the cultural differences by health professions and to demonstrate competence when interacting within healthcare culture.

Information Technology (IT)

IT-101 Introduction to Information Technology (1 credits)

This course provides first-year students an introduction to information technology including social implications and the creation, organization, analysis, storage, retrieval and communication of information. Through interactions in a small group environment, students will become more familiar with the information technology curriculum, career options and ethical issues. Students will learn about the history of information technology. A broad spectrum of information technologies and their impacts will be examined.

IT-111 Java Programming (3 credits)

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(s): Take IT-101

IT-112 Java Programming II (3 credits)

Designed as a second course in Java programming, this course explores advanced JAVA features such as applets, exception handling, internationalization, multithreading, multimedia and networking. Together with Programming I, the two courses form a comprehensive introductory on JAVA programming. Good programming practices such as top-down planning, modularity, debugging strategies and documentation are reinforced throughout the course. The associated lab component enables students to translate theory into practice.

Prerequisite(s): Take IT-111

IT-231 Computer Organization & Architecture (4 credits)

This course is an introduction to computer architecture and implementation. Topics include CPU organization, memory, registers, addressing modes, busses, instruction sets, multiprocessor versus single processor, peripheral devices and input/output. Basic digital system concepts such as number systems, Boolean algebra, flip-flops, decoder, encoder, multiplexer, ROM and adder will also be covered. The laboratory provides more insight into the physical aspects of the design and implementation of modern computer systems.

Prerequisite(s): Take IT-112

IT-241 Data Structures & Algorithms (3 credits)

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(s): Take IT-112

IT-304 Object-Oriented Computing (3 credits)

This course focuses on techniques in problem solving principles of object-oriented design and modeling, and structured programming using C++. It introduces the fundamental concepts of object-oriented computing: objects, classes, inheritance, abstraction, encapsulation, polymorphism and visibility. The course emphasizes high-level front-end conceptual processes of analysis and design rather than back-end implementation. By the end of the course, students will gain an appreciation for the object-oriented approach for reusability, extensibility, and easy maintenance, and avoid common software design errors. The C++ programming language is used to link the concepts to real-life software implementation.

Prerequisite(s): Take IT-112

IT-315 Interactive Interface Design (3 credits)

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(s): Take IT-112

IT-323 Database Design and Development (3 credits)

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(s): Take IT-241

IT-331 Internet Working & Communication (3 credits)

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(s): Take IT-231 MAT-120

IT-338 Modern Operating Systems (3 credits)

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(s): Take IT-231

IT-389 Special Topics (3 credits)

Study Abroad Special Topics

IT-390 Special Topics (3 credits)

Study Abroad Special Topics

IT-415 System Development Concepts Methodologies (3 credits)

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(s): Take IT-315 IT-304

Intensive English Program (IEP)

IEP-011 High Beginner Writing (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with an introductory level of English. Coursework engages students with current and engaging materials including literary novels, digital media, and personal writing. Course will cover: . Vocabulary development . Reading comprehension . Fundamentals of the writing process

IEP-012 High Beginner Reading (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with an introductory level of English. Coursework engages students with current and engaging materials including literary novels, digital media, and personal writing. Course will cover: . Vocabulary development . Reading comprehension . Fundamentals of the writing process

IEP-013 High Beginner Listening (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with an introductory level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics. Course will cover: . Comprehension activities . Note-taking skills . Pronunciation . Conversation skills for social and educational settings

IEP-014 High Beginner Speaking (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with an introductory level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics. Course will cover: . Comprehension activities . Note-taking skills . Pronunciation . Conversation skills for social and educational settings

IEP-015 High Beginner Grammar (0 credits)

This supportive class teaches grammar for writing and speaking. Focus is on a wide range of foundational grammatical structures in real-world contexts. Coursework will be supplemented with individual tutoring and language lab work.

IEP-021 Intermediate Reading (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with a foundational level of English. Coursework engages students with current and engaging materials including literary novels, digital media, and personal writing. Course will cover: . Vocabulary development . Analytical reading . Application of the writing process . Fundamentals of research writing

IEP-022 Intermediate Writing (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with a foundational level of English. Coursework engages students with current and engaging materials including literary novels, digital media, and personal writing. Course will cover: . Vocabulary development . Analytical reading . Application of the writing process . Fundamentals of research writing

IEP-023 Intermediate Listening (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with a foundational level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics. Course will cover: . Comprehension activities . Note-taking skills . Pronunciation . Communication skills for social and educational settings . Creating presentations

IEP-024 Intermediate Speaking (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with a foundational level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics. Course will cover: . Comprehension activities . Note-taking skills . Pronunciation . Communication skills for social and educational settings . Creating presentations

IEP-025 Intermediate Grammar (0 credits)

This supportive class teaches grammar for academic writing and speaking. Focus is on a wide range of foundational grammatical structures in real-world contexts. Coursework will be supplemented with individual tutoring and language lab work.

IEP-031 High Intermediate Reading (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with a functional level of English. Coursework engages students with authentic and engaging materials including literary novels, newspaper articles, digital media, and personal writing. Course will cover: . Vocabulary development . Text analysis . Research-based writing

IEP-032 High Intermediate Writing (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with a functional level of English. Coursework engages students with authentic and engaging materials including literary novels, newspaper articles, digital media, and personal writing. Course will cover: . Vocabulary development . Text analysis . Research-based writing

IEP-033 High Intermediate Listening (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with a functional level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics including formal lectures and podcasts. Course will cover: . Presentation comprehension and evaluation . Note-taking skills . Pronunciation . Communication skills for academic settings . Creating presentations and audio content

IEP-034 High Intermediate Speaking (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with a functional level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics including formal lectures and podcasts. Course will cover: . Presentation comprehension and evaluation . Note-taking skills . Pronunciation . Communication skills for academic settings . Creating presentations and audio content

IEP-035 High Intermediate Grammar (0 credits)

This supportive class teaches grammar for academic writing and speaking. Focus is on a wide range of grammatical structures in academic contexts. Coursework will be supplemented with individual tutoring and language lab work.

IEP-041 Advanced Reading (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with an advanced level of English. Coursework engages students with authentic and engaging materials including academic textbooks, research studies, literature, digital media, and personal writing. Course will cover: . Academic vocabulary development . Text analysis . Research-based writing

IEP-042 Advanced Writing (0 credits)

An integrated reading and writing skills course for students enrolled in the Intensive English Program with an advanced level of English. Coursework engages students with authentic and engaging materials including academic textbooks, research studies, literature, digital media, and personal writing. Course will cover: . Academic vocabulary development . Text analysis . Research-based writing

IEP-043 Advanced Listening (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with an advanced level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics including formal lectures and podcasts. Course will cover: . Presentation comprehension and evaluation . Note-taking skills . Pronunciation . Communication skills for academic settings . Research-based presentations

IEP-044 Advanced Speaking (0 credits)

An integrated listening and speaking skills course for students enrolled in the Intensive English Program with an advanced level of English. Students will improve communication skills through classroom activities that incorporate spoken material from diverse speakers and topics including formal lectures and podcasts. Course will cover: . Presentation comprehension and evaluation . Note-taking skills . Pronunciation . Communication skills for academic settings . Research-based presentations

IEP-045 Advanced Grammar (0 credits)

This supportive class teaches grammar for writing and speaking. Focus is on a wide range of grammatical structures in academic contexts. Coursework will be supplemented with individual tutoring and language lab work.

International Business (IB)

IB-501 Theoretical Concepts in Global Economics (3 credits)

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.

IB-503 International Econ Finance & Accounting (3 credits)

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.

IB-505 International Negotiation & Comm. Communications (3 credits)

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.

IB-506 International Management (3 credits)

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.

IB-602 Multinational Corporate Finance (3 credits)

This course emphasizes the financial issues that multinational enterprises face. Topics include risk management, financing and investment decisions.

Prerequisite(s): Take IB-503

IB-604 International Marketing & Research (3 credits)

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(s): Take IB-505

IB-605 Legal Environment in International Bus (3 credits)

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(s): Take IB-503

IB-607 International Transportation & Logistics (3 credits)

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(s): Take IB-503

IB-608 Multinational Strategic Management (3 credits)

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(s): Take IB-602 IB-604

IB-610 International Financial Reporting (3 credits)

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(s): Take IB-602

IB-612 International Bus Elective (3 credits)

This course covers special topics in international business that are of interest to students and enhance students' knowledge in specific areas.

IB-620 International Business Fieldwork (3-9 credits)

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.

IB-621 International Business Project Seminar I (3 credits)

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(s): Take GRA-600 or GRA-601

IB-622 International Business Project Seminar (3 credits)

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 Fieldwork II (3 credits)

This course is a continuation of IB 620.

Prerequisite(s): Take IB-620

IB-689 Special Topics Study Abroad (3 credits)

Italian (ITA)

ITA-101 Beginner Italian I (3 credits)

ITA 101 is designed to introduce true beginners to the Italian language. The primary focus of the course is to provide you with a basic knowledge of Italian through the extensive practice of the four fundamental skills in language learning: listening, speaking, reading, and writing. Attention is also given to the fifth language skill- cultural awareness. Through a communicative approach and through the use of the Italian language, students will learn the fundamental grammatical workings of the Italian language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Italian culture, which vary from region to region.

ITA-102 Beginner Italian II (3 credits)

ITA 102 is the second semester of beginner Italian. The primary focus of the course is to expand basic knowledge of the Italian language and enable an elementary foundation of the Italian language. There will be extensive practice of the four fundamental skills: speaking, listening, reading, and writing. Increased attention is also given to the fifth skill of cultural awareness. Through a communicative approach and an exclusive use of the Italian language, students will learn the fundamental grammatical workings of the Italian language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of Italian culture, which vary from region to region.

ITA-121 Travel to Italy (3 credits)

Travel to Italy is a beginner level course of the Italian language that journeys through the twenty regions of Italy and its major tourist attractions. The course begins with a focus of the Northern most regions that border the countries of France, Switzerland, Austria and Slovenia. The course then visits the regions of Central and Southern Italy with a particular focus of the island culture of the Amalfi, Sardegna and Sicily. The course also explores the connections between climate, neighboring countries, and geographical formations and regional dialects, folkloric traditions and cuisine. Instruction of vocabulary and beginner level concepts ultimately prepare students for traveling to the country. ITA 121 is an ideal course for students planning to travel to Italy for personal or professional reasons.

ITA-122 Mangia! Italian Language Through Food (3 credits)

ITA 122 is a beginner level course of the Italian language and culinary journey of Italy's vast cuisine. Beginner level concepts are accompanied by lessons and readings that explore Italy's rich diversity of traditions and cultural practices linked to food that vary significantly from region to region. Additionally, the course will explore the variations of authentic Italian cuisine in the U.S. and debunk certain commonly held beliefs among Americans regarding the Italian cuisine. Course includes food demonstrations on how to make certain Italian specialties, often noted as an art form, and occasional field trips to local Italian grocery stores, bakeries and restaurants. Level is beginner and no prior knowledge of the Italian language is required.

ITA-201 Intermediate Italian I (3 credits)

Italian 201 is an intermediate-level integrated skills language course that will expand on the language skills mastered in Italian 101 and 102. The course begins with a quick review of the salient points of beginner Italian before it introduces you to the intermediate level material. This course will enhance your proficiency in the Italian language and acquire an intermediate-level foundation in the language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of Italian, students will learn more complex grammatical structures of the Italian language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Italian culture, which vary from region to region.

ITA-202 Intermediate Italian II (3 credits)

Italian 202 is an intermediate-level integrated skills language course and continuation of Italian 201. This course furthers a student's proficiency in the Italian language and acquisition of an intermediate-level foundation in the language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of Italian, students will learn increasingly more complex grammatical structures of the Italian language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Italian culture, which vary from region to region.

ITA-221 Conversation Italian Culture (3 credits)

This course explores Italian culture through a variety of contemporary topics. The course will include units on fashion, sports, music and entertainment. ITA 221 also dedicates a portion of the class to the discussion of language and the presence of the Italian culture and life in the media. Throughout the course, students will have ample opportunities to practice and develop conversational skills as well as further develop critical thinking in the form of regular written assignments and independent research.

ITA-389 Special Topics (3 credits)

Study Abroad Special Topics

ITA-390 Special Topics (3 credits)

Study Abroad Special Topics

ITA-400 Italian Internship (3 credits)

This course gives students the opportunity to gain more exposure to and practice of the Italian language and culture in a professional setting that is in keeping with their own educational and vocational goals. Students will apply their skills in the written and oral forms of communication in a research or community internship placement that might include local nonprofit organizations, health clinics, or art galleries. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 150 hours for the semester (approximately 10 hours per week).

Language (LAN)

LAN-389 Special Topics (3 credits)

Special Topics - To be determined by department and topics will be reflected in the section title.

Latin (LAT)

LAT-101 Beginner Latin I (3 credits)

LAT-101 is an introduction to classical Latin, the language of ancient Rome and the parent of modern Romance languages. The focus is to acquire basic grammar and vocabulary to read Latin so that you can learn something about the ancient Roman world in the original language. Attention is also given to analysis of longer textual translations and the art of translation, i.e. the eloquent expression of Latin into English.

LAT-102 Beginner Latin II (3 credits)

This course is the second semester of beginner Latin and the continuation of LAT-101. Before moving forward to the material of LAT-102, the course begins with a review of the salient points of LAT-101. The primary focus of the course is to expand your knowledge of the Latin language and enable you to acquire an elementary foundation of the Latin language. Students will learn the fundamental grammatical workings of the Latin language and apply their knowledge of such concepts through reading, translation and written exercises. Integrated throughout the course, are lessons and readings about the ancient Roman world.

Prerequisite(s): Take LAT-101

LAT-201 Intermediate Latin I (3 credits)

LAT-201 is an intermediate-level integrated skills language course that will expand on the language skills mastered in LAT-101 and LAT-102. The course begins with a quick review of the salient points of beginner Latin before it introduces you to the intermediate level material. This course will enhance your proficiency in the Latin language and acquire an intermediate-level foundation in the Latin language. Students will learn more complex grammatical structures of the Latin language and apply their knowledge of such concepts through reading, translation and written exercises. Integrated throughout the course, are lessons and readings about the ancient Roman world.

Prerequisite(s): Take LAT-102

LAT-202 Intermediate Latin II (3 credits)

LAT-202 is an intermediate-level integrated skills language course and continuation of LAT-201. This course furthers a student's proficiency in the Latin language and acquisition of an intermediate-level foundation in the Latin language. There will be extensive practice of reading, translation and writing, as well as extensive instruction on culture within the context of myths and legends of the historical Roman world. Students will learn increasingly more complex grammatical structures of the Latin language and apply their knowledge of such concepts through analytical exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of historical Roman culture.

Prerequisite(s): Take LAT-201

LAT-389 Special Topics (3 credits)

Study Abroad Special Topics

LAT-479 Latin (3 credits)

Latin

Law (LAW)

LAW-303 Business Law I (3 credits)

An analysis of the legal principles underlying law of contracts, sales, and torts is the subject matter of this course. Case studies are utilized to help students understand the business legal environment.

LAW-304 Business Law II (3 credits)

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.

Learning Skills (LSK)

LSK-001 Leadership & Personal Empowerment (0 credits)

College preparatory course designed to empower students to seek out help when necessary, to be confident and to work together to succeed.

Course Types: Learning Skills

LSK-067 College Writing Workshop (0 credits)

Writing instructors teach this class which covers a review of basic grammar, sentence structure, thesis development, organization, documentation, etc. Students who have mastered the material after 5 weeks of instruction have the option of "testing out." If they are unable to test out, further instruction is provided for an additional 5-9 weeks. Required for students who have an SAT EBRW Sub-score 460-510 or ACT 19-21. Concurrent with ENG-111.

Course Types: Learning Skills

Corequisite(s): Required for students who have an SAT EBRW Sub-score 460-510 or ACT 19-21. Concurrent with ENG-111.

LSK-067H College Writing Workshop (0 credits)

Writing instructors teach this class which covers a review of basic grammar, sentence structure, thesis development, organization, documentation, etc. Students who have mastered the material after 5 weeks of instruction have the option of "testing out." If they are unable to test out, further instruction is provided for an additional 5-9 weeks.

Course Types: Learning Skills

LSK-068 College Writing Tutorial (0 credits)

Writing instructors provide individual assistance to students in writing during weekly 30-minute tutorial sessions. Tutoring is individualized to focus on the writing needs of each particular student. Pre/post-test evaluation.

Course Types: Learning Skills

Prerequisite(s): SAT writing 450 or below, but written SAI score of 5 or less on the SAI. Concurrent with ENG 111. This course is also designated for transfers who only take the SAI.

Corequisite(s): SAT writing 450 or below, but written SAI score of 5 or less on the SAI. Concurrent with ENG 111. This course is also designated for transfers who only take the SAI.

LSK-070 Readiness for Literature (0 credits)

This course is designed to prepare students to critically read, analyze, and write about college level non-fiction literature. Taught in conjunction with LSK 067.

Course Types: Learning Skills

LSK-071 College Readiness Skills (0 credits)

This pre-collegiate course teaches students how to prepare for academic success. Topics such as time management, note taking, test taking and stress management are part of the learning experience as well as interaction with various key campus offices such as the personal counseling office, the library, student health office, financial aid, etc.

Course Types: Learning Skills

LSK-077 Content Reading (0 credits)

Reading instructors provide assistance according to a student's individual reading and learning needs, such as reinforcing concepts, comprehension strategies, techniques for rehearsing information, test-taking skills, etc. Weekly 30-minute tutorial sessions are held for the duration of the semester. Pre/post-test evaluation.

Course Types: Learning Skills

Prerequisite(s): SAT Writing score above 450 AND a Reading score of 450 or below will be placed in LSK 077 concurrent with ENG 111.

LSK-085 Math Skills I (0 credits)

This course is designed to assist students in basic arithmetic and algebraic computation. The summer course meets 7.5 hours/week. 22 pre/post-test evaluation.

Course Types: Learning Skills

LSK-086 Math Skills II (0 credits)

This course is designed to assist students with a strong arithmetic background, but with limited or no exposure to algebra. Students will gain skills in real numbers, exponents, algebraic expressions and solving for algebraic equations. This course is three hours per week and includes a pre/post-test evaluation. Required for students who have an SAT Math Sub-score Below 520 or ACT Below 22.

Course Types: Learning Skills

LSK-088 Computer Workshop (0 credits)

This course is designed to introduce students to basic computer functions such as Word, Excel, Access, and Powerpoint. Students will also be taught how to utilize the college's computer systems such as Moodle, Staci, DYC's website and online library resources. This course is offered three hours per week.

Course Types: Learning Skills

Management (MGT)

MGT-304 Communicating in Organizations (3 credits)

The course deals with the relation of interpersonal communication to communications strategies in organizations. Students analyze communication networks and the relationship to group characteristics and productivity, leadership and conflict as they relate to communication in the organization.

Course Types: Writing Intensive

Prerequisite(s): Take MGT-305 or Permission of Instructor

MGT-305 Principles of Management (3 credits)

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.

MGT-315 Financial Management (3 credits)

This course deals with financial statements and financial analysis of business firms, tax considerations, net present value and internal rate of return, budgeting, investments and cost of capital.

Corequisite(s): Take ACC-212 MGT-305 or Permission of Instructor

MGT-316 Pc & E-Commerce for Managers (3 credits)

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.

MGT-318 Information and Communication Tech Mgt (3 credits)

The course explores the role, meaning, background and theory of MIS in the organization and focuses on planning, implementation, effect and challenges of management information and communication technologies.

Prerequisite(s): Take MGT-305

Corequisite(s): Take CSC-110 or CSC-151. Not applicable to ADVANCE students. See instructor for requisite override.

MGT-321 Entrepreneurship I (3 credits)

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.

MGT-323 Entrepreneurship II (3 credits)

Using skills acquired in MGT 321, students develop a formal business plan which includes marketing, management, financial and operational components of a business.

Prerequisite(s): Take MGT-321

MGT-350 Leadership (3 credits)

This course is an analysis of the discipline of leadership. It offers an overview of multiple leadership theories and research in relation to organizations. This course explores topics such as transformational theory, situational leadership, trait theory and major researcher and authors related to leadership

MGT-389 Special Topics in Management (3 credits)

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.

MGT-390 Special Topics in Management (3 credits)

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(s): Take MGT-305 or Permission of Instructor

MGT-401 Organizational Behavior (3 credits)

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(s): Take MGT-305 Or Permission of Instructor

MGT-407 Operations Management (3 credits)

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(s): Take MGT-305 and ECO-207 or Permission of Instructor

MGT-411 International Business (3 credits)

This course focuses on the legal, economic, historical, sociological, political and philosophical concepts operative in multinational business.

Prerequisite(s): Take MGT-305 or Permission of Instructor

MGT-412 Mgmt Strategy and Policy (3 credits)

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.

Prerequisite(s): Take MGT-401 MGT-315 or Permission of Instructor

MGT-435 Health Care Management (3 credits)

This course deals with working with staff, understanding dynamics of human behavior, goal setting and problem-solving techniques.

Prerequisite(s): Take MGT-305

MGT-444 Internship (3-6 credits)

This course provides specially selected, highly motivated students with the opportunity for experience in their area of specialization prior to graduation.

Course Types: Writing Intensive

MGT-445 Internship (1-6 credits)

Students receive on-the-job experience in an area of their specialty. Students work 20-35 hours per week for ten to 15 weeks, dependent on desired credit.

MGT-999 Management Transfer Elective (3 credits)

Course transfers in as a 300/400 management elective.

Marketing (MKT)

MKT-304 Principles of Marketing (3 credits)

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.

MKT-389 Special Topics (3 credits)**MKT-631 Consumer Behavior (3 credits)**

This course is intended to give students the ability to apply strategic skills and knowledge of consumer behavior in a practical business environment. This course will examine various research techniques that marketers can use to gain true insight into what drives behavior of target audiences for particular products and services. Applying this research, the student will be able to develop more efficient and effective integrated marketing programs. A global perspective will also be taken in order to broaden student knowledge and at the same time provide a more realistic perspective on consumer behavior as a result of increased globalization.

Corequisite(s): Take MBA-615

MKT-632 Marketing Research & Development (3 credits)

The marketing concept suggests that the resources and activities of an organization should be focused in an integrated fashion towards the satisfaction of the wants and needs of the customers as opposed to the needs and wants of the organization. As an organization adopts this orientation, marketing research is viewed as a means to integrate the organization's activities and focus them on the needs of the market-place. It involves the specification, collection, analysis, and interpretation of information which will assist managers to better understand the customers and business environment, identify problems and opportunities, and develop and evaluate alternative courses of action available to them.

Corequisite(s): Take MBA-615

MKT-633 Marketing Promotion & Distribution (3 credits)

This course covers the management issues in developing an integrated marketing communications strategy. It focuses on the design and implementation of effective advertising as part of an integrated marketing communications program. Since most advertising decisions involve both the advertiser and an advertising agency and other participants, such as firms responsible for direct and interactive marketing, public relations, merchandising, and promotions, the advertiser is viewed in interaction with agency, creative, media, and research personnel. It also includes developing market segmentation strategies, budgeting, evaluation and management of the communications program.

Corequisite(s): Take MBA-615

MKT-634 International Marketing (3 credits)

This course specializes in problems and perspectives of marketing across national boundaries, including: 1. Analyze marketing decisions facing firms engaged in international business transactions as producers, suppliers, and consumers, 2. Apply tools and approaches to structure and control marketing programs on a global basis, 3. Analyze the constant tension between forces of market standardization at the global level against "localization" factors at the domestic and local levels.

Corequisite(s): Take MBA-615

Master of Business Admin (MBA)

MBA-501 Business Methods Statistics (3 credits)

This course will prepare the graduate student to apply and analyze the descriptive and inferential methods of statistics. The use of computer models will enhance the underlying mathematical concepts that the student will be expected to synthesize. There will be a particular emphasis on research, including design, the collection of data, and an analysis of that data through competent statistical compilation.

MBA-601 Operations Management (3 credits)

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.

MBA-602 Theories of Economics (3 credits)

This course goes beyond just the principles of macro and microeconomics and teaches business decision making by allowing students to both understand the economic issues involved in and apply economic theories to the analysis of concrete, real world problems. The course attempts to synthesize theoretical principles of economics with functional areas of business as a foundation for higher-level business courses.

MBA-603 Financial & Management Accounting (3 credits)

As an introduction, a basic financial accounting review is provided. U.S. financial accounting is related to global international accounting. Financial accounting is bridged to managerial accounting. Managerial accounting is defined and contrasted with financial accounting. The process of managerial accounting and its use by managers in an organization is described and assessed. Major cost accounting systems and how they work in our modern technological environment are reviewed and analyzed. Planning and control systems in current organizations are examined through budgeting, standard costing and responsible accounting principles. Use of managerial accounting for decision making and financial statement analysis completes the managerial accounting process.

MBA-604 Human Resources Management (3 credits)

Strategic management of human resources in any organization must be addressed within the larger scope of strategic business planning and leadership. People are often the competitive advantage in an organization, but only when the human-focused policies and practices align with the strategic directions of the organization. This three credit hour, graduate level course will provide students with the ability to formulate and analyze human resources policies and practices in a strategic manner to positively impact the operations of their organizations.

MBA-606 Operations Management (3 credits)

This course focuses on the strategic implementation of operations management tools and techniques to guide decisions related to the process of converting resources into products or services. Decision making and planning to improve core operational capabilities including design and management of operations based on the tools and techniques of operations management are addressed.

Corequisite(s): Take MBA-501

MBA-611 Organizational Leadership (3 credits)

An effective manager needs to be able to lead a group of people toward the accomplishment of organizational objectives. A good leader will also be able to analyze the leadership style and methods of other leaders using critical thought and the application of well-researched theories of leadership. Students will also formulate a personal philosophy of leadership to guide future decisions and actions.

MBA-612 Legal Environment in Business (3 credits)

This course is an analysis and application of the U.S. corporate law and practice from the perspectives of practitioners. This legal analysis and application (through case studies) includes corporate governance principles, contracts, and business tort laws. In addition, this course explores the U.S. securities law, evidence of indebtedness, investment contracts, and certificates of interest in profit-sharing agreements.

MBA-615 Marketing Management (3 credits)

This course presents the importance of the marketing function in the strategic management of the organization. Within the framework of the marketing discipline, students will learn how to ascertain customer needs and to strategically plan to fill those needs while serving an increasingly diverse population. Also considered in this course are issues such as electronic marketing, environmentalism, consumerism and consumer life-style. As part of this course, students will identify actual consumer needs and devise a comprehensive strategic marketing plan.

MBA-616 Corporate Finance (3 credits)

This course will prepare the graduate student to apply and analyze sophisticated methods of investment decision making in a corporate environment. This will include the ability to combine the results of different analyses, as well as the discernment of the most appropriate tool in a given circumstance. There will be a particular emphasis on research, including problem solving in a practical business setting.

Corequisite(s): Take MBA-603

MBA-623 Special Topics in Business Management (3 credits)

This course is designed to help students gain in-depth knowledge of current management issues; specific problems and issues related to organizational change; analysis of human resources; operations, and strategic management, finance and investments; or in areas of international trade and global management. Students interested in a particular area of business can enhance their knowledge, skills, and research in this special topics course.

MBA-624 Global Supply Chain Management (3 credits)

This course examines the increasing importance of transportation and logistics to the movement of goods and services in today's global economy. Transportation issues related to policy and regulation, carrier operations, and business logistics (from user's perspective) are explored and analyzed in detail, both on the domestic as well as international levels. Other issues such as supply chain management, export/import operations management and documentation, and management techniques related to logistics and traffic management operations are also discussed.

MBA-655 Strategic Management (3 credits)

This course explores the issues of defining corporate mission, objectives, and goals. Participants focus on the analysis of the firm's external and internal environment to identify and create competitive advantage in a global context. The course emphasizes the cultural, ethical, political, and regulatory issues facing any global business environment, and the need for leadership for a successful management of strategic change. The course serves as a capstone for students to integrate functional areas with the overall strategic issues facing companies in today's business environment.

Prerequisite(s): Complete 30 MBA credits.

MBA-679 Advanced Statistics (3 credits)

Math & Natural Science (MNS)

MNS-499 Capstone Experience (2.00000 credits)

This course is designed to be a capstone experience in the form of a research experience, internship/practical experience, or service learning experience. Students enrolled in this course will usually be completing a structured minor. Through this course, the student will bring together knowledge and skills learned in coursework into an integrated project that will conclude in a paper and presentation of the student work.

Mathematics (MAT)

MAT-101 Elementary Algebra (3 credits)

The subject matter includes arithmetic and algebraic operations, linear equations and inequalities, quadratic equations, two equations and two unknowns, elementary coordinate geometry and word problems. It does not fulfill the core requirement for math and is not open to those with credit in any other math courses unless recommended by the Learning Center. Required for students who have an SAT Math Sub-score 520-540 or ACT 23.

MAT-105 Problem Solving for Chemistry (3 credits)**MAT-117 Topics in Mathematics (3 credits)**

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

MAT-120 Elementary Practical Statistics (3 credits)

This is an introduction to the theory and application of statistics: sampling, frequency distributions, probability, confidence intervals, hypothesis testing and analysis of variance. Student who pass MAT-120 cannot subsequently take MAT-123 for credit

Prerequisite(s): Take MAT-101 or an SAI score showing mastery of the MAT-101 material.

MAT-122 Algebra & Trigonometry (3 credits)

The course explores concepts and graphs of basic function, including polynomial, rational, radical, logarithmic, exponential and trigonometric functions. Not open to those who have taken MAT-125.

MAT-123 Introduction to Applied Statistics (4 credits)

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. Existing computer software such as MiniTab is utilized by students to aid and facilitate the analysis of results. Not open to those who have taken MAT-120

MAT-124 Intermediate Applied Statistics (4 credits)

This course continues and expands the material present in MAT-123. The course will cover hypothesis testing for variances, symmetric versus asymmetric distributions, non-parametric methods for one, two or multiple samples, measures of association, multifactor analysis of variance, and analysis of covariance. The material focuses on the application of known methods. Large data sets will be employed to explore the methods presented in class. The course will employ one of SPSS, MINITAB or SAS.

Prerequisite(s): Take MAT-123 with a minimum grade of C.

MAT-125 Calculus I (4 credits)

Basic theory of functions, limits, continuity, derivatives and integrals are taught. Some emphasis is placed on the structure of the real number system.

Corequisite(s): Take MAT-122 or have an SAT Math Sub-score 600+ or ACT 26+.

MAT-126 Calculus II (4 credits)

The course explores the basic techniques for integration as well as elementary transcendental functions and the applications of differential and integral calculus.

Prerequisite(s): Take MAT-125

MAT-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take MAT-189L

MAT-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take MAT-189

MAT-202 Calculus III (4 credits)

The subject matter includes multivariate calculus, infinite series, differential equations and matrix algebra.

Prerequisite(s): Take MAT-126

MAT-220 Applied Regression Analysis (3 credits)

The course covers the ideas behind, application of, and evaluation of regression processes, which are used to explore the relationships between variables. This course will cover simple linear regression, multiple linear regression, regression diagnostics, use of qualitative variables as predictors, transformations of variables, collinear data, and logistical regression. The material focuses on the application of known methods. Large data sets will be employed to explore the methods presented in class. The course will employ one of SPSS, MINITAB, or SAS.

Prerequisite(s): Take MAT-124 and achieve a minimum grade of C.

MAT-222 Statistical Computing (3 credits)

Students will learn about various types of relational database programs and understand the fundamental aspects of SQL (Structured Query Language). This course covers database concepts, design concepts, database administration, and web-based databases. Students will receive an introduction to the SAS programming language with a focus on manipulation, summarizing, and basic statistical analysis of large data sets.

Prerequisite(s): Take MAT-123 and achieve a minimum grade of C; Take 1 CSC course - CSC-151 is preferred.

MAT-224 Biostatistics (3 credits)

This course provides an introduction to common experimental designs in the health sciences, such as clinical trials, case-control studies, and cohort studies, and the statistical methods used in those studies, including odds ratios, relative risk, logistic regression, longitudinal analysis, and survival analysis. Emphasis is placed on practical data analysis in biology and medicine. The course will employ one of SPSS, MINITAB or SAS.

Prerequisite(s): Take MAT-220 and achieve a minimum grade of C

MAT-228 Applied Statistical Inquiry (3 credits)

The course will cover the process of statistical inquiry, including defining the problem, hypotheses development, selection of appropriate variables, test selection, interpretation of results, and reporting of conclusions. Large data sets will be employed to explore the methods presented in class. Group projects and oral presentations will simulate real life job experiences in the analytics industry. This course will employ one of SPSS, MINITAB or SAS.

Prerequisite(s): Take MAT-220 MAT-222 MAT-224 and achieve a minimum grade of C

MAT-300 Introduction to Mathematical Reasoning (3 credits)

This course introduces the student to abstract mathematics and proofs. Topics covered in the course include logic, sets, relations, functions, proofing methods (including proof by induction, contrapositive and contradiction) and cardinality.

Prerequisite(s): Take MAT-126

MAT-301 Real Analysis I (3 credits)

The study of real-valued functions of one variable properties include continuity, uniform continuity and differentiation.

Prerequisite(s): Take MAT-202 MAT-300

MAT-302 Real Analysis II (3 credits)

This course studies Riemann-Stieltjes integration and selected topics.

Prerequisite(s): Take MAT-301

MAT-303 Foundations of Geometry I (3 credits)

This course is a study of symmetry and isometry in two- and three-dimensional space from both the Euclidean and Cartesian viewpoints. Inversion geometries will also be covered as well as group of transformations.

Prerequisite(s): Take MAT-202 MAT-300

MAT-304 Foundations of Geometry II (3 credits)

This course covers affine, projective, absolute and hyperbolic geometries as well as vectors and differential geometries. Students will cover some topological problems. Prerequisite: MAT-303

Prerequisite(s): Take MAT-303

MAT-310 Foundations of Mathematics (3 credits)

This course is a survey of the development of mathematical thought. Prerequisites: MAT-126 and MAT-300.

Prerequisite(s): Take MAT-126 MAT-300

MAT-315 Linear Algebra (3 credits)

An introduction to linear systems including matrices, determinants, linear transformations, vector spaces and linear independence. The student will perform most of the computation on a computer, so that familiarity with at least one higher-level programming language is presupposed. Applications include linear programming, graph theory, least squares, Markov chains and differential equations.

Prerequisite(s): Take MAT-126 MAT-300

Corequisite(s): Take CSC-151 or IT-111

MAT-318 Discrete Math (3 credits)

Discrete mathematics includes topics that are particularly important in computer science. This course provides the student with an introduction to elementary combinatorics (counting methods and graph theory), elementary Boolean algebra and automata theory.

Prerequisite(s): Take MAT-126

MAT-321 Differential Equations (3 credits)

This course will describe the classical methods for solving first order differential equations, systems of first order differential equations and equations of higher degree.

Prerequisite(s): Take MAT-126 MAT-300

MAT-375 Math Modeling in Biology (3 credits)

Techniques for expressing biological molecules and concepts as mathematical expressions for analysis and comparison.

Prerequisite(s): Take MAT-125; Take 1 computer science (CSC or IT) course. CSC-151 or IT-111 preferred.; Take (BIO-102 BIO-102L) or (BIO-303 BIO-303L)

MAT-389 Special Topics (1-3 credits)

This course represents an opportunity to study a selected topic in mathematics. Topics originate with faculty or students.

MAT-401 Abstract Algebra I (3 credits)

In this course, you will cover groups, quotient groups, homomorphisms, rings and fields.

Prerequisite(s): Take MAT-126 MAT-300

MAT-402 Abstract Algebra II (3 credits)

This course covers vector spaces, extension fields, elements of Galois theory.

Prerequisite(s): Take MAT-401

MAT-403 Probability (3 credits)

This course is an introduction to probability and basic distribution theory, mathematical expectation, discrete and continuous functions, and generating function.

Prerequisite(s): Take MAT-126 MAT-300

MAT-404 Mathematical Statistics (3 credits)

The theory of the mathematics of statistics; sampling distributions; point and interval estimation; theory and application of testing hypotheses, regression and correlation will all be covered in this course.

Prerequisite(s): Take MAT-403

MAT-407 Senior Seminar I (2 credits)

This course provides an opportunity for dialogue between the senior mathematics major and faculty and peers on mathematical questions. A research paper of a theoretical nature is developed by the student and presented in the group. Prerequisites: Senior status in major or permission of the instructor; Offered as needed.

MAT-408 Senior Seminar II (2 credits)

This course provides an opportunity for dialogue between the senior mathematics major and faculty and peers on mathematical questions. A research paper of a theoretical nature is developed by the student and presented in the group. Prerequisites: Senior status in major or permission of the instructor; Offered as needed.

MAT-410 Number Theory (3 credits)

Number Theory is an introductory course in number theory, divisibility, congruences, Diophantine equations, continued fractions and Gaussian Integers. Prerequisites: MAT-126 and MAT-300

Prerequisite(s): Take MAT-126 MAT-300

MAT-412 General Topology (3 credits)

This course covers metric spaces, continuous mappings, topological spaces, compactness, separation and connectedness. Prerequisites: MAT 301

Prerequisite(s): Take MAT-301

MAT-414 Complex Analysis (3 credits)

This course studies analytic functions, complex integration and infinite series. Prerequisites: MAT-202 and MAT-300

Prerequisite(s): Take MAT-202 MAT-300

MAT-417 Introduction to Graph Theory (3 credits)

This course will provide a first introduction to the theories and applications of graphs. Topics covered in the course include basic definitions and examples, paths, cycles, trees, planarity, graph colorings, digraphs and matching.

Prerequisite(s): Take MAT-126 MAT-300

MAT-420 Introduction to Linear Models (3 credits)

Method of least squares, correlation, residual analysis, multiple linear regression, and introduction to generalized linear models. Prerequisite: MAT-404 or permission of instructor.

Prerequisite(s): Take MAT-404 or Permission of Instructor

MAT-421 Design of Experiments (3 credits)

Methods of designing, conducting, and analyzing experiments, overview of sampling methods, sampling distributions, ANOVA, sample size calculations, nonparametric methods, randomized blocks, Latin squares, factorial designs, and the random effects model.

Prerequisite(s): Take MAT-404 or Permission of Instructor

MAT-424 Numerical Analysis (3 credits)

Numerical solutions to the applications of calculus and linear algebra are covered in this course. Economic and scientific interpretations of functions are stressed. Prerequisites: MAT-126 and either CSC-151 or IT-111.

Prerequisite(s): Take MAT-126; Take CSC-151 or IT-111

MAT-443 Methods of Teaching Mathematics (3 credits)

This course covers current issues in mathematics education, secondary school mathematics curricula and contemporary approaches to the teaching of mathematics.

Prerequisite(s): Take MAT-126 MAT-300

MAT-479 Data Analysis Methods (3 credits)

Topics will be chosen by the instructor.

Prerequisite(s): Take MAT-126 MAT-300

MAT-480 Statistical Applications (3 credits)

Topics will be chosen by the instructor.

Prerequisite(s): Take MAT-126 MAT-300 MAT-479

MAT-499 Capstone Experience (1-2 credits)**MAT-602 Statistics Seminar (1 credits)**

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.

Military Science & Leadership (MLS)

MLS-101 Introduction to the Army and Critical Thinking (3 credits)

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn how the personal development of life skills such as critical thinking, time management, goal setting, stress management, and comprehensive fitness relate to leadership and the Army profession. Optional: leadership lab, one-hour physical fitness sessions, weekend military exercises. This program is open to all students regardless of major and does NOT require a military commitment.

MLS-102 Foundations of Agile and Adaptive Leadership (3 credits)

Introduces students to the personal challenges and competencies that are critical for effective leadership. Students learn the personal development of life skills such as critical thinking, time management, goal setting, and communication. Cadets learn the basics of the communications process and the importance for leaders to develop the essential skills to effectively communicate in the Army. Optional: Leadership Lab on Thursday afternoons, one hour physical fitness sessions, weekend Army field training exercise.

MLS-111L Leadership Laboratory (0 credits)

Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. This lab is optional for students registered for MLS courses. All students will be required to provide medical documentation that they are fit to participate in a normal college physical education course.

Corequisite(s): Take MLS-101 MLS-102 MLS-201 MLS-202

MLS-112L Leadership Laboratory (0 credits)

Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. This lab is optional for students registered for MLS courses. All students will be required to provide medical documentation that they are fit to participate in a normal college physical education course.

Corequisite(s): Take MLS-101 MLS-102 MLS-201 MLS-202

MLS-201 Foundations of Leadership (3 credits)

Course focus is on effective communication, motivational techniques, organizational ethics, values and counseling as part of a team. The course involves basic military tactics, small unit operations planning and map reading. Optional: leadership lab, one-hour physical fitness sessions, weekend military exercises. This program is open to all students regardless of major and does NOT require a military commitment.

MLS-202 Army Doctrine and Team Development (3 credits)

Students focus on Army doctrine and team development. The course begins the journey to understand and demonstrate competencies as they relate to Army doctrine. Army Values, Teamwork, and Warrior Ethos and their relationship to the Law of Land Warfare and philosophy of military service are also stressed. The ability to lead and follow is also covered through Team Building exercises at squad level. Optional: Leadership Lab on Thursday afternoons, one hour physical fitness sessions, weekend Army field training exercise.

MLS-211L Leadership Laboratory (0 credits)

Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. This lab is optional for students registered for MLS courses. All students will be required to provide medical documentation that they are fit to participate in a normal college physical education course.

Corequisite(s): Take MLS-101 MLS-102 MLS-201 MLS-202

MLS-212L Leadership Laboratory (0 credits)

Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. This lab is optional for students registered for MLS courses. All students will be required to provide medical documentation that they are fit to participate in a normal college physical education course.

Corequisite(s): Take MLS-101 MLS-102 MLS-201 MLS-202

Music (MUS)

MUS-100 Music Appreciation (3 credits)

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-200 Appreciation of Music (3 credits)

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.

MUS-209 Intro to the American Musical Theater (3 credits)

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 are covered.

Nursing (NUR)

NUR-110 Population Based Nursing (3 credits)

The history, scope of practice and role of nursing as it relates to preventive health practices and health promotion are introduced. A broad population focused perspective on factors that affect the health of the public, including systems thinking, health and safety, and cultural sensitivity concepts is presented. Epidemiologic factors, health surveillance, and the health-illness continuum are explored. Healthy People National Goals and Objectives are introduced through a service learning component. Prerequisite: Nursing Major

NUR-115 Nursing Success Seminar I (2 credits)

This course designed to help first-time freshmen nursing students learn and improve skills essential to academic success. Students identify their educational goals, personal strengths, and areas for development; become familiar with college resources and services; and explore strategies for academic success such as time management, and study skills. Prerequisite: Nursing Major

NUR-116 Nursing Success Seminar II (1 credits)

A 10-week course designed to expose freshmen nursing students to the skills and attributes needed to become a professional nurse. The course will focus on development of critical thinking skills, professionalism, effective communication skills, and ethical considerations in practice, team building, and self-management. Prerequisite: Nursing Major

NUR-210 Health Assessment Across the Lifespan (4 credits)

This course focuses on the role of the professional nurse as a direct care provider in terms of assessing the health status of individuals from socially and culturally diverse backgrounds across the life span. Strong emphasis is placed on the application of communication techniques to establish a nurse-patient relationship and to elicit a health history. The course also focuses on the use of physical assessment techniques, namely inspection, palpation, percussion, and auscultation. Assessment findings will be analyzed to identify the health needs of individuals in relation to health promotion. Students are introduced to the role of the nurse as consumer of research as it applies to health assessment and health promotion. Strategies to facilitate patient empowerment and self-responsibility are presented. The outcomes of this course will reflect not only students' level of skill in performing health assessments but also in communicating assessment findings using professional documentation standards.

Prerequisite(s): Take (CHE-114 CHE-114L) or (CHE-101 CHE-101L CHE-112) or (CHE-101 CHE-101L BIO-303) or (CHE-111 CHE-112 CHE-113L); Take BIO-107 BIO-107L BIO-108 BIO-108L PSY-203

Corequisite(s): Take BIO-208 BIO-208L NUR-110 NUR-280; Take NUR-210L

NUR-210L Health Assessment Lab (0 credits)

On-campus laboratory course to accompany NUR-210. Corequisite: NUR-210L.

Corequisite(s): Take NUR-210

NUR-215 Women's Health Issues (3 credits)

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 credits)

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.

Course Types: Writing Intensive

NUR-240 Fundamentals of Nursing (4 credits)

This course focuses on the role of the professional nurse as the direct care provider utilizing the nursing process when planning care for individuals across the lifespan. Strong emphasis is placed on the understanding of the theory required to safely perform technical nursing skills. Students will analyze patient scenarios to identify the nursing skills necessary to provide quality nursing care. Focus is on the patient-centered approach, which considers physiological, developmental, cultural, and spiritual needs, and preferences of the patient.

Prerequisite(s): Take BIO-107 BIO-107L BIO-108 BIO-108L PSY-203; Take (CHE-114 CHE-114L) or (CHE-101 CHE-101L CHE-112) or (CHE-101 CHE-101L BIO-303) or (CHE-111 CHE-112 CHE-113L)

Corequisite(s): Take NUR-240L; Take BIO-208 BIO-208L NUR-110 NUR-210 NUR-210L NUR-280

NUR-240L Fundamentals Lab (0 credits)

On-campus laboratory course to accompany NUR-210 Corequisite: NUR-240

Corequisite(s): Take NUR-240

NUR-250 Health Assessment (3 credits)

This course is designed for the RN student and focuses on the role of the professional nurse as a direct care provider in terms of assessing the health status of individuals across the life span. Strong emphasis is placed on the refinement of interviewing skills and physical assessment techniques for the purpose of eliciting a detailed health history and complete physical examination. Students will focus on analyzing assessment findings in order to identify the health needs and problems of individuals from socially and culturally diverse backgrounds. Opportunities to practice health assessment and documentation skills will be provided in an on-campus laboratory setting. Open to nursing students only.

NUR-260 Nursing Care of the Older Adult Chronic Conditions (5 credits)

This course introduces the student to major concepts related to the care of the older adult patient with chronic illness in a variety of settings. The course will explore theories and concepts related to the aging process in health and illness based upon Maslow's Hierarchy of Needs. Students will utilize evidence-based practice in the prevention of complications related to chronic disease. Students will employ a wide variety of leading health indicators via assessment tools, evidence-based protocols and standards. Patient safety and prevention of complications related to chronicity will be emphasized. Students will be provided clinical experiences in a variety of settings. Students will develop the ability to work collaboratively with other healthcare disciplines in providing safe, competent and ethical patient care.

Prerequisite(s): Take BIO-208 BIO-208L NUR-110 NUR-210 NUR-210L NUR-240 NUR-240L NUR-280

Corequisite(s): Take NUR-285

NUR-260L Nursing Care Lab--Older Adult Chronic Conditions (0 credits)

Clinical laboratory course to accompany NUR-260. Corequisite: NUR-260.

Corequisite(s): Take NUR-260

NUR-280 Pathophysiology for Nursing (3 credits)

This course provides an in-depth study of abnormal physiology with emphasis on nursing implications related to pathologic processes affecting patients across the lifespan. The major body systems and related pathology are explored. Focus is on etiology, manifestation, diagnosis, and treatment of disease from a patient-centered nursing perspective.

Prerequisite(s): Take (CHE-114 CHE-114L) or (CHE-101 CHE-101L CHE-112 or (CHE-101 CHE-101L BIO-303) or (CHE-111 CHE-112 CHE-113L); Take BIO-107 BIO-107L BIO-108 BIO-108L

Corequisite(s): Take NUR-110

NUR-285 Pharmacology for Nursing Practice (3 credits)

This course focuses on the role of the nurse as a member of the interdisciplinary healthcare team responsible for the management of health problems using pharmacologic and nonpharmacologic interventions. Major classifications of pharmacologic agents are presented. Emphasis is on patient response across the lifespan, with the goal of preparing students to administer these agents in a knowledgeable, safe, and therapeutic manner.

Prerequisite(s): Take NUR-280 BIO-208 BIO-208L

NUR-360 Nursing Care of the Adult Acute and Chronic Health Conditions (7 credits)

This course builds on concepts learned in previous courses and emphasizes care of the adult with acute medical/surgical health conditions utilizing Maslow's Hierarchy of needs. Students will provide quality care for acute care patients from admission through discharge with emphasis on patient education and health promotion. Students will practice in a variety of clinical settings and laboratory simulations. Students will enhance their ability to work collaboratively with other healthcare disciplines in providing safe, competent and ethical patient care.

Prerequisite(s): Take NUR-260 NUR-260L NUR-285

Corequisite(s): Take NUR-360L NUR-380

NUR-360L Nursing Care Lab--Adult Acute and Chronic Health Conditions (0 credits)

Clinical laboratory course to accompany NUR-360. Corequisite: NUR-360.

Corequisite(s): Take NUR-360

NUR-380 Evidence Based Practice (3 credits)

This course is an introduction to the nursing role related to evidence-based practice. Content includes how evidence-based practice contributes to the development of nursing knowledge, improves nursing practice, supports design of nursing systems, and enhances education and professional accountability. The historical evolution of nursing research and evidence-based practice is examined and current issues are explored. Ethical considerations and rights of human subjects are analyzed. As a consumer of evidence-based practice, the student develops the ability to integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Prerequisite(s): Take NUR-210 NUR-210L NUR-240 NUR-240L or be in the RN to BSN online nursing program.

NUR-389 Special Topics in Nursing (3.00000 credits)

This course provides students an opportunity to study a selected topic in nursing with a small group of students; topics may evolve from either student or faculty interest Offerings include a one credit summer clinical experience available to eligible students between their junior and senior years; this option is subject to availability of placements in affiliating health care facilities.

NUR-442 Professional Issues (3 credits)

This course focuses on the professionalization process as it applies to the associate degree or diploma registered nurse transitioning to the level of baccalaureate prepared registered nurse. Scope and standards of practice for advanced entry level nursing education and practice are analyzed. Attention is given to historical, socio-political and economics trends influencing nursing education and practice; legal and ethical issues; and the relationship of theory to research in guiding nursing practice. The ability to formulate and express ideas through professional writing is emphasized.

NUR-443 Clinical Foundations (3 credits)

This course will integrate principles of pathophysiology, physical assessment, and pharmacology as a foundation to support the role of the bachelor's prepared nurse in clinical practice. Focus will be on the development of knowledge of human pathophysiological functions and response to selected disease processes and the integration of this knowledge into evidenced-based nursing practice. The integration of health assessment skills and pharmacological interventions essential for nursing practice will also be included.

NUR-461 Community & Population Based Nursing (3 credits)

This course provides a broad population focused perspective on factors that affect the health of the public, including systems thinking, health & safety, and cultural sensitivity concepts. Epidemiologic factors, health surveillance, and the health-illness continuum are explored. Healthy People National Goals and Objectives are introduced through community assessment. Patient education and case management of health risks are emphasized. This is a clinical course involving 60 hours of clinical with a preceptor throughout the semester at a location selected by student and faculty collaboratively.

Corequisite(s): Take NUR-442

NUR-462 Vulnerable Populations (3 credits)

This course provides an overview of healthcare issues and challenges faced by vulnerable populations, individuals are viewed in the context of family, social and healthcare systems. The influences of factors such as healthcare disparities, stigma, and culture are examined with regard to patient outcomes. Consistent with the value of holism, the role of spirituality is integrated into physical and behavioral health and illness in keeping with the nursing value of holism.

Corequisite(s): Take NUR-442

NUR-470 Concepts in Community and Mental Health Nursing Care (6 credits)

This course focuses on community and population-based care and mental health needs of developmentally, culturally, and spiritually diverse individuals, families, and groups. Emphasis is on utilization of critical thinking, nursing interventions, effective communication, and patient education within mental health and community health settings. Physical and behavioral adaptation is emphasized in the context of a community/mental health continuum and a social systems framework.

Prerequisite(s): Take NUR-360 NUR-360L NUR-380

Corequisite(s): Take NUR-470L

NUR-470L Nursing Care Lab--Community and Mental Health (0 credits)

Clinical laboratory course to accompany NUR-470. Corequisite: NUR-470.

Corequisite(s): Take NUR-470

NUR-471 Nursing Care of Childbearing and Childrearing Families (6 credits)

The focus of this course is the role of the professional nurse as a direct care provider, advocate, and collaborative partner in the promotion, maintenance, and restoration of health for childbearing and childrearing families. Learning activities emphasize identification of health-related needs and planning, implementation and evaluation of evidence-based, patient centered care. The nurse's role as a member of the interdisciplinary health care team in a variety of settings is explored. Utilization of informatics and recognition of system effectiveness are incorporated in order to facilitate safe, quality care and optimum health outcomes.

Prerequisite(s): Take NUR-360 NUR-360L NUR-380

Corequisite(s): Take NUR-471L

NUR-471L Nursing Care Lab--Childbearing and Childrearing Families (0 credits)

Clinical laboratory course to accompany NUR-471 Corequisite: NUR-471.

Corequisite(s): Take NUR-471

NUR-480 Nursing Care of Patients With Complex Health Needs (6 credits)

This course focuses on concepts related to the knowledge, skills and professional behaviors for the patient requiring complex nursing care. These concepts are built from previous courses and applied to the care of patients experiencing advanced or complicated health alterations. The course integrates evidence-based practice, informatics, interdisciplinary teamwork, safety and patient centered care.

Prerequisite(s): Take NUR-470 NUR-470L NUR-471 NUR-471L NUR-485

Corequisite(s): Take NUR-480L

NUR-480L Nursing Care Lab--Patients With Complex Health Needs (0 credits)

Clinical laboratory course to accompany NUR-480 Corequisite: NUR-480.

Corequisite(s): Take NUR-480

NUR-481 Leadership to Advance Quality and Safety (3 credits)

This course explores QSEN competencies of teamwork and collaboration, safety, evidence based care, informatics, quality improvement, and patient centered care. Leadership theory and skills exploring delegation, conflict resolution, ethical decision-making, working relationships and leadership are emphasized. Inter professional collaboration based on professional nursing standards is explored within the broad context of teamwork principles. The course contains the capstone assignment for the RN-BSN student. This is a clinical course involving 60 hours of clinical with a preceptor throughout the semester at a location selected by student and faculty collaboratively.

Prerequisite(s): Take NUR-380 NUR-442 and NUR-461.

NUR-485 Systems Leadership for Quality Care and Patient Safety (3 credits)

This course explores organizational and systems leadership, quality improvement and safety measures critical to implementing high quality nursing care. Leadership theory and skills exploring delegation, conflict resolution, ethical decision-making, working relationships and leadership are emphasized. Interprofessional collaboration based on professional nursing standards is explored within the broad context of cultural, economic, organizational and political backdrops.

Prerequisite(s): Take (NUR-470 NUR-470L) or (NUR-471 NUR-471L)

NUR-560 Introduction to Global Health (3 credits)

This course is designed to introduce students to critical global health issues and ways to address the challenges faced by health professionals in the field. The course focuses on the following global health topics: communicable and non-communicable disease; maternal/child health; immigrant and refugee health; the relationship between political and cultural processes and health delivery; water/sanitation and global health; health and human rights; and global health partnerships.

NUR-562 Care Refugee, Immigrants, Asylum (3 credits)

This course was developed for students who may be preparing to work with refugees and asylum seekers. On average, close to 60,000 refugees relocate to the United States annually. They come from diverse regions of the world and bring with them health risks and diseases common to all refugee populations as well as some that may be unique to specific populations. This course is designed to help student develop strategies to address basic culturally competent health care needs for displaced people and coordinate care among the government and regulatory agencies concerned with them.

NUR-600 Theory Development in Nursing Research (3 credits)

This course will present a critique of theories used in nursing practice and in nursing research. Students will develop an understanding of the philosophical and historical trends that shape theories that are applied to the discipline of nursing and impact the delivery of health care services. Emphasis is placed on the process of concept analysis and the application of theory to nursing practice. Prerequisite/Co-requisite: undergraduate statistics course and student must be enrolled in a graduate program or have the permission of the instructor.

NUR-601 Research Methods in Nursing (3 credits)

This course will provide the foundational knowledge needed by masters' prepared nurses in order to design and evaluate research methodologies used for investigating clinical problems. The components of research design including settings, sampling frames, instrumentation, subject selection, and validity threats will be presented. Computer programs used for statistical analyses in nursing and health-related research will be reviewed. Emphasis is placed on the masters prepared nurse as a producer and consumer of research. Prerequisite/Co-requisite: undergraduate statistics course and student must be enrolled in a graduate program or have the permission of the instructor.

NUR-610 Project Seminar Design & Proposal (3 credits)

Critical discussion of current nursing practice, nursing education or nursing administration challenges or other needs of the profession, as related to gaps representing project opportunities. Students will identify and delineate a project concept, with subsequent development of the project.

Prerequisite(s): Take NUR-600 NUR-601

NUR-611 APN Role Transit Policy Sem (2 credits)

This course prepares advanced practice nursing students with the theoretical knowledge required to be successful members of contemporary health care delivery systems. Students will gain a broad perspective of how local, state and federal policies along with regulatory statutes impact their ability to provide patient care. Students will become familiar with legal and ethical aspects of advanced practice delivery, licensure, certification, liability and malpractice, health care funding models and legislative mandates that influence practice.

NUR-613 Nursing Leadership and Communication (3 credits)

Today's climate demands nursing leaders to be flexible, creative, and able to empower others. Strategies are drawn from both leadership and management theories. Nurses lead and manage nursing care for a variety of populations. Internal and external communication continues to be one of the most important challenges for healthcare leaders. This course will discuss the changed role of a nurse leader, general administration and management, decision-making, entrepreneurship, cost-effective, communication and committed care.

NUR-614 Financial Management for Nurse Leaders (2 credits)

Today's healthcare organizations are challenging. Throughout this course the students will be reviewing financial issues, financial problems, and financial methods that exist in various health care settings. The course will review delivery of care, labor relations, personnel management, including budgets; audits and fiscal responsibility.

NUR-615 Nurse Leadership Practicum (3 credits)

This course provides the opportunity for the clinical application of theories and principles from classroom learning in the area of nursing leadership. There is a requirement of 180 hours of fieldwork under the supervision of a qualified preceptor and faculty.

Prerequisite(s): Take NUR-613 NUR-614

NUR-616 Curriculum Development and Evaluation (3 credits)

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.

NUR-617 Teaching Strategies & Instructional Tech (3 credits)

Synthesis of learning acquired in clinical, field experience, education, and research courses. The art, principles and strategies of teaching in higher education and other healthcare organizations are explored. Emphasis is placed on class, clinical, and other learning experiences and evaluation of students, course outcomes, and program outcomes.

Prerequisite(s): Take NUR-616

NUR-618 Nurse Educator Role Practicum (3 credits)

This course involves observation, participation, and practice in teaching. Nursing students and other healthcare students will be placed in appropriate teaching situations. Weekly discussions enable students to synthesize previous learning and discuss teaching strategies, clinical/field evaluation, and problems associated with college/healthcare teaching. The teaching practicum requires 180 hours with a qualified preceptor.

Prerequisite(s): Take NUR-616 NUR-617

NUR-619 Nurse Educator Capstone (3 credits)

The Clinical capstone project will focus on the didactic specialty chosen by the student (Adult, Women's health, pediatrics, psych-mental health, or population/community health). Application of education nursing theory, core competencies, and education outcomes are emphasized.

NUR-621 Healthcare Quality and Safety (2 credits)

Healthcare quality has been shown to be a very powerful tool to assist healthcare organizations to be more effective but also to support the safe delivery of services while improving patient outcomes. This course will focus on the healthcare quality and safety standards applied to both inpatient and outpatient settings across health care organizations. Healthcare quality and safety standards impact patient outcomes and often financial reimbursement.

NUR-626 Nursing Informatics (2 credits)

Health care continues to evolve in an increasingly competitive information market. Nursing Informatics is a combination of information from nursing, concepts from computer sciences, cognitive science, information science, and nursing science. This course focuses on nursing informatics and the foundation of the knowledge model.

NUR-627 Assessment and Evaluation (2 credits)

The ultimate goal of nursing education is to prepare the student to think critically, communicate accurately, and prepare the student for life-long learning. This course looks at student assessment, test blue prints, student outcomes, and student evaluations in relation to critical thinking of a student.

Corequisite(s): Take NUR-616

NUR-629 Project Advisement: Implement and Evaluation (1-3 credits)

This course provides continuing systematic development of a clinically-based project that addresses a problem important to nursing. The problem may be related to health policy, health education, health administration, community-based initiatives or patient-population problems. During this course, the student will meet with their project director to complete the design, and implement and evaluate his or her project according to School of Nursing guidelines.

Prerequisite(s): NUR-610

NUR-631 Advanced Health Assessment (3 credits)

This course is designed for graduate nursing students preparing for the role of a Nurse Practitioner and may be taken by other advanced practice nursing students preparing for direct practice roles such as nurse educators. Students learn how to obtain a complete health history, competently perform a complete physical examination and document critical elements necessary for developing differential diagnoses for persons across the lifespan. Practice/evaluation of skills are provided in on-campus lab (NUR-631L) which is a co-requisite.

Corequisite(s): Take NUR-631L

NUR-631L Advanced Health Assessment Lab (1 credits)

This course is designed for graduate nursing students preparing for the role of a Nurse Practitioner and may be taken by other advanced practice nursing students preparing for direct practice roles such as nurse educators. Students learn how to competently perform and document a complete history and physical examination for persons of all ages across the lifespan. Practice and evaluation of health assessment skills will be provided in the on-campus lab. There are 30 hours of practice lab under the guidance of skilled faculty.

Corequisite(s): Take NUR-631

NUR-632 Advanced Pharmacology (3 credits)

This course is designed for graduate nursing students preparing for the role of a Nurse Practitioner and may be taken by other advanced practice nursing students preparing for direct practice roles. This course utilizes a systems approach to the study of normal human physiology and pathologic variations of normal physiology. Pathophysiologic changes and adaptations are examined across the lifespan (neonate to adult) for persons experiencing a wide range of health concerns.

NUR-633 Advanced Physiology & Pathophysiology (3 credits)

Designed for the graduate nursing student preparing for family nurse practitioner practice, or the community health nursing advanced clinical track, this course utilizes a systems approach to the study of normal human physiology. Variations of normal physiology are explored in relation to adults and children experiencing a wide range of health concerns.

NUR-634 Health Promotion-Children & Families (3 credits)

This course was developed for the family nurse practitioner student preparing to work with children. This course provides the theoretical knowledge necessary to make sound clinical decisions. Advanced level normal growth and development will be presented, along with common variations from health. The role of the nurse practitioner in the health promotion of children within the family system will be stressed. Care of children and families from diverse ethnic backgrounds will be explored. Students must plan to take NUR-638 the following semester.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633

NUR-635 Health Promotion-Women (3 credits)

This course was developed for the family nurse practitioner student preparing to work with women and the childbearing family. The course provides the theoretical knowledge necessary to make sound clinical decisions when providing primary health care to women and childbearing families. Advanced level normal growth and development will be presented, along with common variations from health. The role of the nurse practitioner in the health promotion of women and pregnant women within the family system will be stressed. Care of women and families from diverse ethnic backgrounds will be explored. Students must plan to take NUR-639 in the following semester.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633

NUR-637 Health Promotion Adults Aging Population (3 credits)

This course was developed for the Advanced Practice Nursing Student including Nurse Practitioners preparing to work with adults and provides foundational background knowledge to make sound clinical decisions. The role of APRNs in health promotion and treatment of health problems in adults will be stressed. Primary care of adults from a variety of cultural and socioeconomic backgrounds will be explored with special consideration to the needs of aging clients.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633

NUR-638 Fnp Practicum in Pediatrics In Pediatrics (3 credits)

Students will complete 200 hours of guided clinical experiences providing primary health care to pediatric patients. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633

Corequisite(s): Take NUR-634

NUR-639 FNP Practicum-Women Health Care (3 credits)

Students will complete 200 hours of guided clinical experiences providing primary health care to women of all ages. The childbearing cycle will be included in this practicum. Client assessment and management skills will be stressed. Health promotion of underserved populations through patient education and collaboration with other health professionals will be developed.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633

Corequisite(s): Take NUR-635

NUR-640 Clinical Practicum in Adult Health I (1 credits)

Students will complete 60 hours of guided clinical experience with adult patients. Client assessment and management skills will be stressed. Health promotion for all populations will be accomplished through patient education and collaboration with other health professionals.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633 NUR-637

NUR-641 Clinical Practicum in Adult Health II (4 credits)

Advanced practice nursing students will complete a minimum of 240 hours of guided clinical experience with adult patients. Client assessment and management skills of patients with increasingly complex disorders will be stressed. Health promotion for all populations will be accomplished through direct care, patient education and collaboration with other health professionals.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633 NUR-637 NUR-640

NUR-650 Nursing & Organizational Leadership (3 credits)

Today's climate demands nursing leaders to be flexible, creative and able to empower others. Strategies are drawn from both leadership and management theories. Nurses lead and manage nursing care for a variety of populations. Internal and external communication continues to be one of the most important challenges for healthcare leaders. This course will discuss the changed role of a nurse leader, general administration and management, decision-making, entrepreneurship, cost-effective communication and committed care.

Prerequisite(s): Take NUR-613

NUR-651 Hlth Policy & Advocacy for Nurse Leaders (3 credits)

The healthcare environment is changing every day and it is influenced by technological, economic, political, and socio cultural factors locally and globally. Health care in the United States encompasses a wide spectrum, ranging from the highest-quality, most compassionate treatment of those with complex illnesses to poor outcomes for those unable to understand, afford and navigate the complexities of care networks. Nurse leaders have the knowledge and skills to promote health and advance values like social justice through policy processes and advocacy.

Corequisite(s): Take NUR-613

NUR-652 Population Health & Outcomes (2 credits)

This course will introduce students to the impact that health systems, political agendas, economic policies, environmental regulations and regulatory mandates have on individual measures of health. Students will use publicly available databases and tools to investigate specific health outcomes such as the leading causes of death, disability and the burden of chronic disease. International travel, global warming, the impact of infectious disease and how immigration policies impact the health of Americans will be determined.

NUR-654 Continuing FNP Clinical Practicum Pediatrics (1 credits)

Family nurse practitioner students are expected to complete 200 hours of clinical practice during the NUR-638 pediatric health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-654. NUR-654 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements.

Prerequisite(s): Take NUR-634 NUR-638

NUR-655 Continuing Practicum Fnp Womens Health Practicum, Women's Health (1 credits)

Family nurse practitioner students are expected to complete 200 hours of clinical practice during the NUR-639 women's health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-655. NUR-655 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements.

Prerequisite(s): Take NUR-635 NUR-639

NUR-657 Continuing FNP Clinical Practicum Adult Adult (1 credits)

Family nurse practitioner students are expected to complete 300 hours of clinical practice during the NUR-640 adult health rotation. Students, who do not complete this clinical practice hour requirement, must register for NUR-657. NUR-657 provides students with the opportunity to maintain clinical site placement and satisfy program clinical hour requirements. This course provides continuing registration and clinical faculty oversight and guidance to achieve the clinical course requirements.

Prerequisite(s): Take NUR-637 NUR-640 and NUR-641

NUR-672 Advanced Psychopharmacology (1 credits)

This course provides the advance practice nurse, including the Psychiatric Mental Health Nurse Practitioner (PMHNP) student with content covering psychopharmacologic therapeutic mechanisms. Content includes all classifications of psychotropic medications as well as some adjuvant medications commonly used for treating some mental disorders. Also included is information on neurotransmission and how disruptions in neurotransmitter systems are related to symptoms associated with mood, anxiety and psychotic disorders. The role of the PMHNP as a provider with prescriptive privileges in the management of psychiatric mental health problems is viewed as concomitant with the provision of other therapies including psychotherapeutic interventions.

NUR-673 Advanced Psychopathophysiology (1 credits)

This course provides an in-depth study of the physiology of the brain and pathological processes associated with various mental disorders. Advance practice nurses working in psych-mental health settings will benefit from a broad understanding of neural functioning including structural defects, neurotransmitter dysfunction and associative processes. Evidence-based information on neurogenesis and psychoneuroimmunology including the relationship between these processes and environmental influences are examined as a means of improving outcomes for patients experiencing mental health problems. Additionally, treatment approaches that include combined pharmacologic and non-pharmacologic approaches as well as alternative/complementary approaches are examined.

NUR-679 Independent Study (0 credits)**NUR-681 Clinical Procedure Adv Nurs Practice (1 credits)**

This elective course prepares the graduate nursing student for clinical practice settings. The volume and complexity of health care environments demand that nurse practitioner students be prepared to perform common procedures conducted in outpatient settings. This lab will provide an opportunity for expert faculty to demonstrate common outpatient procedures and for students to re-demonstrate and practice these techniques. Entry level mastery of procedural skills will enhance student's competence in clinical settings.

Prerequisite(s): Take NUR-631, NUR-631L, NUR-632, NUR-633

NUR-682 Adv Diag Reasoning Seminar for APRNs (1 credits)

This elective course provides advanced practice nursing students with an intensive, case-based approach that builds upon the introductory reasoning skills the student acquired in NUR-631 and NUR-631L. The advanced practice role requires students to become skilled in formulating accurate differential diagnoses within narrow time constraints and this course provides an opportunity for supplemental practice. Concepts related to clinical algorithms and evidence based practice will be presented using representative case studies and simulation models. Development of critical thinking skills will enhance clinical decision making for entry level to practice.

Prerequisite(s): Take NUR-631, NUR-631L, NUR-632, NUR-633

NUR-701 Health Literacy & Population Health Outcomes (3 credits)

This course explores the epidemiology of health literacy and its influence on the delivery of health care services. Individuals with low health literacy are afflicted with a higher number of chronic diseases, have worse health outcomes and generate higher health care costs when compared with their literate cohorts. Students will be introduced to the social, economic, legal, political and education-based policies that contribute to health literacy problems. Health system barriers encountered by low literate individuals who seek care will be explored. Students will work in groups to develop creative, community based solutions to identified health literacy barriers.

NUR-702 Evidence Based Practice & IT Healthcare Delivery (4 credits)

This course examines the use of evidence based practice (EBP) and information technology (IT) in healthcare delivery. Using advanced Internet and database search skills, the student will learn how to critically appraise the literature and apply evidence based findings in a clinical, administrative, research, or educational health care setting.

Corequisite(s): Take NUR-703

NUR-703 Biostatistics for Advanced Nurse Leaders (2 credits)

This course prepares the advanced practice-nursing student to apply the tools and methods of biostatistics to clinical practice. Clinical epidemiology and evidence-based medicine applications are an integral component of clinical decision-making about individual patients. Advanced practice nurses need to utilize biostatistics principles to provide best practice outcomes for patients.

Corequisite(s): Take NUR-702

NUR-704 Community-Based Care of Aging Population (3 credits)

This course was developed for the advanced practice-nursing student preparing to work with older adults. Traditional assessment and treatment plans are often ineffective in meeting the needs of community dwelling elders. Multiply-complex health, social, personal, economic, spiritual and legal issues, not encountered by younger adults contributes to increased morbidity and mortality for the elderly. Students will work in groups to develop effective community based solutions in cases involving older adults. Future nurse leaders will be integral to the development of interdisciplinary solutions to improve outcomes for older Americans.

NUR-705 Ethical Topics in Advanced Nursing Practice Seminar (3 credits)

This course studies the ethical dilemmas encountered in Health Care Professions. There are concerns that challenge the value of being human underscored in end-of-life decisions as well as those that span the bioethical literature. Analysis of a collective ethic of organizations will also be conducted.

NUR-706 Co-MGT for Medical Disorders for APN's (1 credits)

This course was developed for advanced practice nursing students preparing to work families, some of whom may be experiencing mental health crises. The course provides the theoretical background necessary to make sound treatment decisions when patients have comorbid acute or chronic health problems. Advanced practice nurses must be prepared to provide access to comprehensive care across the lifespan for persons with co-existing mental and medical illness. Health promotion strategies and evidence-based clinical guidelines will be stressed in order to improve outcomes for persons with dual diagnoses. The role of culture and the influence of socioeconomic status are explored in relation to patients' achieving optimum health outcomes.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633

NUR-707 Foundations of PMH for APRNs I (3 credits)

This is the first of two courses in the curriculum designed to prepare the Psychiatric Mental Health Nurse Practitioner (PMHNP) student for practice. This course provides the foundation required in order to assess and intervene therapeutically for individuals experiencing mental health problems or disorders across the lifespan. Issues related to treatment, including interpersonal and cognitive-behavioral and psychoanalytic approaches are examined within the context of the present day mental healthcare climate and common environmental stressors. Theoretical and conceptual explanations of most DSM 5 disorders are presented while the importance of balancing the therapeutic relationship with evidence based practice is emphasized. The increased prevalence of comorbid conditions and its implications for treatment are examined and considered as rationale for embracing an integrated model of primary care and behavioral health care.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633 NUR-672 NUR-673

NUR-708 Foundations of PMH for APRNs II (3 credits)

This is the second of two courses in the curriculum designed to prepare the Psychiatric Mental Health Nurse Practitioner (PMHNP) student for practice. This course is designed to help the PMHNP student develop a deeper understanding of mental health and illness as well as a broader contextual perspective and builds upon knowledge of interpersonal, cognitive-behavioral and psychoanalytic approaches used in Behavioral Health. Additionally, an emphasis on the interrelationship between internal and external factors that influence personality development and personality pathology is presented through an analysis of developmental and psychoanalytic theories. Environmental influences and personality structure are also examined in the context of the development of addictive disorders. A systems perspective is employed in applying principles of family and group therapeutic modalities to selected populations. These may apply to specific age groups or disorders, including but not limited to groups or families of veterans or those dealing with addiction. A lifespan perspective is maintained with the addition of content of child/adolescent and elderly populations.

Prerequisite(s): Take NUR-631 NUR-631L

Corequisite(s): Take NUR-632 NUR-633 NUR-672 NUR-673

NUR-709 Advance Practice Role for Doctoral Nursing Leaders (3 credits)

This course will explore a variety of issues that affect advanced practice nursing, with specific content pertinent to family nurse practitioners. The legal and ethical underpinnings of advanced practice will be explored. Students will explore the interaction of social, cultural, political, regulatory and institutional policies that influence practice. New practice roles such as entrepreneurship will be discussed. Identifying leadership opportunities for doctoral students will be stressed.

NUR-711 Translational Capstone: I Identify Project (2 credits)

This initial capstone residency experience is designed to provide the student with an intensive immersion opportunity in which they apply their foundational preparation and identify a focus for their capstone project. The student will select a mentor to work with who is an expert in their field of interest and associated with a community site or organization. During the residency, a problem that is amenable to an evidence-based solution will be identified within the clinical site.

NUR-712 Translational Capstone II: Design And Pilot Project (2 credits)

The student will work with a mentor and project chair to design and pilot the translation project in Capstone II. The project committee, which is mutually agreed upon by the student and advisor, will be providing feedback and critique during this process. The project chair and second committee member will be responsible for communicating with the mentor when needed to enhance the design of the project. The student will develop a theoretically and evidence-based program to address the problem identified in Capstone I. The student will be responsible for presenting the proposed design in writing and defending orally to committee members.

Prerequisite(s): Take NUR-711

NUR-713 Translational Capstone III Implement and Evaluation (3 credits)

In Capstone III, the student will work with a mentor to actualize the problem defined in Capstone I and designed in Capstone II. This experience allows the student to translate evidence-based findings into practice, to evaluate program development projects, and to participate in collaborative, inter-professional approaches to health care problems. The student will implement and evaluate a theoretically and evidence-based approach to address the identified problem. The student will be responsible for completing the project, presenting it in writing and defending orally to their committee.

Prerequisite(s): Take NUR-711 NUR-712

NUR-714 Clin Practicum in Comm-Based Family Care (2 credits)

This course was developed to provide an opportunity for advanced practice nursing students to work in a primary health setting with patients across the lifespan. Students will complete 120 hours of guided clinical experience with specific focus on client assessment and management skills. Health promotion will be accomplished through patient education and collaboration with other health professionals.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633 NUR-706

NUR-715 Psy Mental Health Clinical Practicum I (3 credits)

This course provides the Psychiatric Mental Nurse Practitioner (PMHNP) student with an opportunity for implementation of skills consistent with the provision of care to individuals experiencing mental health problems, including assessment, diagnosis and therapeutic interventions. Psychotherapy modalities including interpersonal cognitive-behavioral and psychoanalytic approaches are implemented and where appropriate, psychopharmacological treatment is provided based upon assessment data. Students will be required to complete 180 clinical hours during this rotation.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633 NUR-672 NUR-673 NUR-707

NUR-716 Psy Mental Health Clinical Practicum II (4 credits)

This course provides the Psychiatric Mental Nurse Practitioner (PMHNP) student with an opportunity for implementation of skills necessary to intervene therapeutically for families and groups. Theoretical application of family and group therapies including interpersonal, cognitive-behavioral and psychoanalytic modalities is emphasized when working with selected populations. Promotion of wellness and interventions for family or group systems experiencing dysfunction are included in the provision care. Students will be required to complete 240 clinical hours during this rotation.

Prerequisite(s): Take NUR-631 NUR-631L NUR-632 NUR-633 NUR-672 NUR-673 NUR-708

NUR-800 Continuing Clinical Practicum Residency (1-3 credits)

This continuing clinical practicum residency course is designed for the advanced practice nurse who requires additional clinical hours to meet the minimum total of 1000 hours of practice for DNPs. Students who are placed in patient care areas will complete clinical logs to document that experience. The total number of additional hours to be completed will be determined by the DNP program director after assessing all previous transcripts and coursework; the result of this assessment will be communicated in writing to the student. The student works with a clinical faculty member who has the academic preparation and experiential background to oversee this course. The site and setting for this experience will be individualized based on student need.

NUR-900 Continuing Capstone Project Advisement (1-3 credits)

This continuing advisement course is for DNP students who have identified, designed, piloted and begun to implement their capstone project but require additional time to complete or evaluate the project. Students may experience delays related to organizational or mentor changes and need a mechanism for continuing registration in order to achieve the course outcomes. The student continues to work with a community mentor and under the guidance of his or her capstone chair until the project has concluded.

Prerequisite(s): Take NUR-711 NUR-712 NUR-713

Nutrition and Health (NTR)

NTR-325 Nutrition and Health (3 credits)

The course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention. Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles and fad diets will also be addressed.

Prerequisite(s): Take 1 college level chemistry course.

NTR-327 Nutrition Throughout the Life Cycle (3 credits)

This three-credit course will examine nutritional needs and issues throughout the life span with special emphasis on preconception, pregnancy, lactation, infancy, childhood, adolescence and aging. Normal nutrition topics and nutrition-related conditions and interventions will be studied for each stage of the life cycle. Nutrient needs and recommendations will be addressed as well as age-related physiological changes. Specific attention will be given to current public health issues and model public food and nutrition programs. Current evidence-based practice recommendations will be covered with use of position papers by the Academy of Nutrition and Dietetics and American Academy of Pediatrics. This course consists of three lecture hours.

Prerequisite(s): Take DTC-306 or NTR-325

NTR-610 Nutrition and Health (3 credits)

This course will introduce the student to nutrition science and public health issues related to nutrition. The fundamentals of carbohydrates, protein, lipids, vitamins, minerals and metabolism will be explored. Emphasis will be placed on diet planning and analysis, energy balance and the role of diet and physical activity in a healthy lifestyle and disease prevention. Highlights of current topics in nutrition, such as eating disorders, vegetarian lifestyles, and fad diets will also be addressed.

NTR-611 Life Cycle Nutrition (3 credits)

This three credit course will examine nutritional needs and issues throughout the life span with special emphasis on preconception, pregnancy, lactation, infancy, childhood, adolescence and aging. Normal nutrition topics and nutrition-related conditions and interventions will be studied for each stage of the life cycle. Nutrient needs and recommendations will be addressed as well as age-related physiological changes. Specific attention will be given to current public health issues and model public food and nutrition programs. Current evidence-based practice recommendations will be covered with use of position papers by the Academy of Nutrition and Dietetics and American Academy of Pediatrics. This course consists of three lecture hours.

Prerequisite(s): Take NTR-610

NTR-612 Nutrition & Disease (2 credits)

This course examines nutrition and diet therapy, including nutrition assessment, the physiological and biochemical bases of nutrition care, therapeutic diets, medications and herbal supplements. Topics include nutrition intervention for diabetes, cardiovascular diseases, obesity, eating disorders, GI diseases and promoting healthy eating. The emphasis of this course is the practical application of subject matter in the clinical setting.

Prerequisite(s): Take NTR-610

Occupational Therapy (OT)

OT-101 OT Process & Theoretical Foundations I (2 credits)

This course is an introduction to the profession of occupational therapy and the occupational therapy process. An historical perspective of the OT profession's development and the theoretical bases, its professional ethics and regulations, and the role of the occupational therapist in society are covered. An introduction to the roles of occupational therapy personnel and how, as professionals, the code of ethics and professional credentials relate to practice. Students will be introduced to the theory, philosophy, and research that guide practice is presented. Current and potential environments for OT practice will be discussed.

OT-106 Occupational Development I (4 credits)

This course is a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive, and psychosocial development from prenatal through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An in-depth exploration of the occupational therapy practice framework, domain and process, is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations.

OT-106L Occup Dev I Lab (0 credits)**OT-109 Medical & Social Conditions I (2 credits)**

This course provides the etiology, incidence, signs and symptoms, and common interventions of selected medical and social conditions that affect engagement in occupation in childhood and adolescence. Students analyze how selected diseases, acute and chronic conditions, disabilities and social conditions impact development, performance of life tasks, and occupational roles. Social determinants and epidemiological factors that impact health and welfare of a given population will also be addressed. Topics include selected developmental, musculoskeletal, social and mental health conditions and disabilities.

OT-210 Medical & Social Conditions II (2 credits)

This course provides the etiology, incidence, signs and symptoms, and common interventions of selected medical and social conditions that affect engagement in occupation for the adult and older adult populations. Students analyze how selected diseases, acute and chronic conditions, disabilities and social conditions impact performance of life tasks and occupational roles. Social determinants and epidemiological factors that impact public health and welfare of a given population will also be addressed. Topics include selected neurological, cardiopulmonary, medical, and psychosocial conditions and disabilities.

OT-212 Occupational Development II (4 credits)

This course is a study of normal occupational, physical, cognitive, psychosocial, and neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations, application of teaching learning principles, and general safety and wellness promoting behaviors.

Prerequisite(s): Take OT-106

OT-212L Occup Dev II Lab (0 credits)**OT-214 Interpersonal Skills (2 credits)**

This lecture and lab course is a study of the interpersonal communication skills that are the foundation for effective professional relationships and developing and maintaining a therapeutic relationship. Students learn and practice therapeutic use of self to facilitate client-centered care. The course includes lectures, discussions, skill building, and role playing with critiquing

OT-214L Interpersonal Skills Lab (0 credits)**OT-215 OT Delivery Systems (2 credits)**

This course is an examination of systems in which occupational therapy is delivered, such as the health care, education, and community systems. The impact of each delivery system on the practice of occupational therapy is addressed. Traditional and non-traditional models of OT services are described.

OT-217 Group Process (2 credits)

This course is a study of selected group process theories and skills that are necessary for the development and implementation of occupational therapy group intervention. Group relationships, group leadership, and therapeutic use of self are addressed. This course includes discussion, skill building, and role-playing with critiquing.

Corequisite(s): Take OT-210

OT-217L Group Process Lab (0 credits)**OT-313 Psychosocial Level I Fieldwork (1 credits)**

This course is the first Level I fieldwork experience and is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of exposure to individuals with behavioral health concerns, and/or psychological and social/cultural factors that influence engagement in occupation. Students apply concepts and skills in interviewing and developing and maintaining a therapeutic relationship. Exposure to the population is attained through site visits, guest speakers, readings, discussions, and videos. Extensive self-reflection is used to integrate course work with clinical experience and facilitate the growth of professional behaviors.

Prerequisite(s): Take OT-101 OT-109 OT-214 OT-321

OT-319 Functional Anatomy (5 credits)

This course is the study of human anatomy with emphasis on the musculoskeletal and nervous systems. Lab and lecture integrate human anatomy with analysis of movement including measurement of action, movement within a task, and biomechanics. Lab includes gross anatomy dissections, experiential kinesiology, and use of evidence-based assessments

Prerequisite(s): Take BIO-107 BIO-107L BIO-108 BIO-108L

Corequisite(s): Take OT-319LF and OT-319LG

OT-319LF Functional Anatomy Lab (0 credits)

Corequisite(s): Take OT-319

OT-319LG Functional Gross Anatomy Lab (0 credits)

Corequisite(s): Take OT-319

OT-320 Neuroscience for Rehabilitation (5 credits)

This lecture and lab course is a study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction, and occupational therapy intervention for neurological deficits. Selected occupational therapy practice models applied to neurological deficits across the lifespan are studied. Labs include use of neuroanatomy models, recitation, and guided practice with selected evidence-based and occupation-based interventions.

Prerequisite(s): Take OT-109 OT-319

Corequisite(s): Take OT-210

OT-320L Neuro Rehab Lab (0 credits)**OT-320LG Neuroscience Lab (0 credits)****OT-321 Fieldwork Seminar I (0 credits)**

This seminar is designed to prepare students to engage in the process of exploring and securing fieldwork placements that are broad in scope, match the student's strengths, and provide a variety of clinical experiences for a career in Occupational Therapy. Students will self-reflect to determine professional development goals, complete pre-requisite compliance training, complete an interprofessional experience, and meet with the Academic Fieldwork Coordinator to determine a plan to proceed through the Fieldwork selection process. Review of OT Department fieldwork expectations, policies and procedures prepare students for success in all clinical fieldwork experiences.

OT-323 Child & Adolescent Level I Fieldwork (1 credits)

This course is a Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of clinical exposure to individuals (birth to 21 years) with developmental, motor, behavioral, psychological and/or social/cultural factors that influence engagement in occupation. Fieldwork Experience consists of a minimum of 25 contact hours in a pediatric setting, participating in client and family centered services. Course assignments link didactic coursework to the fieldwork experience.

Prerequisite(s): Take OT-101 OT-109 OT-210 OT-212 OT-320

Corequisite(s): Take OT-425 OT-427

OT-330 Adult & Geriatric Level I Fieldwork (1 credits)

This course is a Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of clinical exposure to individuals (adult to geriatric) with developmental, motor, behavioral, and/or psychological and social/cultural factors that influence engagement in occupation. Fieldwork Experience consists of a minimum of 25 contact hours in an adult setting. Course assignments function to link didactic coursework to the fieldwork experience.

Prerequisite(s): Take OT-320

Corequisite(s): Take OT-433 OT-635

OT-380 Special Topics (1-3 credits)**OT-425 OT Process & Theoretical Foundations II (2 credits)**

This course is a study of the theories, philosophies, and research that guide evidence-based occupational therapy practice. Pediatric (referring to both children and adolescents) practice environments and models of practice will be studied with an emphasis on the development of client-centered, occupation-based interventions that address client factors, performance skills, performance patterns, and context to promote occupational performance.

Prerequisite(s): Take OT-101 OT-320

OT-427 OT Methods of Evaluation & Documentation I (2 credits)

This lecture and lab course is an introduction to the principles and techniques of OT evaluation and documentation used by occupational therapists with children experiencing occupational dysfunction. The evaluation process, administration of multiple evidence-based assessment tools, and the interpretation and documentation of evaluation data pertinent to pediatric practice are included. Students develop professional behaviors related to the evaluation process and therapeutic interaction with a client and family members.

Prerequisite(s): Take OT-101 OT-109 OT-210 OT-212 OT-214

Corequisite(s): Take OT-425

OT-427L OT Methods of Eval & Doc Lab (0 credits)**OT-429 Child & Adolescent Intervention (4 credits)**

This course is an application of OT concepts and processes to promote health, prevent and remediate occupational dysfunction and modify tasks/contexts. It includes exploration and application of child and family-centered evidence-based therapeutic interventions from infancy through adolescence. This course facilitates clinical reasoning and the application of current research in occupation-based interventions.

Corequisite(s): Take OT-101 OT-109 OT-210 OT-212 OT-320; Take OT-425 OT-427

OT-429L Child & Adol.Interv.Lab (0 credits)**OT-432 Fieldwork Seminar II (0 credits)**

This seminar is designed to prepare students to complete pre-requisites and review ethical professional behavior in preparation for clinical fieldwork experiences. Fieldwork performance assessment tools and strategies for success are explored. A review of required fieldwork assignments and student/faculty communication tools prepare students for fieldwork course completion. Exposure to supplemental clinical information broadens students' clinical knowledge base. Professional communication with fieldwork sites and final arrangements for placements are completed.

Prerequisite(s): Take OT-321

OT-433 OT Methods of Evaluation & Documentation II (2 credits)

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 with adults and older adults experiencing occupational dysfunction. The evaluation process, administration of multiple evidence-based assessment tools, and the interpretation and documentation of evaluation data pertinent to adults and older adults are included. Students continue to develop professional behaviors related to the evaluation process and therapeutic interaction with client and family.

Prerequisite(s): Take OT-427

OT-433L OT Meth Evaluation and Document Lab II (0 credits)**OT-434 Adult and Geriatric Intervention (4 credits)**

This course is an integrated theory and practice course examining OT evidence and occupation-based intervention for the adult and geriatric populations. Enhancement of occupational performance is addressed through the therapeutic approaches of create/promote, establish/restore, modification, and prevention for individuals, groups, and populations experiencing occupational dysfunction from adulthood through senescence. This course facilitates clinical reasoning and the application of current research in occupation-based intervention

Prerequisite(s): Take OT-320

Corequisite(s): Take OT-433 OT-635

OT-434L Adult Ger Inter Lab (0 credits)**OT-501 OT Process & Theoretical Foundations I (2 credits)**

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, occupation-based and client centered care and the evidence that guides practice. Current and potential environments for OT practice will be addressed.

OT-506 Occupational Development I (4 credits)

This course is a study of normal occupational, neuromuscular, motor, sensory, perceptual, cognitive, and psychosocial development from prenatal through adolescence. It includes analysis of occupation as a facilitator and marker of human development. An in-depth exploration of the occupational therapy practice framework, domain and process, is provided. The lab includes observation of developmental markers and task analysis of developmentally appropriate occupations.

OT-506L Occup Dev I Lab (0 credits)**OT-509 Medical & Social Conditions I (2 credits)**

This course provides the etiology, incidence, signs and symptoms, and common interventions of selected medical and social conditions that affect engagement in occupation in childhood and adolescence. Students analyze how selected diseases, acute and chronic conditions, disabilities and social conditions impact development, performance of life tasks, and occupational roles. Social determinants and epidemiological factors that impact health and welfare of a given population will also be addressed. Topics include selected developmental, musculoskeletal, social and mental health conditions and disabilities.

OT-510 Medical & Social Condition II (2 credits)

This course provides the etiology, incidence, signs and symptoms, and common interventions of selected medical and social conditions that affect engagement in occupation for the adult and older adult populations. Students analyze how selected diseases, acute and chronic conditions, disabilities and social conditions impact performance of life tasks and occupational roles. Social determinants and epidemiological factors that impact public health and welfare of a given population will also be addressed. Topics include selected neurological, cardiopulmonary, medical, and psychosocial conditions and disabilities.

OT-512 Occupational Development II (4 credits)

This course is a study of normal occupational, physical, cognitive, psychosocial, and neuromuscular development from young adulthood to senescence. It emphasizes occupational choice, role performance and analysis of occupation as a facilitator and marker of human development. The lab includes analysis of developmentally appropriate occupations, application of teaching learning principles, and general safety and wellness promoting behaviors.

Prerequisite(s): Take OT-506

OT-512L Occupation Devel II Lab (0 credits)**OT-513 Psychosocial Level I Fieldwork (1 credits)**

This course is the first Level I fieldwork experience and is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of exposure to individuals with behavioral health concerns, and/or psychological and social/cultural factors that influence engagement in occupation. Students apply concepts and skills in interviewing and developing and maintaining a therapeutic relationship. Exposure to the population is attained through site visits, guest speakers, readings, discussions, and videos. Extensive self-reflection is used to integrate course work with clinical experience and facilitate the growth of professional behaviors.

Prerequisite(s): Take OT-501 OT-509 OT-514 OT-521

OT-514 Interpersonal Skills (2 credits)

This lecture and lab course is a study of the interpersonal communication skills that are the foundation for effective professional relationships and developing and maintaining a therapeutic relationship. Students learn and practice therapeutic use of self to facilitate client-centered care. The course includes lectures, discussions, skill building, and role playing with critiquing.

OT-514L Interpers Skills Lab (0 credits)**OT-515 OT Delivery Systems (2 credits)**

This course is an examination of systems in which occupational therapy is delivered, such as the health care, education, and community systems. The impact of each delivery system on the practice of occupational therapy is addressed. Traditional and non-traditional models of OT services are described.

OT-517 Group Process (2 credits)

This course is a study of selected group process theories and skills that are necessary for the development and implementation of occupational therapy group intervention. Group relationships, group leadership, and therapeutic use of self are addressed. This course includes discussion, skill building, and role-playing with critiquing.

Corequisite(s): Take OT-510

OT-517L Group Process Lab (0 credits)**OT-519 Functional Anatomy (5 credits)**

This course is the study of human anatomy with emphasis on the musculoskeletal and nervous systems. Lab and lecture integrate human anatomy with analysis of movement including measurement of action, movement within a task, and biomechanics. Lab includes gross anatomy prosections, experiential kinesiology, and use of evidence-based assessments.

Corequisite(s): Take OT-519LF and OT-519LG

OT-519LF Functional Anatomy Lab (0 credits)

Corequisite(s): Take OT-519

OT-519LG Functional Gross Anatomy Lab (0 credits)

Corequisite(s): Take OT-519

OT-520 Neuroscience for Rehabilitation (5 credits)

This lecture and lab course is a study of the anatomy and physiology of the nervous system, neurological factors underlying dysfunction, and occupational therapy intervention for neurological deficits. Selected occupational therapy practice models applied to neurological deficits across the lifespan are studied. Labs include use of neuroanatomy models, recitation, and guided practice with selected evidence-based and occupation-based interventions.

OT-520L Clinical Neuro Lab (0 credits)**OT-520LG Neuroscience Lab (0 credits)****OT-521 Fieldwork Seminar I (0 credits)**

This seminar is designed to prepare students to engage in the process of exploring and securing fieldwork placements that are broad in scope, match the student's strengths, and provide a variety of clinical experiences for a career in Occupational Therapy. Students will self-reflect to determine professional development goals, complete pre-requisite compliance training, and meet with the Academic Fieldwork Coordinator to determine a plan to proceed through the Fieldwork selection process. Review of OT Department fieldwork expectations, policies and procedures prepare students for success in all clinical fieldwork experiences.

OT-523 Child & Adolescent Level I Fieldwork (1 credits)

This course is a Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of clinical exposure to individuals (birth to 21 years) with developmental, motor, behavioral, psychological and/or social/cultural factors that influence engagement in occupation. Fieldwork Experience consists of a minimum of 25 contact hours in a pediatric setting, participating in client and family centered services. Course assignments link didactic coursework to the fieldwork experience.

Prerequisite(s): Take OT-501 OT-509 OT-510 OT-514 OT-512 OT-520

Corequisite(s): Take OT-525 OT-527

OT-524 Research Project I (3 credits)

This seminar introduces students to the research project process required to complete the master's degree in OT. Students will learn how to search for and appraise literature pertinent to a topic suitable for OT research and evidence-based practice

Corequisite(s): Take OT-101 or OT-501

OT-525 OT Process & Theoretical Foundations II II (2 credits)

This course is a study of the theories, philosophies, and research that guide evidence-based occupational therapy practice. Pediatric (referring to both children and adolescents) practice environments and models of practice will be studied with an emphasis on the development of client-centered, occupation-based interventions that address client factors, performance skills, performance patterns, and context to promote occupational performance

Prerequisite(s): Take OT-501 OT-520

OT-527 OT Methods of Evaluation & Documentation I (2 credits)

This lecture and lab course is an introduction to the principles and techniques of OT evaluation and documentation used by occupational therapists with children experiencing occupational dysfunction. The evaluation process, administration of multiple evidence-based assessment tools, and the interpretation and documentation of evaluation data pertinent to pediatric practice are included. Students develop professional behaviors related to the evaluation process and therapeutic interaction with a client and family members.

Prerequisite(s): Take OT-501 OT-509 OT-510 OT-512 OT-514

Corequisite(s): Take OT-525

OT-527L OT Methods of Eval. & Doc. Lab (0 credits)**OT-529 Child & Adolescent Intervention (4 credits)**

This course is an application of OT concepts and processes to promote health, prevent and remediate occupational dysfunction and modify tasks/contexts. It includes exploration and application of child and family-centered evidence-based therapeutic interventions from infancy through adolescence. This course facilitates clinical reasoning and the application of current research in occupation-based interventions.

Corequisite(s): Take OT-501 OT-509 OT-510 OT-512 OT-520 OT-525 OT-527

OT-529L Child & Adol. Interv. Lab (0 credits)**OT-530 Adult & Geriatric Level I Fieldwork (1 credits)**

This course is a Level I fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. The course consists of clinical exposure to individuals (adult to geriatric) with developmental, motor, behavioral, and/or psychological and social/cultural factors that influence engagement in occupation. Fieldwork Experience consists of a minimum of 25 contact hours in an adult setting. Course assignments function to link didactic coursework to the fieldwork experience.

Prerequisite(s): Take OT-529

Corequisite(s): Take OT-633 OT-634 OT-635

OT-602 Research Methods in Occupational Therapy (3 credits)

This course is a study of the research process with an emphasis on research methodology. Students will undertake a conceptual review of research designs and methods relevant to the profession in order to become a producer and consumer of research

Prerequisite(s): College level applied statistics course.

OT-605 Clinical Fieldwork III (0 credits)**OT-610 Research Development - Thesis (3 credits)**

This course provides a detailed overview of the thesis/project process and guides students in the development of a defensible thesis or project proposal. [3 hour seminar].

Prerequisite(s): Take OT-524 OT-602

OT-612 Research Development - Project (3 credits)

This course provides a detailed overview of the thesis/project process and guides students in the development of a defensible thesis or project proposal. [3 hour seminar].

Prerequisite(s): Take OT-524 OT-602

OT-621 Project Seminar I (3 credits)**OT-622 Project Seminar II (3 credits)****OT-629 Research Advisement (3 credits)**

Provides for a systematic investigation of a research problem selected by the student as an independent learning situation with faculty guidance. Completion of a thesis or project according to the guidelines in the D'Youville College graduate handbook. Students must register for their research director's section.

Prerequisite(s): Take OT-610 or OT-612

OT-630 Continued Research Advisement (1 credits)

Provides continued faculty guidance to complete either the thesis or research project. Students must register for their research director's section.

Prerequisite(s): Take OT-629

OT-632 Fieldwork Seminar II (0 credits)

This seminar is designed to prepare students to complete pre-requisites and review ethical professional behavior in preparation for clinical fieldwork experiences. Fieldwork performance assessment tools and strategies for success are explored. A review of required fieldwork assignments and student/faculty communication tools prepare students for fieldwork course completion. Exposure to supplemental clinical information broadens students' clinical knowledge base. Professional communication with fieldwork sites and final arrangements for placements are completed.

Prerequisite(s): Take OT-521

OT-633 OT Methods of Evaluation & Documentation II (2 credits)

This course is a continuation of OT-527 and offers an in-depth study of the evaluation and documentation principles and procedures used by occupational therapists with adults and older adults experiencing occupational dysfunction. The evaluation process, administration of multiple evidence-based assessment tools, and the interpretation and documentation of evaluation data pertinent to adults and older adults are included. Students continue to develop professional behaviors related to the evaluation process and therapeutic interaction with client and family.

Prerequisite(s): Take OT-527

OT-633L Eval & Doc II Lab (0 credits)**OT-634 Adult and Geriatric Intervention (4 credits)**

This course is an integrated theory and practice course examining OT evidence and occupation-based intervention for the adult and geriatric populations. Enhancement of occupational performance is addressed through the therapeutic approaches of create/promote, establish/restore, modification, and prevention for individuals, groups, and populations experiencing occupational dysfunction from adulthood through senescence. This course facilitates clinical reasoning and the application of current research in occupation-based intervention.

Prerequisite(s): Take OT-520

Corequisite(s): Take OT-633 OT-635

OT-634L Adult Ger Intervention Lab (0 credits)**OT-635 OT Process & Theoretical Foundation III (2 credits)**

This course is a continuation of the study of the theories, philosophies, and research that guide evidence-based occupational therapy practice. Adult and geriatric practice environments and occupation-based practice models are studied with an emphasis on the development of client-centered, occupation-based interventions that address client factors, performance skills, performance patterns, and context to promote occupational performance.

Prerequisite(s): Take OT-425 or OT-525

OT-640 OT Clinical Fieldwork I (4 credits)

This course is an in-depth Level II fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. This level II fieldwork course is a 12-week, full-time experience. In special circumstances a student may be allowed to complete this Level II Fieldwork on a part-time basis.

Prerequisite(s): 5 year BS/MS OT students take OT-215 OT-427 OT-429 OT-432 OT-433 OT-434 OT-635 Stand alone MS OT students take OT-515 OT-527 OT-529 OT-632 OT-633 OT-634 OT-635

OT-641 OT Clinical Fieldwork II (4 credits)

This course is an in-depth Level II fieldwork experience that is integral to and consistent with the sequence, depth, focus and scope of content in the curriculum design of the program. Level II fieldwork can take place in a variety of traditional or emerging practice areas in which supervision will be provided by a currently licensed or credentialed OT, who may or may not be on-site. This level II fieldwork course is a 12-week, full-time experience. In special circumstances a student may be allowed to complete this Level II Fieldwork on a part-time basis.

Prerequisite(s): 5 year BS/MS OT students take OT-215 OT-427 OT-429 OT-432 OT-433 OT-434 OT-635 Standalone MS OT students take OT-515 OT-527 OT-529 OT-632 OT-633 OT-634 OT-635

OT-644 Management of OT Services I (1 credits)

This course is an advanced, in depth analysis of the knowledge and practical skills required for the application of the evidence-based principles of management and professional development within the various systems where the provision of evidence-based, client-centered occupational therapy services to individuals, organizations, and populations occur. Students will participate in interactive distance learning activities 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 assignments related to course material

OT-645 Management of OT Services II (2 credits)

This online course is a continuation of an advanced, in-depth analysis of the knowledge and practical skills required for the application of the evidence-based principles of management and professional development within the various systems where occupational therapy services to individuals, organizations, and populations occur. Students participate in interactive distance learning activities and perform independent learning activities and assignments while on level II fieldwork.

Prerequisite(s): Take OT-644

Corequisite(s): Take OT-640 or OT-641

OT-679 Special Topics (1-3 credits)**OT-689 Professional Issues (2 credits)**

This course is a critical analysis of current professional issues specific to the practice of occupational therapy. This seminar is a combination of in-class discussions and presentations. Topics include important issues such as ethical and legal concerns, evidence-based practice, advocacy, factors that impact health care delivery and access, inter-professional teamwork, continued professional development and preparation for licensure and certification.

Prerequisite(s): Take OT-640 or OT-641

OT-690 Community Practice (2-3 credits)

This course is a combination of didactic in-class sessions and an advanced practicum in a community-based setting. Students further develop professional behaviors while exploring occupation in the context of a new, non-traditional, or specialty setting. The student gains an understanding of a community organization with a focus on the health of groups and populations. Topics include the process of securing grants, cultural competence, community-based theoretical models, needs assessment, program planning, and program evaluation.

Prerequisite(s): Take OT-640 or OT-641

OT-693 ResearchProject II (3 credits)

This course guides students through the completion of the research project. Students refine a clinical question, use a systematic review process to identify relevant research literature, perform a critical appraisal and synthesis of the best available evidence, and publicly present the research project.

Prerequisite(s): Take OT-524, OT-602

Pharmaceutical Sciences (PPS)

PPS-301 Principles of Pharmaceutical Sciences I (2 credits)

Achieving effective treatment of a disease, while minimizing adverse effects of a drug, requires rational selection, formulation and administration of an appropriate dosage form. Drugs are, first and foremost, molecules exhibiting both individual molecular properties, as well as the collective properties of molecules which make up the dose of an administered medication. This course will focus on the basic principles governing molecules, then consider equilibrium and kinetic phenomena and conclude with properties exhibited by dispersed systems such as colloids and dispersions. Information presented in the course will be foundational to subsequent Principles of Pharmaceutical Sciences courses, particularly the Pharmaceutical Dosage Forms course.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L CHE-101 CHE-101L CHE-102 CHE-102L CHE-219 CHE-219L CHE-220 CHE-220L PHY-101 PHY-101L PHY-112 PHY-112L

PPS-302 Principles of Pharmaceutical Sciences II (3 credits)

This second course in the Principles of Pharmaceutical Sciences sequence is designed to familiarize students in the BSPS program with general principles of drug action. Topics include an introduction to general terminology, drug-receptor interactions, receptor and ion channels, and second messengers.

Prerequisite(s): Take BIO-101 BIO-101L BIO-102 BIO-102L PPS-301

Corequisite(s): Take PPS-304 PPS-306

PPS-304 Pharmaceutical Dosage Forms (3 credits)

The purpose of this course is to provide a foundational knowledge in the concepts of pharmaceuticals that are important for the design and function of pharmaceutical dosage forms. The course complements and completes PPS301, and applies pharmaceuticals to dosage forms ranging from liquid and solid dosage forms to more complex novel and advanced delivery forms such as products of biotechnology.

Prerequisite(s): Take BIO-107 BIO-107L BIO-108 BIO-108L PPS-301

Corequisite(s): Take PPS-302 PPS-306

PPS-306 Principles of Pharmaceutical Sciences Practicum (2 credits)

The goal of this course is to introduce undergraduate students to the breadth of techniques used within the laboratories of pharmaceutical scientists. Students will discuss literature pertinent to the faculty member's research, and participate in laboratory activities. Students will complete laboratory safety training, and learn what is involved in planning, conducting and disseminating research.

Prerequisite(s): Take MAT-123 PPS-301

Corequisite(s): Take PPS-302 PPS-304

PPS-401 Principles of Pharmaceutical Sciences III (2 credits)

The pharmacokinetics and pharmacodynamics of drugs is due in large part to the chemical nature of drugs as molecules. This course considers the chemical characteristic of molecules that are important to the development and use of drugs. Topics to be considered include functional group characteristics and roles, drug binding and the effect of stereochemistry on drug action.

Prerequisite(s): Take CHE-219 CHE-219L CHE-220 CHE-220L PPS-301 PPS-302

Corequisite(s): Take PPS-403 PPS-405

PPS-402 Principles of Pharmaceutical Sciences IV (2 credits)

This course builds upon the Principles of Pharmaceutical Sciences course sequence to describe primary determinants of the disposition of drugs in the body, namely absorption, distribution, metabolism and excretion (ADME). Rudimentary dosing in response to ADME is calculated, and the impact of factors that may alter pharmacokinetics of drugs is presented in the final portion of the course.

Prerequisite(s): Take PPS-301 PPS-302 PPS-401

Corequisite(s): Take PPS-404 PPS-406

PPS-403 Drug Discovery and Development (2 credits)

An understanding of the drug development process will be foundational to the career choice of the student earning the undergraduate degree in pharmaceutical sciences. This course will provide the foundational info, as well as introduce the students to scientists who have chosen to work in industry or academia so that they may informally discuss their career choices and experiences with them.

Prerequisite(s): Take PPS-301 PPS-302 PPS-304

Corequisite(s): Take PPS-401 PPS-405

PPS-404 Individualized Medicine: Informatics and Pharmacogenomics (2 credits)

This course focuses on two areas of relevance to the pharmaceutical industry that utilize vast amounts of information from populations (informatics) as well as specific information from individuals (pharmacogenomics) to ultimately lead to more effective and personalized utilization of medicines.

Prerequisite(s): Take BIO-101 BIO-102 and one (1) 100 level computer science(CSC)course

Corequisite(s): Take PPS-402 PPS-406

PPS-405 Laboratory Research in the Pharmaceutical Sciences I (3 credits)

Critical to students' development as pharmaceutical scientists is the opportunity to conduct research under the guidance of faculty members. Working with the faculty member mutually-selected by the student and faculty advisor, the student is expected to develop a 2-semester hypothesis driven research project, conduct the necessary experiments to address the aims of the research project, and subsequently present the results of the research project in a forum that is open to the members of the department.

Prerequisite(s): Take PPS-301 PPS-302 PPS-304 PPS-306

Corequisite(s): Take PPS-401 PPS-405

PPS-406 Laboratory Research in the Pharmaceutical Sciences II (3 credits)

Critical to students' development as pharmaceutical scientists is the opportunity to conduct research under the guidance of faculty members. Working with the faculty member mutually-selected by the student, the student is expected to develop a 2-semester hypothesis driven research project, conduct the necessary experiments to address the aims of the research project, and subsequently present the results of the research project in a forum that is open to the members of the department. This course will complete the requirements for the project initiated in the fall semester.

Prerequisite(s): Take PPS-405

Corequisite(s): Take PPS-402 PPS-404

Pharmacy (PMD)

PMD-601 Biochemical Principles I (3 credits)

Students learn about the structure/ function relationships among the components responsible for the biochemical functions of life. The first semester topics include proteins, enzymes, carbohydrates, bioenergetics, metabolism (catabolism and anabolism) lipids, membranes, nucleic acids, biotechnology, biochemical methods, vitamins and nutrition.

PMD-603 Anatomy Physiology Pathophysiology I (4 credits)

This is the first of two courses in which students learn about the structural and functional relationships of the human organism, emphasizing cells and tissues, the integumentary, skeletal, muscular, nervous systems, and sense organs. Students build a comprehensive theoretical foundation of the phenomena that produce alterations in human physiologic function throughout life, emphasizing disease processes as disturbances of the body's homeostasis. The body's defense mechanisms and their breakdown, and clinical assessment methods are also presented in the course. Students view classroom demonstrations that examine the skeletal, muscular, and nervous system, and their composite cell and tissue types.

PMD-604 Anatomy Physiology Pathophysiology II (4 credits)

Comprehensive Anatomy, Physiology and Pathophysiology II + laboratory provides a sequel to PMD-603 and PMD-613; the course continues examination of organ systems. Material includes anatomical description, physiological explanations, and pathological states, considered as disruptions of the normal anatomy and physiology. Etiology, pathogenesis, and treatment approaches will be discussed. This course will undertake coverage of: cell physiology and response to injury, inflammation, fever, healing, cell cycle and neoplasia, musculoskeletal and joint disorders, neurophysiology, neurological & psychological disorders, pathophysiology of selected endocrine glands, physiology and disorders of the digestive system and selected auxiliary glands (liver and pancreas).

PMD-605 Principles of Drug Action I (4 credits)

This course introduces drugs as molecules, including the basic principles related to molecules such as equilibrium and kinetic phenomena. Initial information provided in the course also includes the molecular basis of drug selectivity and drug action. The latter portion of the course then focuses on the primary determinants of the disposition of drugs in the body, namely absorption, distribution, metabolism and excretion.

PMD-606 Principles of Drug Action II (5 credits)

The initial portion provides an introduction to the role of pharmacology in pharmacy and moves on to basic receptor pharmacology and enzymology. The course then continues the molecular basis of pharmacologic activity, protein binding, complexation and drug action. Basic aspects of medicinal chemistry and drug metabolism are also covered. The latter portion of the course then delves into various dosage forms and routes of drug delivery.

PMD-607 Prof of Pharmacy & Health Care Systems (3 credits)

This course introduces students to the evolving US health care system. Students learn about the social, economic, and political environments in which health care is delivered, and the impact of these factors on the practice of pharmacy. By examining personal strengths and weaknesses, exploring career options, and thinking and writing reflectively, students will develop lifelong learning skills.

PMD-610 Hlth Comm Diversity & Bioethics Communications/Diversity/Bioethics (2 credits)

Students learn to apply the theoretical principles for communicating effectively with patients, families, and physicians, other health professionals, and provider groups. Students discuss the impact of race, sexual orientation, culture, religion, and physical ability on patients' perceptions of the healthcare system and the delivery of services. Students also learn to recognize ethical dilemmas and resolve problems using basic ethical principles and an ethical decision-making process.

PMD-611 Prof Dev of Student Pharmacist I (2 credits)

This is the first in a six-term sequence of courses that augments and enhances student learning throughout the didactic curriculum. In this first course, students will be introduced to the profession of pharmacy including the evolution of practice from a dispensing to a pharmaceutical care model. Through team-based learning students will systematically analyze patient cases using scientific and clinical reasoning. They will utilize sources of professional knowledge, strategies for accessing drug information and literature, and quantitative and qualitative data to support decision making. To help students (and faculty) assess their progress in achieving curricular and professional goals, they will create a professional e-portfolio that will help them manage various types of evidence that reflect their learning and growth.

PMD-612 Prof Dev of Student Pharmacist II (1 credits)

This is the second in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMD-613 Patient Assessment I (1 credits)

In this practicum course, students will learn and practice the fundamentals of patient assessment, including physical examination, interviewing skills (such as history taking and symptom analysis) and interpretation of laboratory test results. Students will also become familiar with common drug names, categories, dosing and therapeutic uses. Classroom time will be a combination of large and small group work. Skill-based activities, such as the practicing of components of a physical examination, will be practiced in student pairs with designated small teams.

PMD-614 Patient Assessment II (1 credits)

In this course, students will learn and practice the fundamentals of patient assessment, including physical examination, interviewing skills and interpretation of laboratory test results. Students will also become familiar with common drug names, categories, dosing and therapeutic uses, as well as counseling skills based on the top medications. Classroom time will be a combination of large and small group work. Skill-based activities, such as the practicing of the components of a physical examination, will be demonstrated in student pairs with designated small teams.

PMD-617 P1 IPPE Community (2 credits)**PMD-618 Community IPPE (2 credits)****PMD-619 P1 IPPE Institutional (1 credits)****PMD-620 Hospital IPPE (1 credits)****PMD-621 Topics in Pharmacy Assessment (0 credits)****PMD-622 Topics in Pharmacy (0 credits)****PMD-624 Self-Care (3 credits)**

Students learn about the role of the pharmacist in the management of self-limiting illnesses and self-care. Students learn appropriate triage and referral techniques and the advantages and disadvantages of a variety of non-prescription products and devices, as well as complementary and non-pharmacologic interventions utilized for self-care problems.

PMD-626 Introductory Pharmacy Calculations (1 credits)

This course reviews basic math skills necessary for solving pharmaceutical calculation problems and accurate weighing and measurement of pharmaceutical ingredients. Specific calculations involved in individual dosage forms will be covered as well as the application to hospital and community pharmacy.

PMD-689 Special Topics (1-3 credits)**PMD-701 Principles of Drug Action III (2 credits)**

This is the final course of the three-course sequence. Students continue to learn how dosage forms and routes of delivery affect the disposition of drugs. Students also learn about recent advances in pharmaceutical dosage forms (such as protein pharmaceuticals) that are utilized in current and future pharmacy practice.

PMD-702 Medical Microbiology & Immunology (3 credits)

Students learn the classification, morphology, and virulence of microorganisms and medical pathogens, the epidemiology and pathogenesis of infectious diseases, and the basic concepts of immunology. Students utilize their knowledge of immunology to understand the principles of antibiotic use, emphasizing the need to understand the site of infection, the susceptibility patterns for responsible organisms and the ability of the drug to reach the site of infection.

PMD-703 Pharmacotherapeutics I (4 credits)

This course is the first of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of: acute and chronic kidney disease, fluid and electrolyte disorders, acid-base disorders, erectile dysfunction, benign prostatic hyperplasia, and urinary incontinence.

PMD-704 Pharmacotherapeutics III (4 credits)

This course is the third of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes for patients. Specific topics covered will include the pharmacotherapy of: anesthesia; neurologic disorders such as epilepsy, movement disorders and migraine headaches; psychiatric disorders such as schizophrenia, mood disorders, anxiety disorders, sleep disorders and dementia; and diseases of the eye.

PMD-705 Pharmacotherapeutics II (4 credits)

This course is the second of a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes. Specific topics covered will include cardiovascular and pulmonary disorders including hypertension, heart failure, ischemic heart disease, acute coronary syndromes, arrhythmias, cardiomyopathies, thromboembolism, hyperlipidemia, stroke, shock, asthma, chronic obstructive lung disease, acute respiratory distress syndrome, and cystic fibrosis.

PMD-706 Pharmacotherapeutics IV (4 credits)

This course is the fourth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of endocrine and gynecologic disorders including diabetes mellitus, thyroid disorders, adrenal and pituitary gland disorders, pregnancy and lactation, contraception, endometriosis and hormone replacement therapy in women.

PMD-708 Evidence-Based Medicine I (2 credits)

In this course, students learn basic concepts of research methodology in order to develop, analyze, and present their own research projects and critically evaluate the validity and clinical relevance of published articles. Students learn to appropriately analyze various types of data using parametric and non-parametric statistics, probability and inferential statistics (e.g. analysis of variance and multiple regressions).

PMD-709 Integrated Compounding & Practice (3 credits)

In this course, students practice the mathematical calculations required for compounding, dispensing, and administering medications including determination of the rate of administration of IV infusions, calculating drug concentrations and ratio strengths, as well as extent of ionization of drugs in solution. In laboratory sessions, students are provided opportunities to interpret prescription orders and prepare sterile and non-sterile dosage forms for dispensing.

PMD-711 Prof Dev of Student Pharmacist III (1 credits)

This is the third course in the six-term sequence. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMD-712 Professional Development of a Student Pharmacist IV (1 credits)

This is the fourth in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMD-713 Pharmacogenomics (3 credits)

This course will introduce genetics and molecular and cellular biology and will describe the nature of genetic materials and the universal genetic code. Students should be able to identify and describe molecular mechanisms such as replication, transcription and translation. The goal of this course is to enable students to understand how these disciplines can be used to explain the possible genetic basis for variability in drug response. Also, there will be discussion on the application of bioinformatics studies to pharmacogenomics and ethical issues in genomics. The pharmacogenetics of oxidative drug metabolism will be presented, as well as the potential applications to tailoring drug therapy. A discussion of drug transporters pharmacogenetics will include localization and function, variability and clinical consequences. The role of genetic variability in drug targets on drug efficacy and toxicity, and application to individualize drug therapy will be explored. Finally, current and future pharmacogenomics applications for several therapeutic areas such as oncology, hematology, infectious diseases such as HIV, TB, etc. will be described.

PMD-714 Pharmacy Management (3 credits)

In this course students learn the common management principles employed in the practice of pharmacy. Students learn business methods ranging from personal management to operations management, managing people, accounting basics and finance. Students also learn about marketing, purchasing, value-added services, and obtaining reimbursement for providing cognitive services as well as managing risks. Students are expected to apply concepts learned in class to prepare a business plan that provides the blueprint for buying an existing independent community pharmacy or developing a new pharmacy.

PMD-717 P2 IPPE Community (2 credits)**PMD-718 Community IPPE (2 credits)****PMD-719 P2 IPPE Institutional (1 credits)****PMD-720 Hospital IPPE (1 credits)****PMD-721 Topics in Pharmacy Assessment (0 credits)****PMD-722 Topics in Pharmacy (0 credits)****PMD-801 U.S. and N.Y.S. Pharmacy Law (2 credits)**

This course introduces students to the federal and New York state laws and regulations which govern the practice of pharmacy and regulate the manufacture and distribution of drug products and devices. Students learn the basic principles of tort law and professional malpractice. Students apply concepts learned in class to the analysis of case studies. Students review the historical events that have shaped today's professional pharmacy practice, and learn about the drug development and distribution system from a legal perspective.

PMD-803 Infectious Disease V (4 credits)

This course is the fifth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of gastrointestinal, nutritional, and skin, bone and joint disorders including gastroesophageal reflux, peptic ulcer, inflammatory bowel disease, nausea, vomiting, diarrhea, constipation, irritable bowel syndrome, pancreatitis, viral hepatitis, obesity, osteoporosis, rheumatoid arthritis, osteoarthritis, gout, acne, atopic dermatitis, and psoriasis.

PMD-804 Pharmacotherapeutics VII (4 credits)

This course is the seventh of an eight-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, pharmacology and pharmacotherapy in order to optimize therapeutic outcomes and tolerability for patients. This course will focus on agents used in the management of: toxicological disorders, pain disorders, substance abuse, and disorders specific to pediatric and geriatric populations. This course will also include a discussion on topics related to medication safety.

PMD-805 Pharm Gastrointestinal V I (4 credits)

This course is the sixth in a seven-part series in which students will learn to integrate the principles of pathophysiology, medicinal chemistry, drug disposition, and pharmacology in order to optimize therapeutic outcomes. Specific topics covered will include the pharmacotherapy of infectious diseases of the respiratory tract, skin, and soft tissue, tuberculosis, parasitic diseases, urinary tract infections, sexually transmitted diseases, sepsis, fungal infections, and human immunodeficiency virus infection.

PMD-808 Pharmacotherapeutics VIII (4 credits)

This course is the eighth of an eight-part series in which students will learn to integrate the principles of pathophysiology and pharmacotherapy, medicinal chemistry, and pharmacology with active learning sessions involving case discussion in order to optimize therapeutic outcomes and tolerability for patients. This course will focus on agents used in the management of: anemia, coagulation disorders, drug-induced hematologic disorders; oncologic diseases including solid tumors and hematologic malignancies such as cancers of the breast, lung, colon, rectum, prostate, ovaries, skin, and lymphoma, leukemia, and myelodysplastic syndromes. Drugs used in the supportive care of cancer patients will also be a focus including those used to manage nausea and vomiting, constipation, and tumor lysis syndrome.

PMD-810 Population Based Health Care (2 credits)

Students learn how pharmacists contribute to the delivery of effective, quality health and disease prevention services. Students learn to apply population-specific data, quality assurance strategies, and processes to assure access to rational, safe and cost-effective drug therapy. Students also learn to utilize health-related quality of life measures and decision analyses to assess the health status of individuals in the U.S. healthcare system, and make comparisons to individuals within other global systems. Utilizing the economic and epidemiologic principles learned in class, students critique peer-reviewed public health literature and develop a framework for a group research project that will be completed during the Advanced Pharmacy Practice Experience of the fourth professional year.

PMD-811 Prof Dev of Student Pharmacist V (1 credits)

This is the fifth in a six-term sequence of courses. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMD-812 Professional Development of a Student Pharmacist IV - Gateway to Clerkship (1 credits)

This is the final course in the six-term sequence. Students participate in team-based learning to foster a deeper understanding of course material, and develop necessary skills through case discussion and other active learning methods.

PMD-813 Evidence-Based Medicine II (2 credits)

Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.

PMD-814 Evidence-Based Medicine III (2 credits)

Students demonstrate effective communication and organizational skills by preparing, delivering, and evaluating professional seminars.

PMD-818 Advanced Therapeutics Elective (2 credits)

Advanced therapeutics will explore in greater detail the pharmacotherapy of complex and common disease states such as cardiovascular and diabetes care. This course will carry on the foundation created in the Pharmacotherapeutics sequence and integrate concepts across diverse patient groups and treatment goals.

PMD-819 Intro Residency Practice (2 credits)

The purpose of this course is to prepare students for applying to PGY-1 residency positions following graduation. Topics to be covered include: benefits and downfalls of completing one or more residency program(s); choosing a program (ASHP accredited vs. non-accredited and other distinguishing features); preparing for the ASHP Residency Showcase; preparing a curriculum vitae; identifying individual student strengths; preparing for on-site interviews; obtaining appropriate letters of reference; and introduction to the residency match program.

PMD-820 Intro to Residency Practice (2 credits)

The purpose of this course is to prepare students for applying to PGY-1 residency positions following graduation. Topics to be covered include: benefits and downfalls of completing one or more residency program(s); choosing a program (ASHP accredited vs. non-accredited and other distinguishing features); preparing for the ASHP Residency Showcase; preparing a curriculum vitae; identifying individual student strengths; preparing for on-site interviews; obtaining appropriate letters of reference; and introduction to the residency match program.

PMD-821 Substance Abuse (2 credits)

This course would look at the multiple dimensions of substance abuse including pharmacology, treatment, legal aspects, risks in health care workers, concurrent diagnoses (mental health).

PMD-822 Toxicology (2 credits)

This class will provide a foundation of knowledge in clinical toxicology, covering toxicology history, poisoning epidemiology, structure and function of poison centers and poison prevention, as well as the toxicity and treatment of numerous specific substances including various prescription and over the counter drugs, household poisons (toxic alcohols, carbon monoxide, caustics, etc.), substances of abuse, and environmental toxins, among others. Throughout the course there will be a focus on the mechanisms and indications for various antidotes and application to various patient cases.

PMD-823 Disease Prevention Through Lifestyle (2 credits)

This elective course aims to complement the pharmacotherapeutics sequence of courses for those students interested in learning more about the non-pharmacologic options we recommend alongside pharmacotherapy for disease prevention/management. Many foods and activities exhibit a pharmacologic effect, even though they are not considered pharmacologic agents. Through our frequent interaction with the public in pharmacy settings, pharmacists are often asked about specific foods, supplements or physical activities and how they may help is disease modification and/or weight loss. This course will provide a balanced look at the advantages and disadvantages of the various options available to patients. Note: students will be asked to experiment with temporary changes in diet and physical activity and provide reflections on these experiences.

PMD-824 Natural Product Therapeutics (2 credits)

The focus of this course is to study natural remedies and phytomedicinals, which are widely used by the general public as self-selected (OTC) products for therapeutic, quality of life, and prophylactic purposes. The course will focus on the safety, efficacy, herb-food, herb-drug, and herb-herb interactions. The role of pharmacists to assist consumers to select the safest, most proper and useful natural remedies will be considered.

PMD-825 Emergency Response (2 credits)

This course will cover topics such as a review of basic first aid, ACLS/PALS topics, pharmacology of emergency meds, interviewing techniques for triage of patients, basic skills (BP, CPR, c-spine stabilization, HR, RR, AED), emergency preparedness topics and possible public health issues. Through this course students will begin to understand emergency medicine algorithms, patient assessment skills/triage in various scenarios, and basic life-saving skills and procedures.

PMD-826 Geriatric Pharmacotherapy (2 credits)

The aging of the US population will have a major effect on the future practice of pharmacy. By 2030, an estimated 71 million adults, or approximately 1 in 5 Americans, will be 65 years of age or older. With an estimated 34% of all prescription medications used by older adults, most pharmacists will be expected to care for an older adult at some point in their career. This elective will expand upon the fundamental geriatric concepts presented throughout the curriculum as well as introduce consultant pharmacy, the practice within the profession of pharmacy that has its roots in the provision of pharmacy services to nursing facilities (NFs)—and other long-term care (LTC) environments. Instruction will include guest lectures, formative quizzes, summative exams, case analyses, and a team assignment.

PMD-827 Independent Clinical Research (2 credits)

This is part 1 of a 3 part elective series to provide a structured environment to allow students to complete a clinical research project with the supervision of a faculty member. Each part of the elective will have different objectives to keep the student on track with the ultimate goal of submitting an abstract or writing a paper by the end of the 3 part elective. A topic can be self-chosen or assigned. The focus of the Fall elective will entail conducting a literature review and creating a research proposal that will be submitted to the applicable institutional review board (IRB). It is not required for students to take the Spring elective or APPE elective if they do not wish to complete the research project after the Fall elective. However, this is a sequential series so a student must start with the Fall semester elective.

PMD-829 Spanish Pharmacy Practitioners (2 credits)

This course is a basic course in Spanish geared to dispensing pharmacy. It will include basic anatomy and disease state terminology, medication counseling, directions for medication use, and patient history terms.

PMD-830 Nuclear Pharmacy (3 credits)

This elective introduces students to the principles and practice of nuclear medicine and the role of the nuclear pharmacist. The student will understand the basic concepts of nuclear pharmacy and the quality control involved in producing a radiopharmaceutical. The elective will review many clinical images of radiopharmaceutical uptake in organ systems thus diagnosing disease states in patients. The course concludes by spending 1 week at a nuclear pharmacy observing the practices and procedures reviewed during the semester

PMD-831 Ethics in Pharmacy Practice (2 credits)

This elective course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional ethical responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the ethically relevant features of a case, identify the ethical options open to a pharmacist faced with an ethical problem, provide justification for the best options, consider counter-arguments for one's position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.

PMD-832 Basic Pharmaceutical Research II (3 credits)**PMD-833 Integrated Compound & Practice (2 credits)**

Students will be assigned to assist faculty in the laboratory component of the integrated compounding and practice course (PMD 709). Students enrolled in this course are also expected to maintain confidentiality of grades, evaluations, and other course materials. At the end of the semester, the students' performance will be evaluated by the course coordinator. The time commitment would include the 3 hr. lab session, along with a separate recitation time to go over grading of previous work and prepare for the upcoming lab week.

PMD-834 Independent Clinical Research (2 credits)**PMD-836 Academic Practice in Patient Care Skills (2 credits)**

The goal of this course is to give the students in-depth understanding of the science and forces behind the discovery of novel drugs and treatment approaches. The lectures will cover all stages of the discovery and development process starting with the basic science, through the specific design of clinical trials and potential clinical applications. The lectures will be based on the analysis of primary literature in a case study format. Major breakthroughs and standard-of-care changing paradigms will be comprehensively discussed and analyzed. Student attendance and participation is a critical part of this course. Articles to be discussed during the class will be sent to the students prior to the class meeting session by a week.

PMD-837 Research Elective (3 credits)

This elective will introduce the student to the field of pharmaceutical research, both academic and industrial. It will begin with a series of up to four lectures, two covering the drug discovery and development process and up to two lectures given by basic research faculty who will discuss their own research interests. The remainder of the elective will be taught in the laboratory where the student will be exposed to research techniques that match their interests (e.g., chemistry, pharmacology and pharmaceuticals or molecular biology). This is a required 2 part/2 semester course offering.

PMD-838 Preparing for Management of Pharmacy Practice (2 credits)

This course is a course to expose the student to basic key principles of managing practice for the staff pharmacist interested in preparing for a career in pharmacy management. Fiscal issues ranging from staffing, purchasing contracts and inventory to HR factors (dealing with difficult employees, establishing and cultivating core competency in staff, emotional intelligence for managers, and unions in healthcare) and meeting and preparing for the necessary accreditation standards for a site survey by Joint Commission, ASHP residency training and CMS. This course may include guest speakers from these organizations.

PMD-839 Innovations in Community Pharm (2 credits)

The speaker series introduces students to a variety of community pharmacy practice opportunities, assists community-oriented students seeking career guidance, motivates students to take an active approach to career planning, and encourage students seeking post-graduate community or ambulatory pharmacy residencies. The course will expose P2 and P3 student to influential community pharmacy managers, pharmacists, and regulators who exhibit one or more of the following qualities: Excellence through diversity; leadership through advocacy; pharmacist-conscious management strategies; evolution of practice models; innovation in patient-centered care; protection of the profession; commitment to continuous quality improvement in medication safety and delivery of care; and dedication to the ongoing education and development of student pharmacist and recent graduates. Invited guest lecturers lend perspective about their relative roles in pharmacy practice, the impact of their pharmacy in their communities, and additional topics as related to their qualities as listed above. Guest lecturers present in pairs or triplets (i.e. pharmacy manager, staff pharmacist, and pharmacy resident) so students can witness the roles of each position, as well as learn the qualities and skills that each supervisor seeks in their subordinates during interviews for hire, annual reviews, and consideration for promotion.

PMD-840 Advanced Hospital Pharmacy Practice (2 credits)**PMD-842 Advanced Motivational Interviewing (2 credits)**

This course is designed to introduce students to the disparity that exists in healthcare both here in the states and abroad, and get students involved in projects that make a difference for underserved communities. This elective consists of both lectures and hands-on experiences with populations in need. Students will participate in a minimum of three volunteer experiences within the Buffalo area, and work on one project for an international organization. While class hours are listed as 1-3 PM on Tuesdays, many of the volunteer opportunities will fall outside those hours. Students are expected to participate in a minimum of 3 volunteer experiences in the community, and type a 1-page a journal entry/ reflection for each of these experiences.

PMD-844 Global Health in Pharmacy (2 credits)

Global Health in Pharmacy is a course that is designed to expose the pharmacy students to global health issues and differences between different global health systems. Additionally, students will learn about considerations in treating communicable and non-communicable diseases in low income countries, pharmacist roles/servant leadership opportunities in different countries, regulations regarding medication use, and acquisition outside of the USA, and opportunities that exist for pharmacists in global health. Some classes will be taught in an interdisciplinary setting with students from nursing and public health programs. In addition, students will be offered the opportunity to attend a trip to Buenos Aires, Argentina in the summer following the spring semester for an additional course credit.

PMD-845 Nuclear Pharmacy (3 credits)

This elective introduces students to the principles and practice of nuclear medicine and the role of the pharmacist.

PMD-846 Advances in Drug Discovery and Development (2 credits)

The goal of this course is to give the students in-depth understanding of the science and forces behind the discovery of novel drugs and treatment approaches. The lectures will cover all stages of the discovery and development process starting with the basic science, through the specific design of clinical trials and potential clinical applications. The lectures will be based on the analysis of primary literature in a case study format. Major breakthroughs and standard-of-care changing paradigms will be comprehensively discussed and analyzed. Student attendance and participation is a critical part of this course. Articles to be discussed during the class will be sent to the students prior to the class meeting session by a week.

PMD-847 Advocacy & Advanced Topics Women's Hlth (2 credits)

This elective will explore in greater detail the pharmacotherapy in women across the lifespan. This course will prepare pharmacy students to provide optimal care of women at all ages. This course will also provide students with a foundational knowledge in women's health policy, research and advocacy. Pharmacotherapeutic topics may include: infertility, infectious disease in women, specific topics surrounding use of contraception, use of hormone therapy and bioidenticals, pregnancy, lactation and toxicities, the postpartum period, conditions associated with pregnancy, and cancers specific to women. Topics covered in the area of policy and advocacy may include: access and barriers to care, equality in health care, inclusion of women and minorities in research, and gender roles.

PMD-848 Critical Care Pharmacotherapeutics (2 credits)

This elective course would focus on the unique considerations for a clinical pharmacist taking care of critically ill patient. It would prepare the student to understand basic principles of physiology, pharmacokinetics, and pharmacotherapy essential to the management of critically ill patients. Topics to be covered include: acid/base, hemodynamic parameters, pain/sedation/delirium, cardiopulmonary arrest, shock states, stress ulcer prophylaxis, renal replacement therapy, cardiovascular emergencies.

PMD-849 P3 IPPE Practice (0 credits)

The P3 Practice IPPE Rotation provides the opportunity for the student to test knowledge and skills they acquired through classes and previous pharmacy practice experiences through application with a clinical pharmacist preceptor. Under the supervision of their preceptors, students will be introduced to communicating with patients, care givers, providers, and other health professionals as well as research methods and process.

PMD-850 Practice IPPE (1 credits)

The focus of this course is to study herbal preparations and other phytomedicinals which are widely used by the general public as self-selected OTC products for therapeutic, preventive or prophylactic purposes. The course will be methodically classified by organ systems (e.g. nervous system, cardiovascular system, digestive system) and its relevant field of application (e.g. depression, anxiety and sleep disorders; congestive heart failure, arteriosclerosis; peptic ulcers, constipation). Emphasis will be placed on herbal constituents and products whose safety and efficacy are based not just on tradition but also on modern scientific testing. The course will further give an introduction into aspects related to safety, herb-d, herb-drug, herb-herb interactions, and quality and efficacy of herbal medicinal products. The role of pharmacists to assist consumers to select the safest, most proper and useful natural remedies will also be considered.

PMD-851 P3 IPPE Long Term Care (1 credits)**PMD-852 Long Term Care IPPE (1 credits)****PMD-853 Compounding Bootcamp (1 credits)****PMD-854 Advanced Compounding (1 credits)****PMD-855 International Pharmacy (0 credits)****PMD-856 International Pharmacy IPPE (0 credits)****PMD-859 Topics in Pharmacy Assessment (0 credits)****PMD-860 Topics in Pharmacy (0 credits)****PMD-861 Elective US IPPE (0 credits)****PMD-862 Advanced Compounding (2 credits)**

This course will focus on applied concepts in contemporary pharmaceutical compounding/product development and will have both laboratory and classroom components. The laboratory component will deal with extemporaneous compounding of dosage forms such as gels, troches, lollipops, lip balm etc that have not been covered in the basic compounding course. The classroom component will include guest lectures, in-class presentations / discussions on topics such as beyond-use dating of compounded preparations, quality control, compounding pharmacy management and the related area of pharmaceutical product development. This will prepare the pharmacy student to recognize the value and importance of compounded formulations as well as the distinction from manufacturing. Note: This course deals with material and concepts beyond the scope of the Part III compounding Exam as required by the New York State Board of Pharmacy and is not intended as a review course for the aforementioned licensing exam.

PMD-863 Research Methods and Biostatistics (2 credits)

The course will cover the foundations of healthcare research. These include: study design, sampling, measuring patients outcomes, in addition to data collection and processing in healthcare research. It will also cover the basic concepts in bio-statistical analyses. The course will carry on the foundation created in the "Biostatistics and Literature Evaluation" Course, but will also offer a hands-on experience to students in data manipulation and data analysis that can be typically used in a healthcare setting.

PMD-864 Current Topic in Drug Discovery & Development (2 credits)**PMD-866 Pharmacy Internship (0 credits)**

The goal of this course is to expose the student to the complexity of US pharmacy practice and be able to identify key aspects and future directions of US pharmacy practice, this should assist them in the appreciation of the role of pharmacists as healthcare providers and advocates for improving the health of patients in their communities and across the US. Key competencies to be addressed include: US burden of disease, medication use management, social and economic health determinants, population resources and environment, pharmaceutical care in low resource settings, and contemporary pharmacy practice.

PMD-867 Advanced Self-Care (2 credits)

This course will provide the opportunity to learn more about the role of the pharmacist in the management of self-limiting illnesses as well as preventative and adjunctive self-care. There will be a focus on the most commonly encountered self-care topics in practice and the evaluation, recommendation, assessment and monitoring of self-care within complex patient cases. Students will have the opportunity to develop these skills across a variety of contexts including informal and formal patient case presentations.

PMD-869 Global Health & International Travel (3 credits)

Global Health in Pharmacy is a course that is designed to expose the pharmacy students to global health issues and differences between different global health systems. Additionally, students will learn about considerations in treating communicable and non-communicable diseases in low income countries, pharmacist roles/servant leadership opportunities in different countries, regulations regarding medication use, and acquisition outside of the USA, and opportunities that exist for pharmacists in global health. Some classes will be taught in an interdisciplinary setting with students from nursing and public health programs. In addition, students will be offered the opportunity to attend a trip to Buenos Aires, Argentina in the summer following the spring semester for an additional course credit.

PMD-871 Mgmt & Leadership Planning & Operations (2 credits)

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover management/leadership, planning and operations topics. Each weekly Panopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will also be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

PMD-873 Finance Risk Mgmt and HR (2 credits)

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover finance, risk management, and human resources topics. Each weekly Panopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will also be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

PMD-875 Prof Effectiveness, Entr, Mktg and Promo (2 credits)

This online elective is part of a three elective sequence required for the Pharmacy Manager Concentration (PMC). It can be taken after acceptance into the concentration or by permission from the instructor. The course can be taken in any sequence vis-à-vis the other two online PMC elective courses for the PMC. Each weekly two-hour online lesson will be consist of materials on the Canvas® learning management system. These materials include Panopto® delivered podcasts that cover professional effectiveness, entrepreneurship, marketing and promotion topics. Each weekly Panopto® delivered podcast will have five (5) embedded quiz questions. And each week, individual students will be tasked to answer more challenging questions as part of a weekly (asynchronous) online discussion. Tweets will be employed to clarify student understanding of the more difficult issues. The "wisdom" of experienced pharmacy managers will be tapped into from a variety of pharmacy practice settings using videos, tables, and sidebars with concise tips; and, listings of additional resources. Students will be required to complete a six-page term paper on an approved topic. And, a midterm examination and a final examination will need to be taken on Examsoft® (using Examity® online proctoring).

PMD-877 MTM IPPE I (0 credits)

Purpose While partaking in the Medication Therapy Management Pharmacy IPPE Rotation the student will gain experience in providing MTM services which is recognized as a growing area in all areas of pharmacy practice. Students will be the learning the fundamentals of the MTM process in both training that involves simulated cases with the potential for real world integration. Students will receive the APhA MTM Training Certificate in the P2 year and successfully complete the required 5 post cases during this IPPE. Goals & Objectives The goal of this IPPE course is to expose the student to the expanding role Pharmacists play in pharmaceutical care with emphasis on the patient care process. The premise and focus will be on addressing Drug Related Problems (DRPS) with documentation of efforts via the MTM platform.

PMD-878 MTM IPPE II (1 credits)

Purpose While partaking in the Medication Therapy Management Pharmacy IPPE Rotation the student will gain experience in providing MTM services which is recognized as a growing area in all areas of pharmacy practice. Students will be the learning the fundamentals of the MTM process in both training that involves simulated cases with the potential for real world integration. Students will receive the APhA MTM Training Certificate in the P2 year and successfully complete the required 5 post cases during this IPPE. Goals & Objectives The goal of this IPPE course is to expose the student to the expanding role Pharmacists play in pharmaceutical care with emphasis on the patient care process. The premise and focus will be on addressing Drug Related Problems (DRPS) with documentation of efforts via the MTM platform.

Prerequisite(s): Take PMD-877

PMD-888 Aromatherapy, Hydrosols, But Plants Are So Much More (2 credits)

The purpose of this elective is to expose students to the diverse role whole plants can play in improving health and wellbeing. As society continues to turn to alternative health approaches it is imperative health care professionals are aware of various options patients may turn to. The course will explore the value of using an entire plant compared to buying over the counter plant supplements. It will focus on aromatherapy and hydrosols, but will also compare this to teas, tinctures, salves, etc. The course will start out with an introduction to aromatherapy and herbalism including definitions/terminology. It will then delve into plants in more detail and what each plant can offer, with a focus on plants used for aromatherapy and hydrosols.

PMD-898 Spanish for Pharmacy Practitioners (2 credits)

This elective course is a basic course in Spanish geared to dispensing pharmacy. It will include basic anatomy and disease state terminology, medication counseling, directions for medication use, and patient history terms.

PMD-901 Advanced Community Pharmacy (6 credits)**PMD-902 Ambulatory Care Rotation (6 credits)**

The Advanced Pharmacy Practice Experience provides practice opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of the educational outcomes during five required and two elective rotations. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, advanced community pharmacy and a health and wellness project. Students also choose two elective rotations covering a variety of pharmacy settings, such as long term care, nuclear pharmacy, home infusion, geriatrics, pediatrics, managed care, oncology and psychiatric pharmacy.

PMD-903 Institutional Clinical Rotation (6 credits)**PMD-904 Institutional Operations Rotation (6 credits)**

The Advanced Pharmacy Practice Experience provides practice opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of the educational outcomes during five required and two elective rotations. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, advanced community pharmacy and a health and wellness project. Students also choose two elective rotations covering a variety of pharmacy settings, such as long term care, nuclear pharmacy, home infusion, geriatrics, pediatrics, managed care, oncology and psychiatric pharmacy.

PMD-905 APPE Elective A (6 credits)

The Advanced Pharmacy Practice Experience provides practice opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of the educational outcomes during five required and two elective rotations. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, advanced community pharmacy and a health and wellness project. Students also choose two elective rotations covering a variety of pharmacy settings, such as long term care, nuclear pharmacy, home infusion, geriatrics, pediatrics, managed care, oncology and psychiatric pharmacy.

PMD-906 APPE Elective B (6 credits)

The Advanced Pharmacy Practice Experience provides practice opportunities that require students to assume responsibility for the outcomes of drug therapy. Students develop mastery of the educational outcomes during five required and two elective rotations. Required rotations include acute care, ambulatory care, advanced institutional pharmacy, advanced community pharmacy and a health and wellness project. Students also choose two elective rotations covering a variety of pharmacy settings, such as long term care, nuclear pharmacy, home infusion, geriatrics, pediatrics, managed care, oncology and psychiatric pharmacy.

PMD-909 International APPE (0 credits)

The International APPE rotation experiences expose students to the complexity of global health issues and help them to be able to identify sources of information concerning global health topics. This experience should assist them in the appreciation of the role of healthcare providers as advocates for improving the health of patients in their communities and globally.

Course Types: Study Abroad

Philosophy (PHI)

PHI-101 Philosophy & the Human Condition (3 credits)

This course explores divisions of philosophy and the perspectives of major philosophers and movements. Emphasis is placed upon central philosophical problems such as the relationship between mind and body, the possibility of human freedom, the existence of God, and the scope and limits of human understanding.

PHI-103 Ethics: Religious and Philosophical Perspectives (3 credits)

This course is an introduction to ethical reasoning, theories of morality, and questions related to the good life. Potential topics of discussion include moral duty, virtue, pleasure, and happiness, the religious ethic of St. Marie-Marguerite d'Youville, and contemporary ethical issues. Topics may be approached from religious/theological or philosophical perspectives. Crosslisted with RS-103

PHI-201 Ethics in Theory & Action (3 credits)

This course is an examination of human conduct and responsibility and the relationships between individuals and society.

PHI-204 Logic and Reasoning (3 credits)

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

PHI-210 Freedom, Death, and Meaning (3 credits)

This course explores themes and issues in existentialist philosophy and literature through a reading of primary source texts. Special emphasis is placed on the ideas of freedom, death, and meaning. The course addresses such issues as the nature and meaning of freedom, the role of mortality in human life, and the possibility of meaningfulness and individuality in the modern world.

Prerequisite(s): Take PHI-201

PHI-211 Technology and Society (3 credits)

This course is a philosophical exploration of the nature of technology and the political and social effects of technological change. The course addresses issues relating to the nature of technology and the ethical challenges it poses. Special emphasis is placed on the role and effects of information technologies and computers in modern society.

Prerequisite(s): Take PHI-201

PHI-214 Challenges of Death (3 credits)

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 are considered.

PHI-280 Wisdom, Justice and Happiness (3 credits)

This course explores the birth of Western philosophy in Ancient Greece and Rome through a reading of primary source texts. The course addresses such issues as the reliability of sensory experience, the nature of happiness, and the meaning of justice. Special emphasis is placed on the conceptions of character and virtue in the works of Plato and Aristotle.

Prerequisite(s): Take PHI-101 or PHI-201 or Permission of Instructor

PHI-301 Knowledge and Reality (3 credits)

The first part of this course explores important philosophical questions about the nature of reality: Is causation only a kind of regularity? Is everything in nature physical? Do selves exist or are they just an illusion? In the second part of the course, we will consider various problems surrounding the nature and possibility of knowledge: Is knowledge best understood as justified true belief? Can we acquire knowledge about the world if we are just brains in vats? And is self-knowledge possible? We will also investigate the cognitive and motivational forces that sometimes cause us to believe and act irrationally.

PHI-303 Medieval Phil. (3 credits)**PHI-305 Reason, Science and Religion in the Modern World (3 credits)**

This course explores metaphysical and epistemological theories in their relation to a study of the main philosophical controversies in the 16th and 17th centuries. Students read works from Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley and Hume, and are given a background on Kant.

Prerequisite(s): Take PHI-201

PHI-306 Social & Political Philosophy (3 credits)

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.

Prerequisite(s): Take PHI-201 or RS-201

PHI-307 Metaphysics (3 credits)

This course deals with traditional and contemporary theories of reality and change, being, transcendentals and causality.

Prerequisite(s): Take PHI-101

PHI-308 Eastern Philosophy (3 credits)

This course explores themes and issues in Eastern philosophy and religion through a reading of primary source texts in Hinduism, Buddhism, Confucianism, and Taoism. The course addresses such issues as the nature of the self, the path to enlightenment, and the proper means of moral education. Special emphasis is placed on the importance of compassion and selfless action in the Eastern philosophical and religious traditions.

PHI-310 Enlightenment, Liberty and Progress in The Modern World (3 credits)

This course explores important themes and issues in philosophy in the 19th Century through a reading of primary source texts. The course addresses such issues as the basic structure of consciousness, the limits of human knowledge, and the possibility of historical progress. Special emphasis is placed on the conception of rational freedom in German Idealism.

PHI-312 Bioethics Seminar (3 credits)

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.

Prerequisite(s): Take PHI-201 or PHI/RS-214

PHI-316 Intermediate Logic (3 credits)

The course deals with the syntax of propositional calculus and first order quantification theory.

Prerequisite(s): Take (PHI-204 or MAT-101) Take (MAT-117 or MAT-123)

PHI-325 Ethical Decision Making in Business (3 credits)

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(s): Take PHI-201 or RS-201

PHI-336 Problems in Professional Ethics (3 credits)

This is an interdisciplinary course that examines how sociopolitical conditions have contributed to the self image and value crisis in the health professions. A variety of problem-solving techniques are studied in order to offer alternative social policies that would reconstruct the identity of the professions.

Prerequisite(s): Take PHI-201 or RS-201

PHI-389 Special Topics (3 credits)

This course examines the human person and personality in its philosophical context as well as the individual and society, alienation and self affirmation.

PHI-390 Topics in Phil (3 credits)

This course deals with the development of American philosophical thought from the 17th century to the present.

PHI-401 Philosophy of Person (3 credits)

This course explores themes and issues relating to human nature and personhood through a reading of historical and contemporary primary source texts. The course addresses issues relating to the fundamental features of human biology and psychology. Special emphasis is placed on the moral status of the human person and the experience of exploitation and alienation in the contemporary world. Prerequisite:

Prerequisite(s): Take PHI-101 or junior/senior status.

PHI-402 Development of American Thought (3 credits)

This course deals with the development of American philosophical thought from the 17th century to the present.

Prerequisite(s): Take PHI-101 or junior or senior status

PHI-403 Philosophy of Nature (3 credits)

This course explores historical and contemporary conceptions of nature through a reading of primary source texts. The course addresses issues relating to ancient and modern cosmologies and conceptions of nature and the emerging field of environmental ethics. Special emphasis is placed on ethical issues relating to the exploitation and despoliation of nature and the centrality of humans in the universe.

Prerequisite(s): Take PHI-201 and any 300-level philosophy course

PHI-404 Contemporary Thought (3 credits)

This course traces important trends and movements in contemporary philosophy through a reading of primary source texts. The course addresses issues such as the role of philosophy in relation to modern empirical science, the relationships between experience, thought, and language, and the development of capitalism and mass society in the 20th Century. Special emphasis is placed on the postmodern condition and its effects on our political and ethical self-conceptions.

Prerequisite(s): Take PHI-101 or junior/senior status

PHI-405 Mysteries of the Mind (3 credits)

This course investigates a series of problems concerning the mind and its place in the natural world. Students in the course will have an opportunity to read and discuss works of philosophy that deal with issues such as the mind-body problem, the nature of consciousness, artificial intelligence, self-knowledge, and mental causation.

PHI-410 Philosophy of Religion (3 credits)

This course analyzes ideas relevant to religious belief through a discussion of these ideas and the philosophical studies deriving from them.

Prerequisite(s): Take PHI-101

PHI-411 Mysticism (3 credits)

This course defines mysticism, the history, theory, phenomena and practices of selected mystical schools and the positive and negative aspects of the mystical experience.

PHI-423 Philosophy of Art (3 credits)

This course investigates and assesses the value dimensions of fine art endeavors. These endeavors include but are not limited to theater arts, drawing, painting, photography, architecture, dance and music. It explores the fundamental question of "What is Art?" and analyzes a range of aesthetic works for their instrumental or intrinsic worth.

PHI-444 Internship (3-12 credits)

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.

PHI-450 Senior Research (3 credits)

This course consists of individualized or small seminar research and reading projects under the instructor's supervision. Students have the option to apply for admission to PHI 600, Philosophical Theories, as a substitute for this requirement.

PHI-489 Special Topics in Philosophy (3 credits)

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.

PHI-600 Philosophical Methods (3 credits)

This course examines the historical development of metaphysical and epistemological methods: existentialism, phenomenology, and analytic philosophy.

PHI-609 Ethics in Health Care (3 credits)

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.

Physical Therapy (PT)

PT-500 Essential Skills I (3 credits)

This course introduces the student to clinical skills essential for practice entry. Students will receive instruction in evaluation skills including manual assessment of muscle strength, joint mobility, vital signs, perceived exertion, transfer training, gait training, use of assistive devices and functional examination including upper and lower quadrant screening. Related concepts include professional communication (verbal and non-verbal); documentation; and patient, family and community education. Format: lecture, discussion, group and individual presentations, with possible fieldwork.

PT-500L Essential Skills I Lab (1 credits)

This course introduces the student to clinical skills essential for practice entry. This course presents basic examination, evaluation skills and intervention strategies for management of patients with emphasis on subacute level of care. Students will receive instruction in examination skills including evaluation of muscle strength, joint mobility, vital signs, perceived exertion, transfer training, gait assessment and training, and functional examination including upper and lower quadrant screening. Lab experiences include skill development in goniometric, manual muscle testing, vital signs, perceived exertion, positioning, draping, transfer and gait training and wheelchair measurement and mobility. Fieldwork experiences may be included.

PT-502 Pathophysiology for Physical Therapists (3 credits)

Knowledge of the pathology of disease has always stood as one of the fundamental prerequisites to safe and effective health care practice. This course is an introduction to the basic principles of human pathology with emphasis on disease processes and their pathophysiology, etiology, and signs and symptoms. This course will familiarize the student with how the systems of the body function and malfunction in disease with regard to healing, inflammation, infection, immune response, and neoplasia. Most importantly, you will learn the implications of these pathologic conditions on the physical therapist.

PT-503 Clinical Orientation Seminar I (0 credits)

This administrative course is presented in a seminar format and is essential for the planning and management of the Clinical Education portion of the physical therapy curriculum. Policies and procedures will be reviewed as will the Clinical Education Manual. Topics of relevance to the clinical education portion of the program will be discussed. Clinical site selection for Clinical Fieldwork I (PT-574) and Clinical Fieldwork II (PT-674) will take place during this course.

PT-504 Clinical Orientation Seminar II (0 credits)

This administrative course is presented in a seminar format and is essential for the administration of the Clinical Education portion of the physical therapy curriculum. Policies and procedures for clinical education will be reviewed. Topics of relevance to the clinical education portion of the program will be discussed. APTA Clinical Performance Instrument will be introduced. Preparation for clinical fieldwork in PT-574 and the clinical selection process for PT-574 and PT-674 will occur in this class.

PT-505 Intro PT and Health Care Systems (2 credits)

This course introduces the student to knowledge essential for practice entry. Discussion topics include health care systems (dominant and world models), definition of the health care professional in general, and specifically the P.T., including the scope of practice, the APTA, Standards of Practice, the Practice Guide, and Code of Ethics. Class discussions are an important part of this class.

PT-506 Physiology of Therapeutic Exercise (2 credits)

This is the didactic portion of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise-related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course includes didactic and small group experiences.

PT-506L Physiology of Therapeutic Exercise Lab (1 credits)

This is the laboratory component of PT 506. The contemporary physical therapist utilizes exercise as a therapeutic agent in the clinical management of a variety of pathological conditions. The student requires a firm and comprehensive foundation in current exercise-related knowledge and concepts which provide the scientific bases for rational evaluation of relevant physiological parameters in patients, and for the design, monitoring and modification of specific exercise training procedures devised for dysfunctional conditions. The major objective of this course is to introduce the physiological bases for exercise. The emphasis will be on the study of normal human movement. The latest scientific and theoretical information will be examined. The course involves laboratory experiences.

PT-508L Biomechanics Lab (2 credits)

This is the laboratory-seminar portion of PT-508. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with, and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck, and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course includes both laboratory and seminar experiences. Prerequisites: BIO 639 Human Gross Anatomy; PT-506 Physiology of Therapeutic Exercise Corequisites: PT-508 Lecture

PT-510 Essential Skills II (2 credits)

This course, in conjunction with knowledge and skills acquired in Essential Skills I, introduces clinical skills essential for practice entry. Practice competencies will include but are not limited to integumentary assessment (e.g. wound care), the therapeutic use of electro-modalities, massage, edema control, and functional exercise. Demonstration of competency in essential clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lecture and small group tutorial.

PT-510L Essential Skills II Lab (1 credits)

Practice competencies will include but are not limited to the therapeutic use of electro-modalities, massage, wound management, edema control, and functional activity assessments. Demonstration of competency in essential clinical skills emphasizes maintaining a safe and therapeutic environment, professional communication and behaviors, and effective client education. Format: lab and field observations.

PT-513 Orthopedic Physical Therapy I (2 credits)

The course is designed to develop student skills in the areas of musculoskeletal examination, evaluation and intervention for patients with dysfunction of the spine and/or its related structures. Competencies to be acquired include the ability to effectively: .Identify physical examination procedures related to various spinal abnormalities. .Evaluates examination findings in order to appropriately categorize patients into movement based classification systems and when necessary identify a pathoanatomic diagnosis. .Develop a comprehensive plan of care for client management based on, patient intervention strategies presented will include but are not limited to instruction in techniques for patient education, referral/consultation, manual therapy (thrust and non-thrust manipulation, soft tissue manipulation, muscle energy techniques). Exercise prescription, spinal traction, and indications for use of modalities/physical agents. An understanding of the functional anatomy of spinal structures will be emphasized as they relate to patient management in orthopedics.

PT-513L Orthopedic I Lab (2 credits)

This course presents examination, evaluation and intervention strategies for management of clients presenting with musculoskeletal dysfunction of the spine and its related structures. The emphasis of this laboratory is on the development of clinical hands on skills for the effective and efficient performance of client examination, evaluation and interventional strategies as well as the synthesis of examination finding in the implementation of a plan of care. Lab experiences include skill development in specialized manual orthopedic approaches (thrust & non-thrust manipulation). Therapeutic exercise, patient case management, and problem solving techniques founded on evidence-based practice. An emphasis is placed on case-based instruction.

PT-513S Orthopedic 1 Seminar (0 credits)

This seminar is designed to provide students with the opportunity to apply skills related to the examination, evaluation, and management of disorders associated with neuromusculoskeletal dysfunction of the spine. Simulated patient demonstrations, video, and written clinical cases will be analyzed and evaluated by participating students in small group discussions and online chat sessions. Through the synthesis of knowledge and skills presented in PT 513 Orthopedic Lecture and Laboratory, students will formulate a physical therapy diagnosis and create evidence based treatment plans for effective patient management.

PT-514 Integumentary Examination & Intervention (2 credits)

This course will provide an in depth examination of the integumentary system including wound healing and risk factors associated with pathology to the integumentary system. Physical therapy examination techniques and interventions are included.

PT-515 Professional Development I (1 credits)

This course examines the development of effective communication skills that are essential for effective patient/practitioner interaction. Along with verbal and non-verbal skills, this course facilitates self-awareness, multicultural awareness, and awareness of current professional issues as they apply to PT practice, the management of health care, and medico-legal concerns.

PT-518 Biomechanics and Kinesiology for PT (2 credits)

This is the didactic portion of PT 518. The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement-related conditions. Fundamental concepts are progressively integrated with and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics and kinetics will be examined. Kinesiology of normal joints, posture, head, neck and trunk movement will be emphasized. The normal kinesiological aspects of specific joints and movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course included lecture experiences.

PT-518L Biomechanics and Kinesiology Lab (1 credits)

This is the laboratory portion of PT-518, The contemporary physical therapist plays a major role in prevention, evaluation and clinical management of motion dysfunctions associated with developmental disorders and other forms of pathology. Students require a comprehensive understanding of basic biomechanical and kinesiological principles as a foundation for analytical investigation of movement-related conditions. The course is organized to illustrate general principles of structure and function that can be applied in subsequent study of individual joint complexes. Fundamental concepts are progressively integrated with and applied to total body function through laboratory analysis of human posture and complex body motions. Included in this course will be an overview to the science of human movement study. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy will be examined. Kinesiology of normal joints, posture, head, neck and trunk movements will be emphasized. Both normal and pathological movement patterns will be analyzed. Included will be a detailed examination of normal human walking gait as well as pathological gait patterns. This course utilizes experiences.

PT-519 Lifespan Development (1 credits)

This course examines physical, cognitive, and psychosocial aspects of normal infancy through adolescent human development.

PT-519L Lifespan Development Lab (1 credits)

This laboratory section provides the foundation for the understanding of normal development from birth through adolescents. This lab will encompass the assessment of developmental reflexes, righting and equilibrium responses, stages of motor control and fundamental movement patterns. Laboratory experiences include skill development in specialized testing techniques and observation of normal development.

PT-520 Lifespan Development II (1 credits)

This course examines physical, cognitive, and psychosocial aspects of normal human development from adolescence through end of life as they relate to physical therapy practice. Patient management for prevention, health promotion, fitness and health risks related to aging will be explored.

PT-520L Lifespan Development II Lab (1 credits)

This laboratory section provides the foundation for the understanding of functional testing in the field of Geriatrics and experience interactions with individuals in the later stages of life. Laboratory experiences include skill development in specialized testing techniques and observation of and communication with elderly individuals.

PT-522 Functional Anatomy (2 credits)

This is the didactic portion of PT-512. The physical therapist must have a strong understanding of human anatomy and its relationship to both normal functional movement as well as dysfunction of the neuromusculoskeletal system in order to effectively examine, evaluate, and provide interventions for their clients in a clinical practice setting. This course is organized to build upon the knowledge students acquired in BIO-639: Human Gross Anatomy through a region by region detailed analysis of specific anatomic structures and their function as relates to clinical physical therapy practice. Basic mechanics, biomechanics, kinematics, kinetics and functional anatomy of the spine and its related structures as well as the extremities will be examined. Students will be introduced to normal imaging on plane film x-ray, MRI and CT.

PT-522L Functional Anatomy Lab (1 credits)

This is the laboratory component PT-512. The contemporary physical therapist requires advanced skills for the palpation and identification of specific anatomic structures related to the examination, evaluation and application of interventions for the clinical management of clients with neuromusculoskeletal dysfunction. This course is designed to build upon knowledge acquired in BIO-639: Human Gross Anatomy by further developing the students' ability to perform both superficial and deep palpation of selected anatomic structures related to clinical practice in physical therapy. Students are also introduced to basic neuromusculoskeletal examination procedures and their clinical application and interpretation as relates to functional anatomy and normal human movement and structure.

PT-547 Pharmacology for Rehabilitation Spec (1 credits)

This course explores trends in pharmacological management of acute and chronic conditions related to rehabilitative sciences including physical therapy, occupational therapy, speech therapy and related disciplines. Content addresses action, interactions, precautions and side effects of drug interventions in the rehabilitative management of patient/clients.

PT-550 Clinical Neuroscience (5 credits)

An in depth study of the neuroscience of the central and peripheral nervous systems. Clinical conditions and case studies in neurology will be utilized. Laboratory includes examination of neural specimens. Four lecture hours and three laboratory hours.

PT-550L Clinical Neuroscience Lab (0 credits)**PT-552 Cardiopulmonary Physical Therapy (2 credits)**

This course covers principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing and prescription.

PT-552L Cardiopulmonary Lab (1 credits)

This course includes principles and techniques of cardiac and pulmonary intervention. Laboratory experience includes cardiopulmonary assessment, exercise testing.

PT-552S Cardiopulmonary Seminar (0 credits)

Students work in small groups to address questions addressing prepared cases integrating the areas of cardiopulmonary and neuromuscular physical therapy. Expert clinicians review student responses and offer feedback and comment via web-based communication. Note: This course offering is in modular form delivered as distance learning in conjunction with PT-552 Lecture.

PT-574 Clinical Fieldwork I (3 credits)

This is the first full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting, and therapeutic intervention. The preferred setting is a general hospital or rehabilitation setting that provides a continuum of patient care - (6 weeks, full time fieldwork).

PT-590 Independent Study (1-3 credits)

A graduate student in good standing pursuing an independent study is able to delve into an area of special interest which is beyond the scope of current course offerings.

PT-602 Neurodevelopmental Pediatrics (2 credits)

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neurodevelopment and developmental disabilities in the pediatric population. This course explores the examination, evaluation and intervention strategies for the patient with movement dysfunction as a result of neurodevelopmental pathology. Concepts include: family dynamics, multi-setting interventions, advocacy and consultation. Identification of environmental risks will be explored.

PT-602L Neurodevelopmental Pediatrics Lab (1 credits)

This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neurodevelopmental and other chronic disabling conditions in a pediatric population. This lab will encompass examination, evaluation, and intervention for the patient with neurodevelopmental system pathology. Laboratory experiences include skill development in specialized techniques, patient case management and problem solving techniques.

PT-604 Clinical Orientation Seminar III (0 credits)

This seminar covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to ask questions and discuss the clinical experience and the Clinical Performance Instrument (CPI) as well as the new CPI web-based tool that is used as the evaluation tool by their clinical instructors. The development of the clinical instructor is introduced. Selection of the third clinical fieldwork placement (PT-675) will occur. Clinical professional preparation for the fieldwork experiences (PT-674 and PT-675) will also be included in this administrative course.

PT-606 Neuromuscular Assessment (2 credits)

This course provides the foundation for physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This course explores the examination, evaluation, and intervention strategies for the patient with movement dysfunction as a result of neuromuscular system pathology. Concepts include the following: theory and evidence based intervention strategies, patient education, multi-disciplinary care, family dynamics, multi-setting interventions, and consultation.

PT-606L Neuromuscular Assessment Lab (1 credits)

This laboratory section provides the foundation for performance of the physical therapy examination and treatment of individuals with emphasis on neuromuscular and other chronic disabling conditions in an adult population. This lab will encompass examination, evaluation, and intervention for the patient with neuromuscular system pathology. Laboratory experience includes cranial nerve testing, neuromuscular therapeutic handling techniques, and therapeutic exercise prescription for a neurologic patient population.

PT-613 Orthopedic Physical Therapy II (2 credits)

The course is designed to develop student skills in the areas of musculoskeletal examination, evaluation and intervention for patients with dysfunction of the extremities and their related structures. Competencies to be acquired include the ability to effectively plan all components of the physical examination, evaluate examination findings, develop a functional and medical diagnosis when appropriate, and identify appropriate interventions necessary to address patient impairments, functional limitations and disabilities. Intervention strategies presented will include manual therapy, exercise prescription, and modalities/ physical agents. An understanding of the functional anatomy of peripheral structures will be emphasized as they relate to patient management in orthopedics

PT-613L Orthopedic II Lab (2 credits)

This course is designed to develop student skills in the areas of clinical examination/ evaluation and intervention for the comprehensive management of individuals with musculoskeletal dysfunction related to pain syndromes, post-operative diagnoses, and degenerative processes. Lab experiences include instruction in problem solving strategies and hands-on assessment and treatment techniques as well as the development and implementation of specific exercise programs.

PT-613S Orthopedic II Seminar (0 credits)

This seminar is designed to provide students with the opportunity to apply skills related to the examination, evaluation, and management of disorders associated with neuromusculoskeletal dysfunction of the extremities. Simulated patient demonstrations, video, and written clinical cases will be analyzed and evaluated by participating students in small group discussions and online chat sessions. Through the synthesis of knowledge and skills presented in PT-613 Orthopedic Lecture and Laboratory, students will formulate a physical therapy diagnosis and create evidence based treatment plans for effective patient management.

PT-614 Community Health & Wellness (3 credits)

The course will cover concepts of prevention, health, wellness, health promotion and education in physical therapy practice. Analysis of personal health behaviors and the role of physical therapists in promotion and planning of personal and community health programs, and population health initiatives will also be included. Content includes models of health promotion, health beliefs, needs assessment, health screening, and community health planning/ implementation/evaluation. Application of prevention and wellness strategies within the scope of physical therapy practice is explored. Goals of the World Health Organization and Health People 2020 will be examined as they related to health and wellness, particularly physical activity and nutrition.

PT-615 Professional Development II (1 credits)

This course builds on knowledge and development of effective clinical communication skills that were established in PT-515. Along with advancement of clinical verbal and non-verbal skills development, this course facilitates increased awareness and sensitivity of multicultural issues as well as discussion of how current professional issues influence PT practice, delivery and management of health care.

PT-618 Rehabilitation II (3 credits)

This course discusses the physical therapy patient/client management of adult individuals with neuromuscular disorders throughout the continuum of care. Related pathologies include peripheral vascular disease, amputations, rheumatoid arthritis, post-polio syndrome, vestibular dysfunction, spinal cord injury, and chronic progressive disorders of the nervous system and integumentary system. PT intervention/prescription of prosthetic/orthotic devices for adults will also be examined. Emphasis will be placed on the PT roles of educator, advocate and consultant in various rehabilitation settings including subacute/long-term care and the home. Case management topics include rehabilitation of clients with multiple medical, cognitive and/or social problems, and long-term management of selected neuromuscular and integumentary disorders.

PT-618L Rehabilitation Lab II (2 credits)

This course allows application of the physical therapy patient/client management of adult individuals with neuromuscular disorders throughout the continuum of care. Related pathologies include, peripheral vascular disease, amputations, rheumatoid arthritis, post-polio syndrome, and spinal cord injury and chronic progressive disorders of the nervous system and integumentary system. Emphasis is placed on developing and implementing examinations and treatment interventions appropriate to PT management.

PT-627 Application of Research Methods in PT (4 credits)

This course prepares students to critically analyze and apply theory and scientific evidence to clinical practice. Students synthesize related theory and published research to present a rationale for evidence-based physical therapist practice. Course activities include lectures and seminars (both small group and computer-based) in which students pose clinically relevant research questions, conduct a systematic literature review and perform critical analysis of research studies. Introduction to ethical issues and protection of human subjects as part of research will be discussed. Students will prepare a mock IRB submission for a hypothetical study based on a clinically relevant research question. Students are also introduced to professional literature addressing economics analysis of outcomes. Format: lecture and seminar. Program required courses.

PT-627L App of Research Methods in PT Lab (0 credits)**PT-628 Research Seminar (3 credits)**

This seminar is conducted through small group discussions concerning critically appraised topics (CAT) required of students to complete a doctor of physical therapy degree. Students will search for and appraise literature pertinent to their CAT project, explore the economic evaluation literature, as it informs reimbursement policy and clinical practice guidelines, learn the basics of grant writing as well as publically disseminate their findings.

PT-634 Spinal Manipulation (1 credits)

This course presents evaluation and treatment strategies specific to spinal manipulation. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT-660 Clinical Residency (2 credits)

This course is a structured clinical experience, which allows the certificate student clinicians the opportunity to apply and master skills acquired during their course of study in a supervised clinical environment.

PT-674 Fieldwork II (4 credits)

This is the second full-time clinical fieldwork. Its purpose is to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. 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 differing venues.

PT-675 Clinical Fieldwork III (4 credits)

This is the third clinical fieldwork. Its purpose is to continue to provide the student with the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience. 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 differing venues.

PT-680 Hippotherapy (1 credits)

This transdisciplinary, graduate level, elective course will introduce the student to the basic history, conceptual framework and clinical application of Hippotherapy. Hippotherapy is a physical, occupational or speech therapy treatment strategy that utilizes equine movement. The movement of the horse is used as a tool to provide challenges in postural control, strength, flexibility, balance, and sensory processing for individuals who have neuromusculoskeletal dysfunction. Due to the immature and developing systems of the pediatric population, hippotherapy has been shown to be effective for children with disabilities. Hippotherapy is also an effective strategy to enhance cognitive skills, psychosocial skills, and behavioral/attentional skills in children.

PT-681 Adv Wheelchair Seating & Positioning (1 credits)

Students will develop an advanced level of understanding regarding the process of custom seating and positioning of persons with disabilities and be able to prescribe and justify customized wheelchairs and seating systems to third-party payers.

PT-683 Translating Personal (1 credits)

Students will use a proven tool to assess their personality strengths. Then discussions and individual work will be done to ascertain how the student may use those strengths in their health care field.

PT-684 Manual Therapy in Sports Rehabilitation (1 credits)

This course will provide physical therapists with advanced techniques and problem solving skills for the examination and management of athletes with neuromusculoskeletal dysfunction. Course participants will be exposed to a wide-range of evidence-based approaches to the application of orthopedic manual physical therapy. Techniques will include but are not limited to: thrust and non-thrust manipulation, soft tissue manipulation as well as kinematic taping and exercise progressions. The course instructor will direct topic-focused discussion and problem solving sessions, evaluate and provide feedback of psychomotor skills demonstrated.

PT-685 Topics in Pediatrics (1 credits)

This course provides information on specialty areas above and beyond the entry level content in pediatric curriculum requirements with emphasis on assessment and intervention within the pediatric population with developmental disabilities. This course explores the examination, evaluation and intervention strategies for the complicated pediatric patient with movement dysfunction as a result of neurodevelopmental pathology. Utilizing lecture and lab experiences, this course offers additional opportunities in advanced evaluation and treatment. Topics will involve a variety of applications for assessment and intervention strategies.

PT-686 Aquatic P.T. (1 credits)

Students will develop progressive skills in the practice of aquatic physical therapy. This course will emphasize development of a plan of care and interventions related to aquatic exercise. Students will practice hands-on skills, as well as develop an understanding of aquatics.

PT-687 Comprehensive Soft Tissue Manipulation (1 credits)

This course is an introduction to soft tissue manipulation. It is designed to teach the participant an eclectic approach to evaluate and treat the soft tissues of the body. The students will learn a movement based assessment, which incorporates elements of MDT and the SFMA. The participant will review the anatomy and physiology of myofascia. Indications and contraindications to treatment will be discussed. The treatments will be divided into three types: 1) basic soft tissue manipulation, 2) functional release, and 3) instrument/tool assisted soft tissue manipulation using the EDGE Tool. Patterns of tissue dysfunction will be taught for assessment and treatment. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT-688 Functional Approach to Exercise (1 credits)

The main objective in this class will be to take a look at functional biomechanics and muscle function, and place them into practical rehabilitation settings. Also, the components of function will be broken down into measurable tests, thereby leading us into a spectrum of functional exercises and treatment strategies.

PT-689 Special Topics Elective (1-3 credits)**PT-689L Special Topics Elective Lab (1 credits)****PT-701 Clinical Decision in Therapeutic Exercise (2 credits)**

This course will develop the theoretical basis and clinical application of therapeutic exercise commonly used by physical therapists. Specific course content will include indications, precautions and contraindications and principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through traditional lectures, group discussions and group presentations. Students will be required to apply and integrate knowledge learned from any preceding physical therapy coursework and clinical fieldwork experiences. Critical analysis of clinical scenarios will be incorporated into course.

PT-701L Clinical Decision in Therapeutic Exercise Lab (1 credits)

The course is the lab component of PT 701 which will offer clinical application of therapeutic exercise commonly used by physical therapists. Specific course content will include indications, precautions and contraindications and principles and procedures for applying various types of therapeutic exercise interventions. Clinical reasoning, evidence based practice, and independent learning will be fostered through lab, seminar and group discussions. Students will be required to apply and integrate knowledge learned from any preceding physical therapy coursework and clinical fieldwork experiences. Critical analysis of clinical scenarios will be incorporated into course.

PT-703 Education Advocacy Consultation (3 credits)

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: hybrid – on campus seminars and community based activities.

PT-704 Clinical Orientation Seminar IV (0 credits)

This course is lecture and seminar that covers the administration of the clinical portion of the PT curriculum. The class will have the opportunity to discuss the clinical experiences of PT-574, PT-674, and PT-675. The development of the clinical instructor, issues relating to health care reimbursement and ethical dilemmas will also be discussed. Final clinical professional preparation for the culminating field work experiences (PT-720) will be included in this administrative course. Prerequisites: PT-503, PT-504, PT-604 and PT-574; eligible for PT-674 and PT-675

PT-706 Business Management Strategies for PT (3 credits)

This course was designed to introduce relevant health care business management concepts and tools along with understanding the most current issues which will help propel our profession into a leader in the health care industry. This course will meet for 15 clock hours in addition to the internet portion of the class.

PT-709 Business Management Strategies for Physical Therapists (2 credits)

This course will introduce relevant health care business management concepts and tools along with the most current legislative issues affecting physical therapy practice in the United States. Students will develop a basic foundation for business management strategies and professional issues needed in order to lead clinical operations of physical therapy in a variety of healthcare settings including the demand for both clinical and business excellence in the future of the physical therapy profession.

PT-725 Clinical Fieldwork IV (5 credits)

This is the fourth of four clinical fieldwork experiences in the D.P.T. program. Its purpose is to provide the student with (a) the opportunity to integrate and apply academic knowledge and clinical skills in a fieldwork experience in either an area of clinical practice that is new to the student or one that provides learning opportunities to advance previous learning achievement, and (b) to pursue an individual learning plan. Students are provided a supervised clinical experience requiring case management through problem evaluation, goal setting and therapeutic intervention, as well as the opportunity to explore management and administrative roles of the physical therapist. 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.

PT-731 Advanced Orthopedic Spine (3 credits)

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the spine. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT-732 Advanced Orthopedics Extremities (3 credits)

This course presents evaluation and treatment strategies for management of musculoskeletal problems focusing on the extremities. Format includes lecture, demonstration, supervised lab practice and problem solving.

PT-748 Differential Diagnosis (3 credits)

The content of this course is designed to prepare both physical therapy students and practicing physical therapists to function as primary care providers within the field of physical therapy. Participants in this course will learn to identify key indicators of systemic pathology in order to assist in the development of a differential diagnosis and thus identify the necessity of direct physical therapy intervention or the need for referral to other health care providers. Participants will also be introduced to the basic skills necessary to identify the indications for radiographic and hematological testing as well as the clinical interpretation of data obtained from these tests.

PT-750 Taping Methods (1 credits)**PT-750L Taping Methods Lab (0 credits)**

Corequisite(s): Take PT-750

PT-752 Intro to Pelvic Floor Dysfunction (1 credits)

Students will develop a basic understanding of the role of Physical Therapy in the assessment and treatment of pelvic floor dysfunction. This course will cover non-internal evaluation and treatment techniques for an array of diagnosis. Orthopedic training principles will be used to design basic programs. Specialized tests will be introduced in order to accurately evaluate the deep core musculature as it pertains to functional movement. This course will be lecture and lab format.

PT-799 NPTE Examination Preparation (0 credits)

This administrative course assists student in self-assessment of learning with preparation and practice to take the National Physical Therapy Examination upon graduation from the program. The NPTE is a 200 question, 4 hour computer-based examination which summatively evaluates a graduate's safety and competency to be licensed in the profession. This course provides the framework for one practice attempt simulating the 200-question, computer-based exam needed for licensure serving as a formative self-assessment from which each student will develop an individualized study/review plan facilitated by selected review sessions monitored by program faculty based on the analyses of the pre-test.

Physician Assistant (PA)

PA-303 Clinical Medicine I (5 credits)

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.

Prerequisite(s): Take BIO-307 BIO-339

Corequisite(s): Take PA-335 PA-309 PA-312

PA-304 Clinical Medicine II (5 credits)

Continuation of Clinical Medicine I.

Prerequisite(s): Take PA-303

Corequisite(s): Take PA-336 PA-311 PA-313 PA-310

PA-305 Behavioral Medicine (2 credits)

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.

PA-309 Clinical Laboratory Medicine I (2 credits)

This course explores common laboratory procedures employed in the evaluation of disease processes. Students develop proficiency in understanding such routine procedures as a CBC, urinalysis, gram stains and cultures. Students develop skills in interpreting clinical laboratory values in relation to disease, therapy and prognosis.

Prerequisite(s): Take BIO-208 CHE-102

Corequisite(s): Take PA-303 PA-335 PA-312

PA-310 Clinical Laboratory Medicine II (2 credits)

This course is a continuance of PA-309.

Prerequisite(s): Take PA-309

Corequisite(s): Take PA-304 PA-311 PA-313 PA-336

PA-311 Clinical Skills (3 credits)

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.

Prerequisite(s): Take BIO-208 BIO-339

Corequisite(s): Take PA-304 PA-310 PA-312 PA-336

PA-312 Physical Diagnosis I (2 credits)

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(s): Take BIO-339

Corequisite(s): Take PA-303 PA-309 PA-312L PA-335

PA-312L Physical Diag Lab (0 credits)**PA-313 Physical Diagnosis II (2 credits)**

This course is a continuation of PA 312.

Prerequisite(s): Take PA-312

Corequisite(s): Take PA-304 PA-310 PA-311 PA-313L PA-336

PA-313L Physical Diagnosis Lab (0 credits)**PA-335 Pharmacology I (3 credits)**

This course includes topics such as pharmacotherapeutics, drug absorption, distribution and metabolism and drug interactions. The course is closely integrated with the clinical medicine course. All major systems of the body are covered in relation to drugs and diseases.

Prerequisite(s): Take BIO-107 BIO-108 BIO-303

Corequisite(s): Take PA-303 PA-309 PA-312

PA-336 Pharmacology II (3 credits)

This course is a continuation of Pharmacology I. The course explores clinical pharmacology and medical therapeutics, including disease states and their medical management.

Prerequisite(s): Take PA-335

Corequisite(s): Take PA-304 PA-310 PA-311 PA-313

PA-389 Elective Pract I (3 credits)

Study Abroad Special Topics

PA-400 Clinical Rotations (1-12 credits)**PA-401B Internal Medicine (3 credits)**

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.

PA-401C Family Medicine (3 credits)

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.

PA-402 General Surgery (3 credits)

During the four-week general surgery rotation, students will learn management of surgical patients in the hospital and in ambulatory settings including presentation and workup of common surgical problems, as well as surgical interventions, and in-hospital care of the pre-and postoperative patient.

PA-403 General Pediatrics (5 credits)

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.

PA-404 Obstetrics and Gynecology (3 credits)

OB/GYN is a four-week rotation with the purpose of providing practical clinical experience for the evaluation and treatment of women. Experience will be gained in the areas of general women's health; family planning, pre-, intra- and postpartum care; as well as routine gynecologic care for sexually transmitted diseases, dysmenorrhea and menopausal health. Students will come to understand the effects that sexual activity, childbearing and menopause have on a woman's psychological, social and medical well-being.

PA-405 Psychiatry (3 credits)

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.

PA-406 Emergency Medicine (3 credits)

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.

PA-407 Geriatrics (1 credits)

The two-week course will take place in a freestanding, long-term care facility or inpatient skilled nursing facility and provide students with experience addressing the special needs of this patient population. Prerequisite: Successful completion of all third-year courses.

PA-408 Orthopaedics (3 credits)

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.

PA-411 Primary Care (6 credits)**PA-412 Senior Seminar Clinical Enrichment A (0 credits)**

This is a required companion course to clinical rotations and is offered each semester throughout the clinical phase of the program. The course encompasses clinical enrichment content presented during required monthly Senior Seminar Days, as well as required online clinical enrichment activities such as board review questions, case scenarios, and weekly quizzes, which are made available to students throughout the clinical phase.

PA-413 Senior Seminar Clinical Enrichment B (0 credits)

This is a required companion course to clinical rotations and is offered each semester throughout the clinical phase of the program. The course encompasses clinical enrichment content presented during required monthly Senior Seminar Days, as well as required online clinical enrichment activities such as board review questions, case scenarios, and weekly quizzes, which are made available to students throughout the clinical phase.

PA-500 Professional Issues (1 credits)

This course provides a historical perspective of the physician assistant profession, as well as content related to current trends and issues. The course will include discussion of the importance of professional responsibility in the health care role, as well as information on professional organizations, graduate certification and re-certification, employment considerations, professional liability and prescriptive authority.

PA-501 Elective Clinical Rotation I (3 credits)

Elective Clinical Rotation I offers an opportunity for physician assistant students to explore subspecialty area of medicine not covered in the current curriculum, spend more clinical time in primary care, or work with a physician that has been identified as a potential employer. Open to physician assistant students only.

PA-502 Elective Clinical Rotation II (3 credits)

Elective Clinical Rotation II offers an opportunity for physician assistant students to explore subspecialty areas of medicine not covered in the current curriculum, spend more clinical time in primary care, or work with a physician that has been identified as a potential employer.

PA-503 Primary Medicine Core Practicum (6 credits)

Primary care, an eight-week rotation provides the opportunity to refine the foundation in clinical evaluation and treatment and to establish patient education and community education skills. This will occur in a setting, which provides continuity of patient care and the opportunity to establish an ongoing preceptor/P.A. relationship. Training occurs over an eight-week period at a single clinical site. Open to physician assistant students only.

PA-504 Graduate Seminar I (1 credits)

Graduate Seminar I offers an opportunity for physician assistant students to receive instruction in professional practice, community service, patient education, medical malpractice legislation, recognizing an impaired medical provider and other issues pertinent to their development as health care professionals. The students will also have an opportunity to participate in clinical enrichment lectures and workshops, focusing on particular issues pertaining to medical management of the critically ill inpatient.

PA-505 Graduate Seminar II (1 credits)

Graduate Seminar II offers an opportunity for physician assistant students to receive instruction in areas of professional practice, to receive additional enrichment in areas of particular clinical interest to the student, and to address other issues pertinent to their development as health care professionals.

PA-509 Neuroanatomy (3 credits)

This course is an in-depth training of the student to the human nervous system. Topics include embryology, neurophysiology, neuroanatomy, pathology, psychiatry and pharmacology. The accompanying lab will reinforce topics covered in the class, and include review of neurologic, sensory and psychiatric physical exam.

PA-511 Medical Microbiology (3 credits)

Medical micro-modification will emphasize diagnosis, disease progression and therapeutics in patients with infectious diseases. Building upon the clinical experiences of the PA student during their clinical rotation, this course will focus on recognizing specific infectious diseases and their causative organisms. The student will be expected to develop and understanding of disease progression as it relates to the pathophysiology of infection and treatment with this context in mind, the course will develop the skills of the PA student to render a differential diagnosis, formulate a diagnostic workup and recommend appropriate treatment for the disease state.

PA-512 Alternative Medicine (3 credits)

This class will offer insight into the modalities of alternative medicine. Today's health care providers need to be proficient in alternative therapy to Western medicine. Much of the population is looking into the alternative treatment methods available for a variety of medical problems. This course will review in detail the many different options that are available to the patient who is not satisfied with Western modalities or the patient who would like to try a different approach to treatment. The combination of both treatment methods can be very successful in treating medical problems. This course will review the wide array of available modalities. The course will also include lectures from alternative medicine practitioners.

PA-603 Applied Research Methods (3 credits)

This course will introduce the graduate-level PA student to concepts of critical thinking related to scientific research. The course will emphasize the rigors involved in completing the research project required as part of the master's degree portion of the PA degree. In this course, the student will be introduced to quantitative, qualitative and survey methods of research, students will be instructed on critical review of the medical literature from peer-reviewed journals. A review of creative writing and concepts in performing literature searches is provided. The framework for completion of the subsequent phases of the research project (Applied Project Seminar I & II) will be introduced during Research Methods. Finally, the PA student will choose their research topic.

PA-604 Applied Project Seminar I (3 credits)

During this course, the student completes the first phase of the research project: the research proposal. The PA student is guided through the sequence of developing the research project, completing an outline of objectives for the project and creating a clear vision of the importance of the original project. During the second phase of the course, the student completes a literature review applicable to the research topic. The third phase involves developing the materials and methods and then applying for approval of the project through the Institutional Review Board (IRB) at D'Youville. The PA student can then proceed to completion of the project in Applied Project Seminar II (APSII).

PA-605 Applied Project Seminar II (3 credits)

During this course the PA graduate student will complete their research project. During the last six months of their training, the PA student will collect data or complete surveys based upon the research method pertaining to their project. The student is guided at interpretation of the data, presentation of the data in the results and conclusions from the data. The student then defends their project with a poster presentation at the end of their training.

PA-606 Medical Epidemiology (3 credits)

This online course will explore how the study of epidemiology is applied to the discipline of medicine. The course will review general definitions of epidemiology, disease transmission, measures of outcome of disease (morbidity and mortality) and screening methods to measure disease. In addition, the study of preventative and the therapeutic intervention, through randomized trials, will be explored. The second phase of the course will review study design (i.e., case control) and how it is applied to identify cause for disease states. The final phase of the course will review how genetic and environmental factors influence diseases and how molecular biology plays a role in medical epidemiology.

Physics (PHY)

PHY-101 General Physics I (3 credits)

This calculus-based course is an introduction to the principles of kinematics and dynamics as they apply to both translational and rotational motion. Topics include Newton's laws, forces, friction, gravity, Kepler's laws, dot products and cross products, potential and kinetic energy, and momentum. Considerable attention is paid to the intellectual history that accompanied the emergence of the Newtonian world view.

Corequisite(s): Take MAT-125; Take PHY-101L

PHY-101L Gen Physics Lab I (1 credits)

This course is a physics laboratory to accompany PHY-101. The course includes experiments in mechanics and oscillatory motion.

PHY-102 General Physics (3 credits)

This course is a continuation of PHY-101. The course covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and geometric optics.

Prerequisite(s): Take PHY-101

Corequisite(s): Take PHY-102L; Take MAT-126

PHY-102L Gen Physics Lab II (1 credits)

This physics laboratory accompanies PHY-102. Experiments in wave motion, thermodynamics, electricity, magnetism and optics are performed

PHY-103 Physics for Engineers (3 credits)

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.

Corequisite(s): Take MAT-125; Take PHY-103L

PHY-103L Physics for Engineers Lab 1 (1 credits)

This course is a physics laboratory to accompany PHY-103. The course includes experiments in mechanics and oscillatory motion.

Prerequisite(s): Take MAT-125 PHY-103

Corequisite(s): Take MAT-125 PHY-103

PHY-104 Physics for Engineers II (3 credits)

This course is a continuation of PHY-103 and is a calculus-based introductory course in physics enriched in material of relevance to computer science information technology, and engineering students, including: wave motion, thermodynamics, heat transfer electricity, circuits and circuit components, magnetism, electromagnetic radiation and optics.

Prerequisite(s): Take PHY-103

Corequisite(s): Take MAT-126; Take PHY-104L

PHY-104L Physics for Engineers II Lab (1 credits)

This physics laboratory accompanies PHY-104. Experiments in wave motion, thermodynamics, electricity, magnetism and optics are performed

Prerequisite(s): Take MAT-125 PHY-103

Corequisite(s): Take PHY-104

PHY-111 Introduction to Physics (3 credits)

This course is designed for health services/PT majors and for other students who wish to use it to fulfill part of the core requirement in science Liberal Arts and Sciences requirements. The course lecture must be taken prior to, or concurrently with, the corresponding lab. PHY-111 covers kinematics, dynamics, conservation of energy and momentum, and rotational motion. PHY-112 covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and ray optics.

PHY-111L Introduction to Physics Lab (1 credits)

This course is a physics laboratory to accompany PHY-111.

PHY-112 Introduction to Physics (3 credits)

The course lecture must be taken prior to, or concurrently with, the corresponding lab. PHY-111 covers kinematics, dynamics, conservation of energy and momentum, and rotational motion. PHY-112 covers statics, fluids, oscillations, sound and waves, temperature and heat, electricity and magnetism, and ray optics.

PHY-112L Introduction to Physics Lab (1 credits)

This course is a physics laboratory to accompany PHY-112.

PHY-142 Introduction to Astronomy (3 credits)

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 can be used to fulfill part of the Liberal Arts and Sciences requirements or as a free elective.

PHY-142L Introduction to Astronomy Lab (1 credits)

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.

PHY-145 The Process of Scientific Discovery (3 credits)

This is an introductory science course where students will be introduced to the major elements of science and technology including the basic insights of chemistry, physics, biology and geology in the context of the social and historical development of technology. Special attention will be paid to the impact of the sciences on cultural and human endeavors, and on the role of social change and serendipity in the process of scientific discovery. This course could count as a non-major science core course, an IDS science elective or as a free elective for science majors. There are no prerequisite course requirements. Course may be offered with an emphasis on the field of biology (BIO-145), chemistry (CHE-145) or physics (PHY-145).

PHY-149 Robotics (3 credits)

Prerequisite(s): Take MAT-101

PHY-151 Physics for Poets (3 credits)

This introductory physics course for non-science majors aims to survey the West's understanding of the physical universe from its origins in Greek thought to the latest discoveries of the 21st century. Since this covers such a vast area of study, the emphasis will be on breadth rather than depth. However, it is hoped that the student will acquire a comprehensive overview and appreciation for the discipline called physics.

PHY-389 Special Topics in Physics (3 credits)

This course presents an opportunity to study a selected topic in physics. Topics can originate with faculty or students.

PHY-499 Capstone Experience (1-2 credits)

Political Science (PSC)

PSC-201 American Government & Economics (3 credits)

This course is a study of the American political and economic systems including the theories underlying them, political parties, pressure groups, the money system, the credit system and the relations between government and the economy. This course meets the core requirements in political science/economics.

PSC-250 International Relations (3 credits)

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.

PSC-342 Social & Political Philosophy (3 credits)

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.

Prerequisite(s): Take PHI-201 or RS-201

PSC-349 Political Activism (3 credits)

This is a course that gives students a combination of academic knowledge and practical experience in the electoral process, utilizing fieldwork, guided reading and seminar discussion.

PSC-350 International Relations (3 credits)

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.

PSC-389 Special Topics Study Abroad (3 credits)

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.

PSC-450 International Relations (3 credits)

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.

PSC-652 Politics & Economics of Health (3 credits)

This course examines the relationship of government and economics to the health care systems from the perspectives 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.

PSC-999 Political Science Core Elective (3 credits)

Course transfers in as a political science core elective.

Psychology (PSY)

PSY-101 General Psychology (3 credits)

This course is an overall survey of the scientific study of behavior and mental processes. Specifically, the biopsychosocial model will be used to explore the major areas within psychology. Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology majors.

PSY-102 History of Psychology (3 credits)

This course examines the roots of modern psychological thought. Students will trace these roots from their early origins in philosophy and the natural sciences through the early schools of psychology and on into its current form. In addition to learning about the major schools of psychology, students will explore how cultural and political forces shaped the development of various psychological theories. In addition, students will also examine the lives of the men and women whose works created psychology's foundation. Students will select a person or a classic experiment to research and present to the class.

Prerequisite(s): Take PSY101

PSY-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take PSY-189L

PSY-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take PSY-189

PSY-201 Statistics in Behavioral Sciences (3 credits)

This course provides students with an introduction to statistical and research methods. Various types of research designs and the process of developing a research proposal will be studied along with the statistical techniques for analysis of numerical data.

Prerequisite(s): Take PSY-101 or PSY-203

PSY-202 Research Methods in Behavioral Sciences (3 credits)

This course is a continuation of PSY-201. Students will complete research projects designed in PSY-201 and develop skills in data analysis and writing research papers.

Prerequisite(s): Take PSY-201

PSY-203 Lifespan Development (3 credits)

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. Counts as a course in the Development of the Person Course Cluster.

PSY-204 Physiological Psychology (3 credits)

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. Counts as a course in the Brain and Body Course Cluster.

PSY-205 Social Psychology (3 credits)

This course explores how people behave, think and feel in social situations. Students will be exposed to research methods, and historical and contemporary research findings and theories that have shaped the field. Major topics to be studied will include social perceptions and judgments about others, stereotyping, prejudice, discrimination, conformity and obedience, attraction to others, aggressive and helping behavior, and groups and leadership. Counts as a course in the Media, the Person, and Society Course Cluster.

PSY-206 Abnormal Psychology (3 credits)

This course scientifically describes and discusses the forms of abnormal behavior guided by the current edition of the Diagnostic and Statistical Manual for Mental Disorders (DSM). Specific focus is placed on assessment and diagnosis, etiological factors, treatment possibilities, and predictions of recovery. Counts as a course in the Behavioral and Mental Health Course Cluster.

PSY-207 Cognitive Psychology (3 credits)

This course provides an overview of the experimental study of human cognition. Cognitive psychology is the study of how the mind acquires, represents, and manipulates knowledge. Cognitive psychologists study humans and other species while they perceive, attend, learn, remember, listen, talk, and solve problems. They use observational and experimental methods to study behavior and brain mechanisms. The purpose of this course is to introduce you to topics in this vast field and integrate research in the field to provide a better understanding of how the mind works. By the end of the semester you should know a good deal about the basic components of human cognition, and the means to study it. Counts as a course in the Brain and Body Course Cluster.

PSY-208 Personality (3 credits)

This course examines multiple perspectives on the construct of personality. It aims to provide the student with a thorough background in the major theories as well as an ability to integrate and apply the concepts in these theories. To accomplish this, students will engage in case studies as they master the theories within each major perspective. Counts as a course in the Personality Course Cluster.

PSY-209 Psychology As a Profession I (1 credits)

This first course in the two-semester Psychology as a Profession sequence provides a foundation for students considering a career in psychology or related fields. Students are guided in their own professional development via self-assessments of professional interests, establishment of professional goals and how facets of the psychology curriculum can be tailored to their individual needs. As part of the exploration, students will be acquainted with contemporary and historical issues in the profession of psychology (e.g., professional organizations, licensure requirements) and will be provided with an overview of the many sub-fields and disciplines within psychology.

PSY-210 Psychology as a Profession II (1 credits)

This second course in the two-semester psychology as a profession sequence provides a foundation for students considering a career in psychology or related fields. The emphasis of this seminar is to enable students to become more acquainted with baccalaureate-level career opportunities in psychology as well as professional career opportunities in psychology and related fields. Students will be guided in the process of researching and interviewing professionals within the community. Invited guest speakers from specialized careers within psychology and related fields will supplement lecture presentations of vocational and career opportunities.

Prerequisite(s): Take PSY-209

PSY-211 Working on a Team (3 credits)

Teamwork is a common facet of life, be it in athletics, health care, academics, organizations and/or the workplace. This course will acquaint the student with the science that provides us with best practices in teamwork. Students will learn about the various types of teams and settings they operate in, how they are best developed, and issues associated with their optimal performance. Counts as a course in the Work, the Person, and Society Course Cluster.

PSY-212 Personal Growth (3 credits)

This course is an introduction to the concepts and techniques in psychology that apply to personal growth. Topics will include self-exploration, developing and maintaining interpersonal relationships, and strategies for achieving a life driven by values, meaning, and purpose. Students will learn from lecture, discussion, group exercises, and self-exploration exercises. Counts as a course in the Personal Growth Course Cluster.

PSY-311 Child Development (3 credits)

This course is designed to give you an overview of the major areas of development from conception through childhood. The primary goal is to introduce the nature of child development and the scientific study of development. Physical and intellectual maturation will be discussed as well as developmental changes in personality, and social interactions. In addition, the influence of environmental context (including culture, school, family, and media) on children will be discussed. Although the course focuses primarily on "normal" development, we will also study some of the psychosocial problems common during these years. This course counts as an elective in the Development of the Person Course Cluster.

PSY-312 Adolescent Development (3 credits)

This course is designed to provide an in-depth understanding of adolescent development. Important changes in physical, cognitive, emotional, and social characteristics of adolescents will be examined. The influence of environmental contexts in which adolescents develop, such as family, peer groups, and school will be discussed, as well as how scientists study adolescent development and the theories they use to guide their research. Stereotypes and misconceptions associated with this stage of development will be explored. This course counts as an elective in the Development of the Person Course Cluster

PSY-313 Consumer Behavior (3 credits)

The course introduces uses the psychological principles to understand why consumers behave the way they do and how marketers use their knowledge of consumer behavior in their work. Students will learn how psychological research methods speak to ways in which consumer behavior is assessed along with the theories and conceptual frameworks that guide consumer mental processes that lead to the actual behavior of buying products to mental processes afterwards. The intersection between cognition, affect and social influences on consumer behavior will be discussed. Students can then apply this knowledge to understanding themselves as consumers. Counts as a course in the Media, the Person, and Society Course Cluster.

PSY-314 Health Psychology (3 credits)

This course is designed for students pursuing careers in psychology and the health care professions. The course will address the role that psychology, and biopsychosocial factors in particular, play in preventing and treating illness and promoting health behaviors and outcomes. Attention will be given to the theoretical perspectives and research on effective psychological strategies for promoting and maintaining health, strategies for preventing and treating illness, and managing psychological and physical well-being in the context of chronic illness. Counts as a course in the Behavioral and Mental Health Course Cluster.

PSY-315 Intelligence (3 credits)

This course will introduce students to theories and approaches to understand intelligence and what that tells us about achievement. Topics will include the development of intelligence, theories of intelligence, environmental effects on intelligence, the cognitive processes that regulate intelligence, the social and functional impacts of intelligence, and the neural basis for variations in intelligence. Individual differences in intelligence and its impact on achievement will be discussed. Additionally, this course will cover several of the controversies and debates that speak to what constitutes intelligence and ethical concerns of historical intelligence testing. Counts as a course in the Personality Course Cluster.

PSY-316 Close Relationships (3 credits)

This course will focus on the life cycle of adult close relationships, ranging from stages of initial attraction and relationship initiation to growth and maintenance of the relationship, and in some cases, dissolution. We will examine current theories and research in the social psychological study of close relationships to gain a better understanding of the basic processes involved in intimate relationships. Counts as a course in the Personal Growth Course Cluster.

PSY-317 Emotions and Motivation (3 credits)

The study of emotion and motivation is critical to our understanding of human behavior. This course will introduce you to major research findings related to emotion and motivation. Topics will include perception, communication, individual differences, and development. Related topics may include neuroscience, marketing, affective computing, psychopathology, and human-robot communication. Topics and readings will be adjusted based on student interest. Counts as a course in the Personal Growth Course Cluster.

PSY-318 Industrial and Organizational Psychology (3 credits)

This course is designed to serve as an introduction to psychology in the workplace. Industrial/Organizational (I/O) Psychology is concerned with the development, validation, and ongoing refinement, improvement of applications of psychological methods and principles to management, employee functions and other issues in work settings. Counts as a course in the Work, the Person, and Society Course Cluster.

PSY-319 Self and Identity (3 credits)

This course is an investigation into how we should conceive of ourselves as persons. Our sense of who we are permeates every aspect of our life. This course explores how we develop a sense of self; how we navigate multiple identities, some of which may be conflicting or socially devalued; and how these identities affect-both consciously and unconsciously-our thoughts, motives, feelings, and behavior. Students engage with classical theories and contemporary research to gain insight into psychological perspectives on self and identity. Counts as a course in the Personality Course Cluster.

PSY-344 Animal Behavior (3 credits)

This course is a scientific study of animal behavior. Specifically, we will examine different types of animal behavior, including finding and ingesting food, establishing and maintaining territory, communicating and interacting, mating and parenting. Our approach will be both ecological (focusing on animals in their natural environments) and evolutionary (identifying adaptive functions of current behaviors). While we will discuss a wide variety of animals throughout the semester, we will conclude with a specific discussion of our closest relatives, monkeys and apes, and the relationships of their behavior to human evolution and behavior. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-101

PSY-353 Adult Development (3 credits)

This overview of adult development stresses a variety of topics within the aging process. Topics include theories of aging, intellectual functioning and learning, mental health of aged and organic brain dysfunction, culture and family, and the family and aging. This experimental course will include some field observations as well as lectures and discussions. This course counts as an elective in the Development of the Person Course Cluster.

PSY-356 Theories of Counseling (3 credits)

This course explores the major theories, basic concepts and techniques of counseling. The student will be expected to demonstrate a working knowledge of the terminology, concepts and counseling applications of the major counseling theories, such as Psychoanalytic, Adlerian, Person-centered, Gestalt, Rational Emotive, Existential and Family Therapy. This course is suggested for students in all areas in which such a need exists in their professional work. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-206; Take PSY-101 or PSY-203

PSY-357 Sensation and Perception (3 credits)

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. Specifically, this course will provide you with an overview of how people make sense of sensory input - in particular, light and sound. We will compare sensation and perception across domains, including vision, audition, touch, olfaction, and taste, as well as examine some non-human sensory systems such as biosonar and electroreception. Critical to the understanding of sensation and perception is understanding the methodologies and experimental procedures used to examine the issues. This course will explore these methodologies, from traditional measures like psychophysics and signal-detection analysis to newer cognitive neuroscience approaches. We will also discuss disorders and diseases of sensation and perception. Here we will examine peripheral problems (such as damage to the eyes) from central problems (such as damage to the brain) and how these problems differ. We will also consider the myriad ways in which research on sensation and perception has applications in many fields, from medicine to civil engineering to sports. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-207

PSY-358 Psychology of Human Relations (3 credits)

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(s): Take PSY-101 or PSY-203; Take PSY-208 Recommended

PSY-364 Neuropsychology (3 credits)

This course applies the knowledge gained from Physiological Psychology to an advanced study of human neuropsychology. Students will gain an appreciation of the relationship between the structure and function of the nervous system and qualities of mind and behavior.

Prerequisite(s): Take PSY-101 or PSY-203; Take PSY-204

PSY-365 Psychology and the Legal System (3 credits)

While the fields of law and psychology have historically been independent fields with varying objectives and values, in contemporary times the two have intersected in very important ways. This course will address how psychologists, clinically or empirically, have come to play an important role in the legal system. Major topics including the history and contemporary process of evaluating people for insanity, competency, and civil commitment, psychology's contribution to criminal investigative procedures, jury composition and decision-making, eyewitness testimony, and juvenile delinquency and family legal matters (divorce, custody) will be explored. Counts as a course in the Law, the Person, and Society Course Cluster.

PSY-366 Psychological Testing (3 credits)

This course will introduce students to the methods and common types of psychological testing occurring in education and clinical settings. Such tests include the measurement of human skills and abilities, and aspects of psychological functioning such as intellectual, personality and mental health, and vocational interests. Students will learn about psychometric principles including how to evaluate tests (i.e., reliability, validity, etc.), procedures in test development (e.g., item analysis, writing test items), effective test administration, and the application of popular tests. Students will gain some hands-on experience with common intellectual, personality, and vocational tests through demonstration and self-administration. Recommended PSY-101, PSY-203, or Statistics. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-101 or PSY-203 or Statistics

PSY-367 Psychology of Consciousness (3 credits)

This course examines consciousness "last great mystery of science". Excluded from scientific research for most of the last century, consciousness is now a rapidly expanding area of study in both psychology and neuroscience. This course will discuss all the major theories of consciousness, from those rooted in traditional western philosophy to those coming out of neuroscience, quantum theory, and Eastern philosophy. Students will engage in readings, self-assessments, and practical exercises that will allow students to examine their understanding of their own consciousness. Counts as a course in the Personality Course Cluster.

PSY-368 Stress & Adjustment (3 credits)

This course explores the biology and psychology of the experience of stress. Students will learn from both lecture and self-exploration. This course will provide the opportunity for students to learn and practice traditional and alternative stress management skills through individual and group practice. Counts as a course in the Personal Growth Course Cluster.

PSY-389 Special Topics Study Abroad (3 credits)

This course examines the development of emotional and behavioral maladjustment in children and adolescents. Emphasis will be given to theories, assessment strategies, and research methods and findings regarding the etiology and treatment efficacy for disorders including mental retardation, the pervasive developmental disorders (autism), elimination disorders, attention deficit hyperactivity disorder (ADHD) and learning disabilities, conduct disorders, and eating disorders. Psychiatric conditions such as mood disorders, anxiety disorders, schizophrenia, sleep disorders, and emerging personality disorders will also be considered from a developmental perspective. Psychosocial factors (e.g., family violence and abuse) that have been empirically identified in affecting psychological adjustment and research regarding prevention of these emotional and behavioral problems will also be addressed.

PSY-390 Special Topics Study Abroad (3 credits)

This course will examine the problem of addiction through a review of terminology, the types and effects of psychoactive substances, and the current theories from human and animal research identifying possible genetic, neuroanatomical, neurochemical and hormonal factors.

PSY-411 Clinical Interviewing (3 credits)

This course will introduce students to common interviewing skills and techniques associated with psychological assessment and counseling. The course will include both didactic teachings as well as role-plays and simulation experiences to enable students to practice and develop their clinical interviewing skills. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-206

PSY-412 Goal Setting and Decision Making (3 credits)

This course introduces students to the scientific study of how people make decisions and reach goals. In this course we will discuss what exactly decision-making is, how decisions ought to be made (i.e., rational decision making), the systematic flaws observed in people making actual decisions, the uniquely psychological factors that influence decision-making (e.g., emotion), and the neural systems that underlie the decisions of both humans and non-human animals. Factors that influence (or should influence) decisions, including value, probability, uncertainty, delay, mood, and physiological state will be discussed. Additionally, students will assess how they reach their own goals and make judgements and decisions in everyday life. Counts as a course in the Personal Growth Course Cluster.

PSY-413 Criminal Behavior (3 credits)

This course will explore the major theories and corresponding research to account from criminal behavior. Attention to how biological, psychological and sociocultural influences play in the origin and exhibition of criminal behavior and aggression/violence will be addressed. The role that biopsychosocial factors play in crimes including assault and murder, sexual assault and abuse, juvenile delinquency, mass violence including serial killers and terrorism, and "white collar" criminal behavior will be discussed. Counts as a course in the Law, the Person, and Society Course Cluster.

PSY-414 Language (3 credits)

Psychology of Language explores the cognitive and neural bases of human language. We use scientific methods from cognitive psychology to answer questions experimentally about psychological aspects of language from developmental to cultural differences, from its basic building blocks to its complexity. This course will cover topics including language acquisition, language comprehension, language and thought, and how we use language in conversation and communication, language development and changes across the lifespan, use of multiple languages, disorders, and overall representation of language. The overriding goal is that you understand how we acquire, comprehend, remember, and use language and why this knowledge is important in your life. Counts as a course in the Development of the Person Course Cluster.

PSY-415 Mass Communication (3 credits)

How do our experiences with media affect the way we get knowledge about the world? How does media impact our attitudes and behavior? Using theories from psychology and communication along with reviews of the most up-to-date research, this course will cover a diversity of media and media issues ranging from commonly discussed topics, such as politics, sex, and violence, sports, music, emotion and more! Essentially, you will be learning about the psychological effects of mass communication on behavior and thought. Counts as a course in the Media, the Person, and Society Course Cluster.

PSY-416 Motivation in the Workplace (3 credits)

The workplace is a major opportunity for people to find purpose, meaning, and happiness in their lives. This course will study the latest research on what makes people happy at work, on how happiness at work improves the quality of work, on how people and organizations develop wisdom, and on what makes a career not just successful but meaningful. Also discussed will be some of the impediments—both individual and organizational—to doing meaningful and satisfying work. Students will develop their own visions of their ideal career, and of the ideal company they'd like to lead or work for. Counts as a course in the Work, the Person, and Society Course Cluster.

PSY-417 Topics in Behavioral and Mental (3 credits)

This course is an in-depth consideration of topics in the field of behavioral and mental health. Counts as a course in the Behavioral and Mental Health Course Cluster

Prerequisite(s): Take PSY-206

PSY-418 Topics in Brain and Body (3 credits)

This course is an in-depth consideration of topics in the field of physiological and cognitive psychology. Counts as a course in the Brain and Body Course Cluster

Prerequisite(s): Take PSY-204 or PSY-207

PSY-419 Topics in Development (3 credits)

This course is an in-depth consideration of topics in the field of developmental psychology. Counts as a course in the Development of the Person Course Cluster

Prerequisite(s): Take PSY-203

PSY-420 Topics in Media, the Person, Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of media. Counts as a course in the Media, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-205

PSY-421 Topics in Personal Growth (3 credits)

This course is an in-depth consideration of topics in the field of physiological and cognitive psychology. Counts as a course in the Personal Growth Course Cluster

Prerequisite(s): Take PSY-212

PSY-422 Topics in Personality (3 credits)

This course is an in-depth consideration of topics in the field of personality. Counts as a course in the Personality Course Cluster

Prerequisite(s): Take PSY-208

PSY-423 Topics in Law, the Person, and Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of law. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-206

PSY-424 Topics in Work, the Person, and Society (3 credits)

This course is an in-depth consideration of topics related to the psychology of work. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take PSY-211

PSY-425 The Science of Wellbeing (3 credits)

This course explores the science and application of positive psychology through a review of the psychological strengths that allow individuals and societies to thrive. Students will be provided access to landmark and current research defining and establishing this new science of wellbeing. Counts as a course in the Personal Growth Course Cluster.

PSY-453 Developmental Psychopathology (3 credits)

This course examines the development of emotional and behavioral maladjustment in children and adolescents. Emphasis will be given to theories, assessment strategies, and research methods and findings regarding the etiology and treatment efficacy for disorders including mental retardation, the pervasive developmental disorders (autism), elimination disorders, attention deficit hyperactivity disorder (ADHD) and learning disabilities, conduct disorders, and eating disorders. Psychiatric conditions such as mood disorders, anxiety disorders, schizophrenia, sleep disorders and emerging personality disorders will also be considered from a developmental perspective. Psychosocial factors (e.g. family violence and abuse) that have been empirically identified in affecting psychological adjustment and research regarding prevention of these emotional and behavioral problems will also be addressed. Prerequisite: PSY-203 and PSY-206. Counts as a course in the Development of the Person Course Cluster.

Prerequisite(s): Take PSY-203 and PSY-206

PSY-454 Drugs and Behavior (3 credits)

This course explores psychoactive drugs and their effects on behavior. It begins with a review of the basics of pharmacology, research design, and nervous system structure and function. Concepts of dependence, addiction, tolerance, withdrawal, sensitization, expectation, and conditioning will be included. The remainder of the course will explore what is known about the effects of different classes of drugs, including alcohol; anxiolytics and sedative-hypnotics; tobacco and nicotine; caffeine and the methylxanthines; psychomotor stimulants; opioids; antipsychotic drugs; antidepressants; cannabis; and hallucinogens, psychedelics, and club drugs. Students will gather, read, and discuss current research throughout the semester. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-204

PSY-455 Multicultural Psychology (3 credits)

This course is an introduction to multicultural psychology and is geared to help students recognize the similarities and differences in behavior, cognition and well-being among people of varying cultural groups (e.g., based on nationality, ethnicity, religion, gender, and/or sexual orientation, etc.). Students will explore their own culture in conjunction with others to enhance their multicultural competence (i.e., knowledge, awareness, and skills) and prepare them personally and professionally for the socially diverse world they live in. Counts as a course in the Personality Course Cluster.

Prerequisite(s): Take PSY-208

PSY-456 Behavior Modifications (3 credits)

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. Counts as a course in the Behavioral and Mental Health Course Cluster.

Prerequisite(s): Take PSY-101

PSY-457 Learning & Memory (3 credits)

This course is an exploration of questions and topics such as: How do animals (human and non-) acquire, store, and retrieve information? How is new information integrated into existing memory structures? What is forgetting, and how can memory be improved? From the relatively simple mechanisms of conditioning to higher-order cognitive constructs, the class will discuss research findings from a multidisciplinary perspective including basic and applied psychology, neuroscience, physiology and genetics. Counts as a course in the Brain and Body Course Cluster.

Prerequisite(s): Take PSY-207

PSY-458 Psychology of Gender (3 credits)

This course is a review of the scientific literature on gender differences and similarities throughout development. Attention to how gender is associated with behaviors, intellectual ability, and health will be discussed. Counts as a course in the Personality Course Cluster.

Prerequisite(s): Take PSY-208

PSY-469 Psychology Internship I (4 credits)

The purpose of this course is to allow students the opportunity to gain experience in a psychology-related field setting that is in keeping with their educational and/or vocational goals. It is the intent of the course that students will build upon their knowledge and skills in a research or community internship placement. Thought agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week).

Corequisite(s): Take PSY-489 Senior Status in Psychology program required.

PSY-470 Psychology Internship II (4 credits)

This course will allow students the opportunity to gain experience in a psychology-related field setting wherein they can build upon their learning experiences from their first semester of internship. Students learning may entail continued placement at their first semester of internship (in keeping with their educational or vocational goals) with the intent of advancing their skills and knowledge acquired from the previous semester, or placement in an alternative setting that enables students to develop their knowledge, professional networking, and further evaluate their educational and career goals. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 225 hours for the semester (15 hours per week).

Prerequisite(s): Take PSY-469

Corequisite(s): Take PSY-490

PSY-489 Senior Seminar I (2 credits)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year.

Corequisite(s): Take PSY-469 Senior Status in Psychology program required

PSY-490 Senior Seminar II (2 credits)

This course provides the student with extensive faculty and peer guidance and feedback throughout the psychology internship experience during the senior year.

Corequisite(s): Take PSY-470

Public Health (PH)

PH-110 Introduction to Public Health (3 credits)

Public health aims to prevent and treat disease and to promote and protect health through strategies that engage the community. This course will examine the history of public health as well as core areas of public health including assessment, assurance and policy development. Students will learn about health promotion and disease promotion and disease prevention of communicable and non-communicable disease social and behavioral aspects of health, epidemiology, environmental health and health policy.

PH-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take PH-189L

PH-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take PH-189

PH-301 Health Behavior (3 credits)

This course will review the determinants of health-related behavior and important theories, as well as discuss how these theories can be practically applied in planning, implementing, and evaluating public health programs. This course will begin to answer the meta-question as it relates to health behavior: "Why do people do what they do?"

Prerequisite(s): Take PH-110

PH-302 Global Health (3.00000 credits)

This course will prepare future health professionals to work in a global market whether it is in their local community or in some faraway land. This course will provide insights in understanding global health issues and the improvement of health at a population level.

Prerequisite(s): Take PH-110

PH-306 Population Health (3 credits)

This course explores the social determinants of health, as well as the public health vs. clinical approaches to managing the health of communities. This course introduces students to the community health assessment process, emphasizes the need and utility of a data driven approach to decision making in order to improve population health, and explore the causes and consequences of health disparities.

Corequisite(s): Take HSM-210 And An Undergraduate Statistics Course.

PH-382 Managerial Epidemiology (3 credits)

This course will introduce students to the basic principles of epidemiology and demonstrate how these principles may be applied to the various functions of health services administrators/managers, such as planning, staffing, organizing, directing and controlling. Through these principles students will learn how measurement of health related outcomes and delivery of health services is a critical component of each of these functions.

Prerequisite(s): Take MAT-120

Corequisite(s): Take HSM-210 HSM-308

PH-389 Special Topics (3.00000 credits)**PH-410 Capstone Project (1-6 credits)**

The Capstone experience will be designed to integrate, synthesize and apply knowledge as developed throughout the student's academic program. Students will be eligible to complete their capstone in their junior or senior year (senior status will be required for the Thesis option). The undergraduate student will have four options for completion of the capstone requirement: internship, study abroad, Honors thesis, or independent study. All capstone experiences will require prior approval from the Chair before work can begin. Prerequisite junior or senior standing in the major.

Religious Studies (RS)

RS-101 Introduction to the Bible (3 credits)

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.

RS-102 Belief & Unbelief in the Brave New World (3 credits)

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.

RS-103 Ethics: Religious and Philosophical Perspectives (3 credits)

This course is an introduction to ethical reasoning, theories of morality, and questions related to the good life. Potential topics of discussion include moral duty, virtue, pleasure, and happiness, the religious ethic of St. Marie-Marguerite d'Youville, and contemporary ethical issues. Topics may be approached from religious/theological or philosophical perspectives. Crosslisted with PHI-103

RS-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take RS-189L

RS-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take RS-189

RS-201 Religion & Social Responsibility (3 credits)

The nature and principles of religious ethics in the Judeo-Christian tradition are explored with an emphasis on historical and contemporary attitudes of religion towards social responsibility. Topics for discussion include: sexuality, identity, power, violence, war, racism and medical ethics.

RS-202 Life of Christ (3 credits)

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.

RS-209 Judaism, Christianity, and Islam (3 credits)

This course surveys the main elements of the history, thought and practice of the major religious traditions of the Western world: judaism, christianity and islam.

RS-211 Catholicism Today (3 credits)

This is a systematic study of the foundational beliefs of catholicism; where they came from, how they have changed and how they are interpreted today.

RS-214 Challenges of Death (3 credits)

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.

RS-309 Letters of Paul to the Early Christians (3 credits)

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 provide a framework for discussion of several major theological themes, including faith and revelation, grace and salvation, and the development of doctrine.

RS-312 Bioethics Seminar (3 credits)

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.

RS-314 The Message of the Prophets (3 credits)

This course is designed to introduce the student to the prophetic literature of the Old Testament. The religious importance of the prophetic books will be examined through an investigation of the political cultural and theological milieu of the Middle East from the tenth to the fifth centuries B.C. The course also explores the impact of the prophetic personality in our times regarding questions of social justice, peace and international relations.

RS-315 Spirituality in Human Experience (3 credits)

This course explores the history of spirituality in human experience. Traditional and non-traditional expressions will be investigated as will varied applications in life. Offered as needed.

RS-316 Catholic Social Teaching (3 credits)

This course provides a historical, theoretical and practical overview of the principles and themes of the Roman Catholic encyclical tradition. It explores views of christian social responsibility through classic texts and contemporary problems.

RS-351 Religion in American History (3 credits)

This course will explore the many important issues in American religious history over the past 400 years. Offered as needed.

RS-369 Psychology of Religion and Spirituality (3 credits)

This course will focus on understanding the purpose, development and experience of spirituality, religious thought and practice and it's implication for individual and social behavior. Offered as needed.

RS-411 Mysticism (3 credits)

This course defines mysticism, the history, theory, phenomena and practices of selected mystical school and the positive and negative aspects of the mystical experience.

RS-412 Special Studies in Religion (3 credits)

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.

RS-420 Special Topics (3 credits)

This course examines interactions among individuals and groups within institutions. Attention is paid to the role of the state and the super-state in perpetuating social stratification in both North America and globally, and how unequal power relations organize society and shape identities. The ways in which individuals negotiate their lives in different social and economic contexts are also considered. Fundamental sociological concepts are investigated, such as culture, socialization, stratification, social structure, social institutions, and social interactions. This course meets the core requirements in sociology.

RS-444 Religious Studies Internship (3-12 credits)

Religious Studies majors complete an internship in line with their career aspirations. Internships can take place in a variety of institutional and business settings and are designed to build on and extend classroom learning with practical experience in a setting with a meaningful religious component. Possible placements include organizations that address social justice issues, healthcare, or the environment, and business settings that require religious literacy. Prerequisite: Religion major and permission of instructor; Offered as needed.

Social Science (SOS)

SOS-201 Social Science Professions I (1 credits)

SOC 201 Social Science Professions I (1) This first course in the two-semester Social Science Professions sequence provides a foundation for students considering a career in the social sciences or related fields. Students are guided in their own professional development via self-assessments of professional interests, establishment of professional goals and how facets of the social sciences curriculum can be tailored to their individual needs. As part of the exploration, students will be acquainted with contemporary and historical issues in the social sciences professions (e.g., professional organizations, licensure requirements) and will be provided with an overview of the many sub-fields and disciplines within the social sciences. Counts as a required course in the Nuts and Bolts Course Cluster for all Social Science majors.

SOS-202 Social Science Professions II (1 credits)

SOS 202 Social Science Professions II (1) This second course in the two-semester Social Science Professions sequence provides a foundation for students considering a career in social sciences or related fields. The emphasis of this seminar is to enable students to become more acquainted with baccalaureate-level career opportunities as well as professional career opportunities in the social sciences and related fields. Students will be guided in the process of researching and interviewing professionals within the community. Invited guest speakers from specialized careers within the social sciences and related fields will supplement lecture presentations of vocational and career opportunities. Counts as a required course in the Nuts and Bolts Course Cluster for all Social Science majors. Prerequisite: SOS-201

Prerequisite(s): Take SOS-201

SOS-301 Statistics in the Social Scien (3 credits)

This course provides students with an introduction to statistical and research methods. Various types of research designs and the process of developing a research proposal will be studied along with the statistical techniques for analysis of numerical data. Counts as a required course in the Nuts and Bolts Course Cluster for all Social Science majors

SOS-302 Research Methods in Social Sciences (3 credits)

This course is a continuation of SOS 301. Students will complete research projects from the start to finish of the research process. Additionally, students will learn how to analyze and evaluate existing research, conduct focus groups and in-depth interviews, and analyze policy and primary documents. Ethical considerations regarding conducting research and uses of research are discussed as students learn how to be effective consumers and producers of research. Counts as a required course in the Nuts and Bolts Course Cluster for all Social Science majors.

Prerequisite(s): Take SOS-301

SOS-401 Social Sciences Internship I (4 credits)

The purpose of this course is to allow students the opportunity to gain experience in a field related to the social sciences (psychology, sociology, etc.) that is in keeping with their educational and/or vocational goals. Students will establish experientially-oriented learning objectives specific to their placement with their internship supervisor at the onset of the course and will participate in internship for a minimum of 225 hours for the semester (~ 15 hours per week). Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology and Sociology majors

Corequisite(s): Take SOS-402

SOS-402 Senior Seminar I (2 credits)

This course is a co-requisite with the Social Sciences Internship I or Service Learning in the Social Sciences. The purpose of this seminar is to educate students about issues pertinent to their professional development and provide a forum for students to receive guidance and feedback throughout the internship or service learning experience. As a seminar this course will include topics and assignments related to professional development such as ethical guidelines and laws related to their field and internship placements, utilizing supervision effectively, and preparations for students' post-graduation career plans. Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology and Sociology majors.

Corequisite(s): Take SOS-401 or SOS-405

SOS-403 Social Sciences Internship II (4 credits)

This course will allow students the opportunity to gain experience in a field related to the social sciences (psychology, sociology, etc.) wherein they can build upon their learning experiences from their first semester of internship. Student learning may entail continued placement at their first semester of internship with the intent of advancing their skills and knowledge from that experience, or placement in an alternative setting that enables students to develop their knowledge, professional networking, and further evaluate their educational and career goals. Students will establish experientially-oriented learning objectives specific to their placement with their internship supervisor at the onset of the course and will participate in internship for a minimum of 225 hours for the semester (~ 15 hours per week). Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology and Sociology majors

Prerequisite(s): Take SOS-401 of SOS-405

Corequisite(s): Take SOS-404

SOS-404 Senior Seminar II (2 credits)

This course is a co-requisite with the Social Sciences Internship II or Service Learning in the Social Sciences. The purpose of this seminar is to educate students about issues pertinent to their professional development and provide a forum for students to receive guidance and feedback throughout the internship experience. As a seminar this course will include active class discussion and students will lead presentations on topics related to their fields and professional development. Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology and Sociology majors.

Prerequisite(s): Take SOS-402

Corequisite(s): Take SOS-403 or SOS-405

SOS-405 Service Learning in Social Sciences (4 credits)

Under faculty supervision, students will design a program of community service associated with a set of learning objectives. The service component should benefit both the recipient and the provider of the service, offering the latter opportunities for self-reflection, self-discovery, and the development of values, skills, and knowledge. A central objective must be firsthand experience of a central issue(s) studied in either sociology or psychology. The SOS program will work to find placements for interested students. Another component of this course will consist of an independent study in the relevant discipline and must be closely linked to the issue(s) addressed in the community service portion. For example, a student may provide services to the elderly in nursing homes and use the independent study portion to study how state and federal policies affect the delivery of health care and other services to nursing home populations. For students outside the SOS Department, acceptance is dependent on approval from the academic advisor/mentor plus 6 credit hours of prior work in SOS courses. All students must submit a specific plan for the service-learning experience to the SOS chair. After completing the experience, all students must write a thorough report. Counts as a required course in the Nuts and Bolts Course Cluster for all Psychology and Sociology majors.

Corequisite(s): Take SOS-402 or SOS-404

Sociology (SOC)

SOC-101 Principles of Sociology (3 credits)

The course introduces students to the "sociological imagination," as C. Wright Mills described it. The enduring value of a sociological imagination is to help students situate peoples' lives and important events in broader social contexts by understanding how political, economic, and cultural forces organize social life. Sociology explores minute aspects of social life (microsociology) as well as global social processes and structures (macrosociology). Topics covered vary from semester to semester, but may include socialization, suburbanization and housing, culture, race, ethnicity, gender, sexuality, class stratification, deviance and crime, economic and global inequality, families and intimate relationships, education, religion, and globalization. Additionally, students will use the sociological perspective and gain the ability to distinguish between facts, values, and opinions. Counts as a required course in the Nuts and Bolts Course Cluster for all Sociology majors.

SOC-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take SOC-189L

SOC-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take SOC-189

SOC-201 Social Problems (3 credits)

This course is designed as a critical introduction to major social problems. Students learn to think critically about the ways in which social problems are constructed and to recognize the linkages between the experiences of individuals (personal troubles) and the broad social forces that shape them (public issues). Particular attention is given to social problems related to inequality and privilege, deviance, broken social institutions, and global concerns. Potential solutions are considered from both individual and policy perspectives. Counts as a course in the Stratification and Inequality, Activism and Social Justice, and Law, the Person, and Society Course Clusters.

SOC-202 Media and Society (3 credits)

This course offers a sociological perspective on the relationship between the media and society. Media narratives and imagery affect public perceptions of social phenomena as diverse as gender, crime, family relationships, disability, wealth, race/ethnicity, politics, and popular culture. As such, it is important to understand how those narratives and imagery are shaped by the structure of the media industry, including media concentration, inequality of access, and the proliferation of media platforms including the emergence of new media. Counts as a course in the Media, the Person, and Society Course Cluster.

SOC-203 Social Theory (3 credits)

The course is a survey of the development of sociological theories since the nineteenth century. How theory influences society and the sociocultural influences which shape theory are also explored. Emphasis is on theory in the late twentieth and twenty-first centuries.

SOC-204 Social Stratification (3 credits)

This course examines the nature, causes, and consequences of social stratification in the United States, with attention given to the distribution of wealth, power, prestige, and other resources in U.S. society. Students examine the implications of the ideology of the American Dream and explore how structural inequalities based on social class, race/ethnicity, and gender impact the life chances and experiences of individuals. Counts as a course in the Stratification and Inequality and Social Institutions Course Clusters.

Prerequisite(s): Take SOC-101

SOC-206 Sociology of Work (3 credits)

Work (including both paid employment and unpaid labor) plays a central role in shaping social relations, social inequality, and identity in the contemporary United States. Students will examine how the nature of work and employment have been transformed in the current labor market as well as the impact of those changes on other social institutions such as the family. Attention will also be paid to the racial, gender, class, and other categorical barriers to full inclusion, equality and advancement in the workplace and how those barriers may be affected by organizational structures, policies, and practices. Counts as a course in the Work, the Person, and Society Course Cluster.

SOC-211 Social Change (3 credits)

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. Competing 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. Counts as a course in the Activism and Social Justice Course Cluster.

Prerequisite(s): Take SOC-201

SOC-214 Cultural Diversity (3 credits)

The course focuses on the experiences of those from culturally marginalized groups within the larger Western culture. Attention is paid to concepts such as the social construction of race, colonialism/post colonialism, institutional racism, deculturalization, cultural hegemony and forms of resistance.

Prerequisite(s): Take SOC-101 or SOC-201

SOC-215 Research Methods in Sociology (3 credits)

In this course, students are introduced to qualitative methods and the basics of interpreting statistics. Students learn how to analyze and evaluate existing research, construct a research project, conduct focus groups and in-depth interviews, and analyze policy and primary documents. Ethical considerations regarding conducting research and uses of research are discussed.

Prerequisite(s): Take SOC-101 or SOC-201

SOC-222 Health, Illness and Society (3 credits)

This course explores the broad area of sociological inquiry known as the sociology of medicine. 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. Students examine the relationship between health, illness and the social factors that may affect wellness. In addition to applying theories and models of society to issues of health and illness, students examine how health care is organized and delivered in the USA and in other capitalist, socialist and emerging societies. Counts as a course in the Medical Sociology and Social Institutions Course Cluster.

SOC-301 Deviance and Society (3 credits)

This course is an introduction to the social scientific study of deviance. Students will be exposed to a wide range of perspectives and substantive topics intended to aid in defining, understanding, and explaining social deviance. Deviant behaviors, beliefs, and conditions all have social origins, are learned and made manifest in social interaction, and produce profound consequences for individuals and society at large. Counts as a course in the Law, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-201

SOC-302 Gender (3 credits)

This course is an exploration of the concept of gender, and how gendered forms of meaning making are shaped culturally, internalized and enacted. Attention is also placed on challenges and alternatives to conventional gender prescription, the confluence of gender and power, sexism and homophobia, and the meanings of gender in various religious, ethnic/racial, class, and age groups. Counts as a course in the Stratification and Inequality Course Cluster.

Prerequisite(s): Take SOC-204

SOC-304 Media Literacy (3 credits)

This course is designed to foster an informed, critical, and practice understanding of how exposure to popular media influences the way we see the world. Through examination of topics such as the influence of advertising on media content, techniques of media persuasion and spin, and deconstruction of the subtle (and not so subtle) proliferation of media-driven cultural narratives and imagery, students will develop the media literacy and analytic skills needed to evaluate the accuracy and agenda of the media content they consume. Counts as a course in the Media, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-202

SOC-305 Race and Ethnicity (3 credits)

Race and ethnicity are socially constructed concepts with immense power to influence the opportunities and outcomes experienced in U.S. society. This course examines the nature of race and ethnicity in the United States, including the historical, social, and cultural forces contributing to the contemporary racial/ethnic landscape. Students will explore the causes and consequences of societal conflicts over racism, immigration, identity, and racial/ethnic inequities in education, housing, employment, and other institutions. Counts as a course in the Stratification and Inequality Course Cluster.

Prerequisite(s): Take SOC-204

SOC-309 Soc of Disability & Rehabilitation (3 credits)

The course introduces students to the many levels of social consequences that disability can confer upon an individual. The effects of disability (personal, interpersonal and cultural) have significant implications for persons with disabilities, rehabilitation workers and the rehabilitation system. This course will analyze the effects of disability within a sociology framework. Counts as a course in the Medical Sociology Course Cluster.

Prerequisite(s): Take SOC-207

SOC-311 Families (3 credits)

This course emphasizes the changes in contemporary families, composition of families, expectations of family members, current policies impacting families, and family as a political issue. Consideration is also given to the myths and stereotypes of family life. Counts as a course in the Social Institutions Course Cluster.

Prerequisite(s): Take SOC-101

SOC-312 Sociology of Sports and Phys Activity (3 credits)

This course will investigate the institution of sports from a sociological perspective as it relates to contemporary American organized sports. The perspective taken is that sport is a social entity and thus serves as a microcosm of society and a window through which to view sociological processes. This course will investigate how social phenomenon such as stratification, discrimination, violence, race, and gender are evident in amateur and professional athletics. We will also examine how sports relate to sociological conceptions of community. This course is intended to help you develop a better understanding of how sports are related to broader sociological processes in society. Contemporary American sports are given central focus. Using a variety of readings and online discussions surrounding sports, students will explore the positive and negative consequences, societal risks, and ethical issues related to sports in society. In the process, students will develop a critical approach towards the study of sports. Other topics addressed by this course include the study of sports and socialization, intercollegiate and interscholastic sports, violence and more generally deviance in relation to sports. Counts as a course in the Social Institutions Course Cluster.

Prerequisite(s): Take SOC-101

SOC-313 Health Disparities (3 credits)

This course will explore how factors such as person's socioeconomic status, place, race, and ethnicity affect health; how these characteristics play out in case studies; the financial and ethical implications of health disparities on society as a whole; effective strategies for limiting health disparities; and how our own local community members are utilizing these strategies to promote positive change. Additionally, the course will examine relevant historical issues, theories, and empirical data, emphasizing critical analysis and application of knowledge. Students will gain a better understanding of research on health disparities and interventions to promote health equity through a combination of readings, lectures, reflection papers, in-class exercises, and research assignments. Students will summarize the evidence regarding a specific health disparity (topic and population of their choice) and develop an intervention proposal to promote health equity. Counts as a course in the Medical Sociology and Stratification and Inequality Course Cluster.

Prerequisite(s): Take SOC-207

SOC-315 Social Inquiry and Activism (3 credits)

With a strong focus on social justice, this course prepares students to be responsible citizens in a participatory democracy by (1) challenging them to think critically about the reality claims in contemporary public discourse and (2) providing an in-depth introduction to social activism. Students conduct critical analyses of media narratives about a current event of their choice and engage in supervised activism projects designed in consultation with the instructor. Counts as a course in the Activism and Social Justice Course Cluster.

Prerequisite(s): Take SOC-201

SOC-316 Social Policy for Better Health (3 credits)

With focuses on the social, legal, and political contexts in which health care systems exist and adapt, this course is designed to give students experience creating social policies that address real-life health care issues. And because policymaking involves collaboration and engagement, students will work together on projects to address an existing health issue as identified by the Centers for Disease Control's Prevention Status Reports, employing tactics such as influencing policy and legislation, changing organizational practices, fostering coalitions and networks, educating providers, promoting community education, and strengthening individual knowledge and skills. Class-wide efforts culminate in group presentations and a comprehensive policy brief. Counts as a course in the Medical Sociology Course Cluster.

Prerequisite(s): Take SOC-207

SOC-320 Inequality in the Labor Force (3 credits)

This course examines the problems of inequality and discrimination in the workplace, identifying specific groups most suffering from discrimination based on sex, age and state of health. Strategies for reducing these inequalities will also be explored. Counts as a course in the Work, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-206

SOC-342 Sociology of Human Rights (3 credits)

This course is designed as an investigation of human rights concerns in contemporary society, including five dimensions of human rights: civil, political, economic, social, and cultural rights. Students explore how the concept of human rights has evolved in U.S. and international law. Attention is paid to major controversies related to human rights abuses experienced by women, men and children in both the United States and a global context. Counts as a course in the Activism and Social Justice Course Cluster.

Prerequisite(s): Take SOC-201

SOC-400 Social Epidemiology (3 credits)

This course focuses on social epidemiology, the social 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, approaches to modifying and developing health behaviors, health and employment, and an analysis of the distribution of health care in the United States are studied. Counts as a course in the Medical Sociology Course Cluster.

Prerequisite(s): Take SOC-207

SOC-403 American Labor Movement (3 credits)

This course explores how American people built this nation through individual, family, communal and political action, from the rise of industrial capitalism in the late nineteenth century, to the present day. As students engage with each other in extensive weekly discussions, analyze the textbook, watch video clips, and research and write their term paper, they are encouraged to reflect on how their own life has been influenced by the efforts of previous generations to make a good life and a decent society. While the course will focus on how people worked, and what their workplaces were like, it will also focus on how political movements, business innovations and government policies shaped workplaces and created the rules by which we live and work today. Counts as a course in the Work, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-206

SOC-404 Collective Action (3 credits)

The purpose of the course is to understand the sources, development and consequences of social and political collectiveness on contemporary social life. To do so, the course will examine current theory and research on social movements, political protest, and other acts of collective resistance. Counts as a course in the Activism and Social Justice Course Cluster.

Prerequisite(s): Take SOC-201

SOC-405 Drugs and Society (3 credits)

This survey course examines the nature of substance use and abuse in U.S. society and their implications for social policy. Attention is given to both licit (e.g., caffeine, nicotine, alcohol) and illicit drugs (e.g., cocaine, opioids). Students explore the history and contemporary social landscape of substance use, the social construction of "good" and "bad" drugs, the reciprocal effects of drug use patterns and drug use policy, and the disproportionate effects of U.S. drug policy on the lives of marginalized populations, particularly people of color and poor communities. Counts as a course in the Medical Sociology and Law, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-207

SOC-406 Global Issues (3 credits)

This course introduces students to a sociological perspective on social phenomena that transcend national boundaries. Students explore issues relating to global development, warfare/terrorism, immigration, and emergent environmental crises including resource depletion, biodiversity loss, and climate change. Particular attention is given to how these global issues are intertwined. Counts as a course in the Stratification and Inequality and Activism and Social Justice Course Clusters.

Prerequisite(s): Take SOC-204

SOC-407 Social Media (3 credits)

This course provides a sociological perspective on how the emergence of social media influences both social institutions and interpersonal relationships. Students will examine the effects of computer-mediated communications systems such as social networking platforms, e-mail, online chat rooms and forums, on-line games, and other new media venues affect how we interact with each other, develop virtual identities and communities, and engage with the social world. Key issues such as privacy, the digital divide, cyberbullying, internet activism, and internet addiction will be addressed. Counts as a course in the Media, the Person, and Society Course Cluster.

Prerequisite(s): Take SOC-202

SOC-408 Collective Behavior (3 credits)

This course is designed to present the study of collective behavior, collective action and social movements. Attention is given to various sociological theories used to explain these behaviors. The focus includes fads and fashion, sports fans, crowds/mobs that form and dissolve quickly, formal organizations and interest groups that spring up in the aftermath of disasters, outbreaks of social protest, and full-blown social movements. Students will consider the particular circumstances which bring about collectivity, the actions taken by the group, media and public response, and the political impact of the behavior.

SOC-409 Topics in Activism and Social Justice (3 credits)

This course is an in-depth consideration of topics related to activism and social justice. Counts as a course in the Activism and Social Justice Course Cluster

Prerequisite(s): Take SOC-201

SOC-410 Senior Project (3 credits)

The senior project involves a major research paper and is highly recommended for students planning on graduate school in sociology or related field.

SOC-411 Topics in Media, the Person and Society (3 credits)

This course is an in-depth consideration of topics related to the sociology of media. Counts as a course in the Media, the Person, and Society Course Cluster

Prerequisite(s): Take SOC-202

SOC-412 Topics in Medical Sociology (3 credits)

This course is an in-depth consideration of topics in the field of medical sociology. Counts as a course in the Medical Sociology Course Cluster

Prerequisite(s): Take SOC-207

SOC-413 Topics in Social Institutions (3 credits)

This course is an in-depth consideration of topics related to various social institutions. Counts as a course in the Social Institutions Course Cluster

Prerequisite(s): Take SOC-204

SOC-414 Topics in Stratification and Inequality (3 credits)

This course is an in-depth consideration of topics related to the psychology of law. Counts as a course in the Stratification and Inequality Course Cluster

Prerequisite(s): Take SOC-201

SOC-415 Topics in Law, the Person and Society (3 credits)

This course is an in-depth consideration of topics related to the sociology of law. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take SOC-201

SOC-416 Topics in Work, the Person and Society (3 credits)

This course is an in-depth consideration of topics related to the sociology of work. Counts as a course in the Law, the Person, and Society Course Cluster

Prerequisite(s): Take SOC-206

SOC-417 Sociology of Education (3 credits)

This course examines the structure and process of education in contemporary society. The primary focus is on U.S. public education. Topics include the contribution of sociology to understanding education and teaching; the relationship of education to other institutions such as the family, government, religion, and the economy; demographic changes that affect education; the effect of social class on student achievement and teaching; formal and informal positions, roles and processes in schools; and consideration of current issues such as school funding, compensatory and special education programs, race and gender issues, and educational reform movements. Attention is also paid to the experience of students who come from culturally diverse backgrounds, and to immigrant and refugee youth. The possibilities of public schools are investigated throughout this course, as is the potential for reform using critical pedagogy and equitable policy initiatives. Counts as a course in the Social Institutions Course Cluster.

Prerequisite(s): Take SOC-101

SOC-444 Internship (3-12 credits)

The Sociology internship is a variable credit (3-12 hours), required course that encourages juniors/seniors to investigate a career through a placement in a professional setting or in the development of future projects (graduate study). This allows students to work under the guidance of an immediate supervisor and a college faculty sponsor.

SOC-479 Independent Study (3 credits)

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

SOC-480 Independent Study (2 credits)

Qualified students may investigate selected topics with the permission of the instructor. The title will reflect the course content.

SOC-490 Who Rules the World? (3 credits)

This course examines the historical and contemporary processes by which political power is distributed in society, including the means by which power is gained, lost, inherited and abused. Attention will be given to how categories of people are systematically denied access to power (e.g. voter suppression and felon disenfranchisement), and how they take it back (e.g., social movements and revolutions). Counts as a course in the Social Institutions Course Cluster.

Prerequisite(s): Take SOC-101

SOC-600 Social Epidemiology (3 credits)

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.

Spanish (SPA)

SPA-101 Beginner Spanish I (3 credits)

SPA 101 is designed to introduce true beginners to the Spanish language. The primary focus of the course is to provide you with a basic knowledge of Spanish through the extensive practice of the four fundamental skills in language learning: listening, speaking, reading, and writing. Attention is also given to the fifth language skill- cultural awareness. Through a communicative approach and through the use of the Spanish language, students will learn the fundamental grammatical workings of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Hispanic culture, which vary from country to country.

SPA-102 Beginner Spanish II (3 credits)

This course is the second semester of beginner Spanish and the continuation of SPA-101. Before moving forward to the material of SPA-102, the course begins with a review of the salient points of SPA-101. The primary focus of the course is to expand your knowledge of the Spanish language and enable you to acquire an elementary foundation of the Spanish language. There will be extensive practice of the four fundamental skills: speaking, listening, reading, and writing. Increased attention is also given to the fifth skill of cultural awareness. Through a communicative approach and an increased use of the Spanish language, students will learn the fundamental grammatical workings of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Hispanic culture, which vary from country to country.

Prerequisite(s): Take SPA-101

SPA-103 Transitional Beginner Spanish (3 credits)

Transitional Elementary Spanish is a beginner level course designed for students with some background in Spanish and/or who have taken Regents' exams, but are not quite ready to enter the intermediate level. In one semester, the course refreshes the students of the fundamental skills of basic Spanish. There will be extensive practice of the four fundamental skills: speaking, listening, reading, and writing. Increased attention is also given to the fifth skill of cultural awareness. Through a communicative approach and the increased use of the Spanish language, students will learn the fundamental grammatical workings of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises.

SPA-104 Spanish for Heritage Speakers (3 credits)

This course is designed to teach standard Spanish to students who learned Spanish at home or abroad but have little or no formal instruction in the language. Grammar instruction addresses the specific needs of the heritage-speaker class. The class also introduces simple readings for students who have had limited experience in reading and writing in Spanish. Writing is also stressed through a process-approach. Increased attention is also given to cultural and linguistic variance of the Spanish-speaking world. Through a communicative approach and the increased use of the Spanish language, students will learn the fundamental grammatical workings of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises.

SPA-121 Hispanic Civilization and Culture in the U.S. (3 credits)

This course studies the life and culture of major U.S. Latino groups of yesterday and today. The course examines demographic, socio-economic, historical, and cultural aspects of Mexican-American, Cuban, Puerto Rican, Dominican and the cultures of Central American countries such as Colombia and Guatemala, through film, music, literature, and art. The immigrant experience is also a particular focus of the course, including the origins of Hispanic immigration to the U.S. and more recent policies surrounding non documented citizens. While the majority of the course readings are in English, attention is also given to Spanish language skills, reading, composition and conversation.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-132 Latin American Civilization and Culture (3 credits)

This course is an introduction to the history and cultures from present to pre-Columbian times of the nations that compose the Latin American continent today. Throughout the semester, we will explore the politics, social structures, traditions, artistic movements and history that frame Latin America. Topics will include the main pre-Columbian civilizations, the age of the Spanish colonization and conquest, the start of new nationalities in the 19th century, and the projection of them in the present and last century with relation to the United States, Spain and the emerging globalized world.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-141 Spain Civilization & Culture (3 credits)

This course, with a critical approach in mind, explores the cultural development of modern Spain from its earliest civilizations to the present day through a variety of cultural examples such as art, literature, film, architecture, and political propaganda. Topics will range from the early cultural life of the peninsula to the expulsion of Moslems and Jews, from Spain's overseas empire to its end in 1898, from the Spanish Civil War and the Franco dictatorship to the first democratic elections of the 1970's. Students will also explore the legacies of the past histories and cultural movements in Spanish life today.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-152 Spanish for the Business Professions (3 credits)

SPA 152 is an advanced beginner-intermediate level course designed to introduce students to a more specialized vocabulary linked to the different business and finance professions and build awareness of the many cultural topics specific to the Hispanic population. The course aims to provide students with an intermediate level proficiency in both the written and oral forms of the Spanish language and the necessary communicative skills to better serve their future Spanish-speaking clients. In class, students will practice the four fundamental skills of language learning: listening, speaking, reading and writing. A lot of attention is also given to the fifth skill -cultural awareness. Through a communicative approach, students will review the fundamental grammatical workings of the Spanish language and apply your knowledge of such concepts in both written and spoken exercises.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-153 Spanish for Health Professions I (3 credits)

SPA 153 is an advanced beginner-intermediate level course designed to introduce students to a more specialized vocabulary linked to the different health professions and build awareness of the many cultural and health topics specific to the Hispanic population. The course aims to provide students with an intermediate level proficiency in both the written and oral forms of the Spanish language and the necessary communicative skills to better serve their future Spanish-speaking clients or patients. In class, students will practice the four fundamental skills of language learning: listening, speaking, reading and writing. A lot of attention is also given to the fifth skill-cultural awareness. Through a communicative approach, students will review the fundamental grammatical workings of the Spanish language and apply your knowledge of such concepts in both written and spoken exercises.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-154 Spanish for Health Professions (3 credits)

This course is a continuation of SPA-153.

Prerequisite(s): Take SPA-153 or permission of instructor

SPA-189 Topics in Critical Inquiry (3 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities.

Course Types: Topics

Corequisite(s): Take SPA-189L

SPA-189L Topics in Critical Inquiry - Lab (1 credits)

Critical inquiry is the process of gathering and evaluating information, ideas, and assumptions from multiple perspectives to produce well-reasoned analysis and understanding, and leading to new ideas, applications and questions. This course is intended to introduce new students to intellectual inquiry at the university by engaging them in in-depth study of a single topic utilizing a variety of perspectives and methods. The course emphasizes the essential role of critical and creative thinking to their lives as students, citizens, future professionals, and productive members of their communities. The lab for the course is an interdisciplinary application lab, wherein students work in teams to demonstrate what they learned in the didactic portion of the course through the creation of a project, presentation, art object/installation, play, podcast, short film, co-authored reflection (debrief) on a simulation experience, etc. Faculty who design the didactic portion of the course together will design this portion as a 5-week experiential component of the course, which might include community partnerships or field trips. Students who take the course and lab will be invited to display their project results in a one-afternoon presentation at the end of each semester (to be arranged by college events personnel).

Course Types: Topics

Corequisite(s): Take SPA-189

SPA-201 Intermediate Spanish I (3 credits)

SPA-201 is an intermediate-level integrated skills language course that will expand on the language skills mastered in SPA-101 and SPA-102 or SPA-103, or SPA-104. The course begins with a quick review of the salient points of beginner Spanish before it introduces you to the intermediate level material. This course will enhance your proficiency in the Spanish language and acquire an intermediate-level foundation in the Spanish language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture. Through a communicative approach and the exclusive use of Spanish, students will learn more complex grammatical structures of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Hispanic culture, which vary from country to country.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104

SPA-202 Intermediate Spanish II (3 credits)

SPA-202 is an intermediate-level integrated skills language course and continuation of SPA-201. This course furthers a student's proficiency in the Spanish language and acquisition of an intermediate-level foundation in the Spanish language. There will be extensive practice of the four fundamental skills: listening, speaking, reading, and writing, as well as extensive instruction on culture within the context of myths and legends of the Hispanic world. Through a communicative approach and the exclusive use of Spanish, students will learn increasingly more complex grammatical structures of the Spanish language and apply their knowledge of such concepts in both spoken and written exercises. Integrated throughout the course, are lessons and readings linked to the daily activities and basic aspects of the Hispanic culture, which vary from country to country.

Prerequisite(s): Take SPA-201

SPA-211 Conversation and Composition I (3 credits)

SPA 211 is an intermediate-advanced level course that offers extensive practice of the oral and written communication of the Spanish language, and prepares students for more advanced courses in Spanish. A key component of the course is treating the communication of language as a process. Students will not only practice the different stages of writing (pre-writing, writing and revising) in draft workshops, but also compare these stages with those linked to the overall delivery and presentation of language in its oral form. The class also explores descriptive, narrative and expository forms of communication through class readings, audio clips, and lectures, and their respective assignments. A portion of the class time will also be dedicated to grammar instruction that reviews and expands on the student's already established knowledge of grammar.

Prerequisite(s): Take SPA-202 or permission of instructor

SPA-212 Spanish Conversation and Composition II (3 credits)

This course offers extensive practice of the oral and written communication of the Spanish language and expands on the skills learned in SPA-211. A key component of the course is treating the communication of language as a process. Students will not only practice the different stages of writing (pre-writing, writing and revising) in draft workshops, but also compare these stages with those linked to the overall delivery and presentation of language in its oral form. SPA-212 explores expository and argumentative forms of communication through class readings, audio clips, lectures, and their respective assignments. A portion of class time will also be dedicated to grammar instruction that reviews and expands on the student's already established knowledge of grammar.

Prerequisite(s): Take SPA-211

SPA-213 Int Spanish, Latin Amer & US Hispanic Lit (3 credits)

This course introduces students to the literature of Spain Latin America and more recently that of Hispanic-US writers. The Main purpose of the course is to give students an overview of the major literary movements in the respective Spanish-speaking regions of the world in order to prepare them for more advanced courses in Hispanic literature. Students will explore different literary genres such as poetry, theater, the essay, the short story and other forms of prose writing. Class times will also be dedicated to lectures and workshops that focus on the process of writing and composing literary analyses. A portion of class time will also be dedicated to grammar instruction that reviews and expands on the student's already established knowledge of grammar.

Prerequisite(s): Take SPA-211 or permission of the instructor.

SPA-222 Conv Contemp Hispanic US Culture (3 credits)

This course explores Hispanic-U.S. culture through a variety of contemporary topics. The course explores such topics and themes through art, music, literature, and film, media and language, festivals and pageantry, and sports and entertainment. SPA-222 also dedicates a portion of the class to discussion of language and the presence of the Hispanic culture and life in the media. Throughout the course, students will have ample opportunities to practice and develop conversational skills as well as further develop critical thinking in the form of regular written assignments and independent research.

Prerequisite(s): Take SPA-201

SPA-223 Varieties of Spanish in the U.S. (3 credits)

This course explores the complex and interesting situation of Spanish in the U.S. We will examine the phonological, morphological, lexical and syntactic characteristics of the many varieties of Spanish in the U.S. as well as recognize the social and historical factors that affect them. Other topics include U.S. bilingualism, heritage speakers, language attrition, bilingual education systems, and linguistic ideologies and prejudices.

Prerequisite(s): Take SPA-102 SPA-103 or SPA-104.

SPA-224 Hispanic-US Literature (3 credits)

This course studies the short stories, novels and poetry of Hispanic-U.S. writers of the 20th-21st centuries. The course studies the defining characteristics of Hispanic-U.S. literature through the novels, short stories, and poetry of Sandra Cisneros, Julia Alvarez, Justin Torres, Olga Karman, Patricia Engel, and Richard Blanco. Class discussions and lectures will concentrate on careful analyses of these texts, their critical and cultural contexts, and the intersections of contemporary issues relating to the Hispanic-U.S. populations of today.

Prerequisite(s): Take SPA-102, SPA-103, or SPA-104

SPA-233 Conv Contemp Latin American Culture (3 credits)

This course explores Latin American culture through a variety of contemporary topics. The course explores such topics and themes through art, music, literature, and film, media and language, festivals and pageantry, and sports and entertainment. Throughout the course, students will have ample opportunities to practice and develop conversational skills as well as further develop critical thinking in the form of regular written assignments and independent research.

Prerequisite(s): Take SPA-201

SPA-234 Var Spa & Other Lang in Latin America (3 credits)

This course surveys varieties of Spanish as well as other languages in Latin America while exploring both their historical and modern cultural, political and socio-economics status. This course also explores issues of language policy, language survival and revitalization and the relationship between language and cultural identity.

Prerequisite(s): Take SPA-201

SPA-242 Conversation in Contemp Spanish Culture (3 credits)

This course explores contemporary issues in Spain, such as the post-Franco youth culture of the 80's and 90's, autonomous regions and Basque and Catalan separatisms, immigration, the customs and fashions of the Spanish youth, membership in the European Union, terrorism, the media, and popular forms of entertainment. Throughout the course, students will have ample opportunities to practice and develop conversational skills as well as further develop critical thinking in the form of regular written assignments and independent research.

Prerequisite(s): Take SPA-201

SPA-243 Language in Spain (3 credits)

This course surveys major and minor languages in Spain while exploring both their historical and modern cultural, political and socio-economic status. This course also explores issues of language policy, language survival and revitalization and the relationship between language and cultural identity.

Prerequisite(s): Take SPA-201

SPA-255 Conv. In Hlth, business Other Professions (3 credits)

This course prepares students to communicate with future Spanish speaking patients or clients in health, business and other professions such as education, social services, and law. Throughout the course, students will have ample opportunities to practice and develop conversational skills as well as further develop critical thinking in the form of regular written assignments and independent research. Culture is also a major component of the course and accompanies most class discussions and assignments.

Prerequisite(s): Take SPA-201

SPA-261 Introduction to Spanish Linguistics (3 credits)

This course introduces the fundamentals of Spanish phonology, morphology, syntax, and historical and dialectal variation. Through numerous class activities, students will engage in linguistics practices such as writing phonemically, distinguishing morphemes within words, map syntactic structures within phrases, trace sound changes from Latin to Spanish as well as reconstruct Latin roots from Modern Spanish words, and understand lexical, morphological and phonetic differences in various dialects of Spanish.

Prerequisite(s): Take SPA-201

SPA-262 Spanish Phonology & Pronunciation (3 credits)

This course introduces the sound system of Spanish. Topics include the human articulatory system, the classification of consonants and vowels, phonetic transcription, accent and pitch, and dialectal phonetic variation. Students will gain an understanding of various dialects of Spanish as well as apply that knowledge to improve their own pronunciation of Spanish.

Prerequisite(s): Take SPA-201

SPA-335 Magical Realism in Latin America (3 credits)

This course explores the genre of magical realism, in which "irreducible elements" of magic are included in otherwise realistic narratives, in Latin America. The course studies the defining characteristics of magical realist writing through the novels and short stories of the "boom" authors such as but not limited to Gabriel Garcia Marquez, Carlos Fuentes, Juan Rulfo, Alejo Carpentier, Isabel Allende, Julio Cortazar, and Jorge Luis Borges. Class discussions and lectures will concentrate on careful analyses of these texts, their critical and cultural contexts, and intersections of contemporary culture and society.

Prerequisite(s): Take SPA-211

SPA-344 Modern Spanish Stage (3 credits)

This course studies the major movements in Spanish theater of the twentieth century. The course begins with a selection of avant-garde productions in Spanish theater during the periods leading up to the Civil War, moves through "posibilismo," or what was deemed possible under the restraints of cultural censorship in Francoist Spain, and ends with the theater of the 1980s and 90s post-Franco. Students will also explore works by Catalan playwrights and works by women authors on gender issues. Basic theories of performance and screen clips of staged productions will also accompany class discussions. Authors include but are not limited to: Federico Garcia Lorca, Alejandro Casona, Max Aub, Antonio Buero Vallejo, Sergi Belbel, Lluisa Cunille, Ana Diosdado, and Paloma Pedrero.

Prerequisite(s): Take SPA-211

SPA-362 The Structure of Spanish (3 credits)

The Structure of Spanish studies the structure of words (morphology) and their combination to form sentences (syntax). Topics include: argument structure, word order, negation, tense and aspect, and information structure. Understanding the structure of the Spanish language informs an introduction to beginner translation.

Prerequisite(s): Take SPA-202 or SPA-261

SPA-363 Advanced Spanish Grammar (3 credits)

This course builds on students' understanding of the grammar of the Spanish language, focusing on the grammatical points that are most problematic for second language learners of Spanish. Class activities will include both oral and written practice of structures such as *ser* and *estar*, the preterit and imperfect, the subjunctive, and clitic pronouns, among others.

Prerequisite(s): Take SPA-202

SPA-364 Translation Studies & Workshop (3 credits)

This course explores the theory and practice of translation both from Spanish to English and from English to Spanish. The primary goal is to improve students' writing skills and language fluency through weekly translation exercises. A second main goal is to strengthen interpretive skills and refine interdisciplinary thinking. Translations will cover various genres including short literary texts, newspaper articles, advertisements and technical language from official forms, among others.

Prerequisite(s): Take SPA-211

SPA-389 Special Topics Study Abroad (3-6 credits)

Qualified students may investigate selected topics with permission and under supervision of the instructor. Meeting times will be arranged between faculty member and student.

SPA-400 Spanish Internship (3 credits)

This course gives students the opportunity to gain more exposure to and practice of the Spanish language and Hispanic culture in a professional setting that is in keeping with their own educational and vocational goals. Students will apply their skills in the written and oral forms of communication in a research or community internship placement that might include local nonprofit organizations, health clinics, or art galleries. Through agreement among the instructor/internship coordinator, the student, and the internship supervisor, the student will participate in an internship(s) for a minimum of 150 hours for the semester (approximately 10 hours per week).

Prerequisite(s): Permission of the instructor

SPA-401 NYC Spanish Study Abroad Seminar (3 credits)

This course gives students the opportunity to gain full immersion to the Spanish language and culture through a study abroad experience in a Spanish speaking country. Prior to registration of the courses and departure to the country where the study abroad program is housed, an agreement will be made between the instructor and the student regarding the scope and outline of the student project. While abroad, the student and the instructor will hold meetings to converse in Spanish using Skype, WebEx, and other convenient virtual platforms.

Prerequisite(s): Permission of the instructor

SPA-410 Spanish Senior Seminar (2 credits)

SPA 410 is a Spanish senior seminar designed for students to reflect upon and integrate issues of culture, civilization, language and literatures of the Spanish-speaking world. Through a research project on a topic of linguistic, cultural or literary focus, students will synthesize previous course work and study abroad / internship experience as well as establish career goals and professionalism in the field of Hispanic language and culture. Completion of a research portfolio and summative evaluation of language skills will be required.

Prerequisite(s): Permission of the instructor

Speech (SPE)

SPE-201 Public Speaking (3 credits)

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.

SPE-389 Special Topics (3 credits)

Theater (THE)

THE-104 Theater Production (3 credits)

This course acquaints students with theater history and the elements of theater (the roles of the playwright, director, producer, actor, scenic-lighting, sound and costume designers) as well as key developments, periods, playhouses and figures of influence in theater's evolution.

THE-202 Introduction to Acting (3 credits)

This course will introduce students to the fundamentals of character development through work on short scenes from major plays. A review of various theories of acting from Stanislavski and Uta Hagen to the Meisner approach to acting, will dovetail the development of a living character on stage with script analysis.

THE-389 Special Topics Study Abroad (3 credits)**THE-444 Theatre As Outreach (3 credits)**

A practical workshop aimed at equipping students from all disciplines in the use of theater-based techniques in schools, community or non-theatrical environments (hospitals, therapeutic settings, youth centers, business retreats, etc.)

INDEX

A

Academic Advisement	139
Academic Adviser	133
Academic Appeals Procedures	119
Academic Policies and Procedures for All Students	119
Academic Probation and Mandatory Leave of Absence From the College	133
Academic Standing	140
Academic Year	127
Accounting	101
Accounting (ACC)	145
Accounting B.S.	20
Accounting/International Business B.S./M.S.	21
Admission to a Program	134
Advanced Orthopedic Physical Therapy Certificate (Post-Master's)	67
American Sign Language (ASL)	146
Analytics	101
Anatomy	101
Anatomy (ANA)	146
Anatomy M.S.	7
Arabic (ARA)	146
Attendance	127

B

Bioinformatics	101
Biology	102
Biology and Mathematics Department	7
Biology B.A.	8
Biology B.A./Anatomy M.S.	10
Biology B.S.	12
Biology B.S./Anatomy M.S.	14
Biology (BIO)	147
Business	102
Business Administration M.B.A.	23
Business (BUS)	154
Business Department	19
Business Management B.S.	24

C

Candidacy For Graduation	134
Career Discovery	134
Career Discovery Program (CDP)	155

Certified Graduate Faculty	115
Challenge Examinations	134
Challenge Examinations	140
Change of Name, Address, or Phone	127
Change of Program	134
Change of Program	140
Change of Registration (Drop/Add Procedure)	127
Chemistry	102
Chemistry B.S.	29
Chemistry (CHE)	155
Chemistry Department	29
Chinese (CHI)	158
Chiropractic (CHR)	158
Chiropractic D.C.	41
Chiropractic Department	41
Classification of Students	135
Clinical Research Associate Certificate (Post-Bachelor's)	52
College Prep Chemistry (CPC)	166
Completion of Ed.D. Requirements	140
Completion of Master's Degree Requirements	140
Computer Science (CSC)	166
Continuing Registration in Thesis/Project Advisement	140
Continuous Registration	135
Course Audit	128
Course Audit	140
Course Load	135
Courses A-Z	144
CPR Certification	141
Credit by Examination for Advanced Standing	135
Cross Registration	135
Cross-Listed Courses	135
Curriculum and Instruction M.S.	40

D

Dance (DAN)	166
Dean's List	135
Degrees and Programs	6
Dietetics B.S./M.S.	44
Dietetics Department	44
Dietetics (DTC)	166
Directed Study	128
Directed Study	141
Dismissal From Program	136

Doctoral Education (DED)	169	Global Studies (GLS)	181
Doctoral Health Administration (DHA)	169	Grades Below B Policy	141
Double Major	136	Grading	129
E		Graduate Core (GRA)	182
Economics (ECO)	171	Graduate Policies	139
Education - Higher Ed (ELH)	172	Graduation Honors	137
Education - K-12 (ELK)	173	H	
Education (EDU)	172	Health Administration and Public Health Department	52
Education Programs in Non-Collegiate Organizations	136	Health Administration Ed.D.	53
Educational Leadership	30	Health Analytics B.S.	54
Educational Leadership Ed.D.	31	Health Education (HED)	182
Educational Leadership (EDL)	173	Health Professions Education Ed.D.	65
English - Writing and New Media	102	Health Requirements	141
English B.A.	32	Health Services Administration Certificate (Post-Bachelor's)	55
English (ENG)	175	Health Services Administration (HSA)	185
English Literature	103	Health Services Administration M.S.	56
Entrepreneurship	103	Health Services Management	104
Environmental Sciences	103	Health Services Management B.S.	57
Examinations	128	Health Services Management (HSM)	187
Examinations	141	History	105
Exceptions to Degree Requirements	136	History B.A.	33
Exercise & Sports Studies Department	49	History (HIS)	189
Exercise and Sports Studies	104	Holistic Health Care (HHS)	190
Exercise and Sports Studies B.S.	49	Home	5
Exercise and Sports Studies (ESS)	177	Honors Convocation and Honorary Awards	130
Exit Interview	141	Human Occupation/Occupational Therapy B.S./M.S.	60
Extension to Complete Graduate Degree	141	Human Resource Management (HRM)	190
F		Humanities Department	32
Family Education Rights and Privacy Act of 1974 (FERPA)	128	Humanities (HUM)	191
Family Nurse Practitioner Certificate (Post-Master's)	87	I	
Family Nurse Practitioner D.N.P (Current B.S.N.)	89	Independent Study	137
Family Nurse Practitioner D.N.P	88	Independent Study	141
Family Nurse Practitioner M.S.	85	Information Technology	105
Fine Arts	104	Information Technology (IT)	191
Fine Arts (FA)	179	Intensive English Program (IEP)	192
First Year Experience (FYE)	181	International Business B.S./M.S.	26
French (FRE)	181	International Business (IB)	194
Fresh Start Rule	136	International Business M.S.	28
Full-Time Faculty	109	Italian (ITA)	195
G		L	
General Education Requirements	136	Language (LAN)	196
German (GRM)	181	Latin (LAT)	196

Law (LAW)	196
Learning Skills (LSK)	196
Leave of Absence	138
Leave of Absence	141
Liability Insurance	142
Licensure	142
Long-term Care Administration Certificate (Post-Bachelor's)	58

M

Malpractice Insurance	142
Management	105
Management (MGT)	197
Marketing (MKT)	198
Master of Business Admin (MBA)	199
Math & Natural Science (MNS)	200
Mathematics	105
Mathematics B.A.	16
Mathematics B.S.	17
Mathematics (MAT)	200
Medical Sociology	105
Military Leave of Absence	130
Military Science & Leadership (MLS)	203
Minors	100
Music (MUS)	203

N

Natural Sciences	106
Nursing and Health-Related Professions Education Certificate	94
Nursing B.S.N.	78
Nursing B.S.N. (Current R.N. License)	81
Nursing Education with a Clinical Focus M.S.	83
Nursing Management and Quality Leadership M.S.	84
Nursing Management and Quality Leadership M.S. & MBA	84
Nursing (NUR)	204
Nutrition	106
Nutrition and Health (NTR)	212

O

Occupational Therapy Department	60
Occupational Therapy M.S.	63
Occupational Therapy (OT)	212
Off-Campus Study	138
Other Academic Programs	40
Other Academic Programs	65

P

Pass/Fail (Satisfactory/Unsatisfactory) Option	138
Pharmaceutical Science B.S.	94
Pharmaceutical Sciences (PPS)	218
Pharmacy Pharm. D.	96
Pharmacy (PMD)	219
Philosophy	106
Philosophy B.A.	34
Philosophy (PHI)	227
Physical Therapy B.S. + D.P.T.	67
Physical Therapy D.P.T.	70
Physical Therapy Department	67
Physical Therapy (PT)	229
Physician Assistant B.S./M.S.	73
Physician Assistant Department	73
Physician Assistant (PA)	235
Physics (PHY)	238
Policies & Disclosures	119
Policy on Academic Integrity	131
Political Science (PSC)	239
Pre-Law	106
Prerequisites and Corequisites	131
Psychiatric Mental Health Nurse Practitioner Certificate (Post-Master's)	92
Psychiatric Mental Health Nurse Practitioner D.N.P.	93
Psychiatric Mental Health Nurse Practitioner M.S.	91
Psychology	107
Psychology B.A.	36
Psychology (PSY)	239
Public Health	107
Public Health B.S.	59
Public Health (PH)	245

R

Recency of Coursework	142
Registration	138
Registration	142
Religious Holidays	132
Religious Studies	107
Religious Studies B.A.	35
Religious Studies (RS)	246
Repeating a Course	132
Repeating a Course	142

Retention Services	132
--------------------------	-----

S

Scholarly Activities	142
School of Arts, Sciences and Education	7
School of Health Professions	40
School of Nursing	78
School of Pharmacy	94
Second Bachelor's Degree	138
Sequence for Completing Program Requirements	142
Social Science Department	36
Social Science (SOS)	248
Sociology	107
Sociology B.A.	39
Sociology (SOC)	249
Spanish	107
Spanish B.A.	35
Spanish for Health Professions	108
Spanish (SPA)	253
Speech (SPE)	257

T

Theater (THE)	257
Transcript of Academic Record	132
Transfer Credit	138

U

Undergraduate Policies	133
------------------------------	-----

V

Verification for Graduation	132
-----------------------------------	-----

W

Withdrawal From a Course	133
Withdrawal from the College	139
Withdrawal from the College	143