



DAEMEN COLLEGE

Undergraduate Catalog

2021-22

DAEMEN COLLEGE

UNDERGRADUATE CATALOG 2021-2022

Table of Contents

Daemen Overview

Introduction.....	3
General Information About Daemen.....	5
Admissions.....	9
Financial Information & Expenses.....	15
Financial Aid.....	18
Student Life & Student Services.....	38
Academic Regulations & Standards.....	47
Academic Calendar.....	64
Program of Study (HEGIS Code).....	66
Core Curriculum.....	74
Honors Program.....	84
Administration.....	86
Administrative Staff.....	88
Faculty.....	95
Accreditation & Institutional Policies.....	112

Academic Programs

Accounting.....	118
Athletic Training.....	129
Business Administration.....	143
Education.....	158
English.....	180
Global & Local Sustainability.....	198
Health Promotion.....	205
History & Political Science.....	227
Mathematics.....	263
Modern Languages.....	277
Natural Sciences.....	300
Nursing.....	329
Paralegal Studies.....	342
Philosophy & Religious Studies.....	350
Physical Therapy.....	360
Physician Assistant.....	377
Psychological Sciences.....	389
Social Work.....	400
Visual & Performing Arts.....	409

Interdisciplinary Programs

Career Services.....	442
Saffrin Center for Sustainability and Civic Engagement.....	444
Civil Society & Sustainable Communities.....	445

Entrepreneurship Minor.....	446
Environmental Studies.....	448
Forensic Studies.....	449
Global & Local Sustainability.....	451
Global Studies.....	453
Individualized Studies.....	456
Liberal Studies.....	458
Military Science (ROTC).....	460
+PLUS Programs.....	461
Service Learning.....	465

INTRODUCTION

For Information on Admission

Office of Admissions

(716) 839-8225

Toll-free throughout the United States and Ontario 1-800-462-7652

For Information on Financial Aid

Office of Financial Aid

(716) 839-8254

For Transcript of Records

Office of the Registrar

(716) 839-8214

Transcript Info: [Link to website](#) or go to our Registrar website on the transcript information page found at this address,

<http://www.daemen.edu/academics/registrar/transcripts>

The information compiled in this catalog was prepared for the 2021-2022 academic year, but should not be regarded as a contract between the student and Daemen College. The College's separately published Graduate Catalog contains information about the College's graduate programs.

Information on linked undergraduate and graduate programs in Accounting, Athletic Training, Biology/Cytotechnology, Health Promotion/Public Health, Physical Therapy, and Physician Assistant Studies are included in this catalog. The right is reserved to change any of the rules and regulations of the College at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, to alter course content, to change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities

determine and may apply not only to prospective students but also to those who already are enrolled in the College.

Policy on Nondiscrimination

Daemen College subscribes to all state and federal regulations prohibiting discrimination on the basis of sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law. Daemen College's nondiscrimination policy complies with all current statutes and applies to admission, employment, and access to all programs, services, and other activities offered by the College. Inquiries regarding compliance with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act should be directed to the Daemen College Equal Opportunity and Affirmative Action Officer, Tiffany Hamilton, who is also our Chief Diversity Officer, Dun Scotus Hall, Room 118; telephone: (716) 566-7880, thamilton@daemen.edu.

Student Right-to-Know

Any individual who is considering enrolling at Daemen College may secure a copy of the College's graduation rate and additional College statistics ([Diversity Dashboard](#)) compiled in accordance with the Student Right-to-Know Act by contacting the College's Admissions Office, 716-839-8225, or visiting the [Fast Facts web page](#).

Jeanne Clery Disclosure of Campus Security and

Crime Statistics (the Clery Act) (1990)

In compliance with the Department of Education and the Clery Act, Daemen College publishes an Annual Security and Fire Safety Report which is available online at <http://www.daemen.edu/ASR> or via the United States Department of Education website at: <http://ope.ed.gov/security/GetOneInstitutionData>. Visitors can also request to see a copy of the College Crime and Fire Logs available in the Office of Campus Safety.

Procedures in case of a major emergency disrupting normal campus operations are detailed in the Annual Security and Fire Safety Report, as well as the [Student Handbook](#).

To request a printed copy of the Daemen College Catalog, contact

The Office of Admissions
Daemen College
4380 Main Street
Amherst, NY 14226

Telephone 716-839-8225 (toll free 800-462-7652 in NY, NJ & PA)
or email admissions@daemen.edu

GENERAL INFORMATION ABOUT DAEMEN

The Campus

Daemen College is located on a 46.5-acre campus in Amherst, New York. The suburban location enables students of the college to have ready access to the vibrant Buffalo-Niagara region while enjoying the charm of a beautifully landscaped campus. Daemen is easily accessible by major rail, plane, and motor routes servicing Buffalo. The college is less than five minutes from exit 50 of the New York State Thruway. The Buffalo Niagara International Airport, serviced by most major airlines, is a 15-minute drive from the campus.

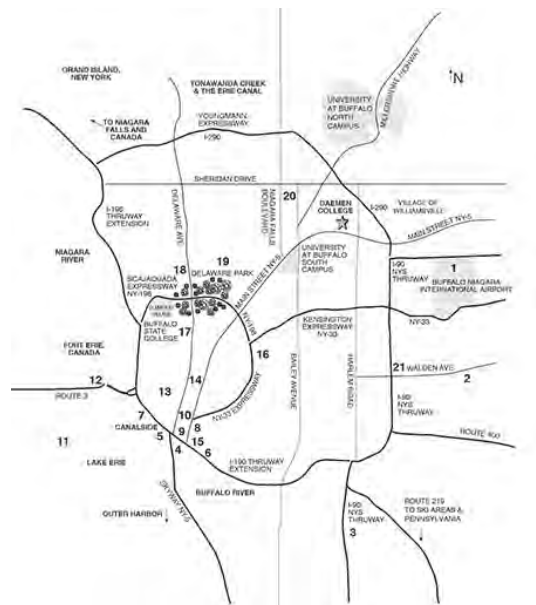
For directions and campus map: [daemen.edu/directions/](https://www.daemen.edu/directions/)

Buildings and Facilities

- **Academic and Wellness Center (AWC)**, located across from Daemen's Main Street campus, houses the fitness center and recreation space, as well as state-of-the-art classrooms for physical therapy, athletic training, and health promotion.
- **Alumni House** is the home for alumni and publication offices.
- **Athletics Complex** houses the Lumsden Gymnasium as well as the college's intercollegiate athletic offices and athletic training room.
- **Business Building** includes faculty offices, classrooms, a computer lab, and a student lounge, as well as the Office of Information Technology.
- **Campus Apartments**, housing approximately 384 students, is a complex of seven two-story apartment-style buildings, typically providing housing for upperclassmen students. Each apartment has four bedrooms, two bathrooms, a living room, and a kitchen. Laundry facilities are available on each floor.
- **Canavan Hall** is a five-story, suite-style residence hall, housing approximately 260 students, primarily used as first-year and new student housing. Two bedrooms share one bathroom. Lounges and laundry facilities are available on each floor.
- **Charles J. Wick Campus Center** houses student life offices including Campus Safety, CHIP Center (Counseling, Health, Insurance, Prevention), Conference Services, the 24/7 Information Desk, the executive boardroom, a dedicated esports center, lounges, the main dining room seating 650, the Wildcat Den (a multimedia dining location), and a social room/auditorium seating 500.
- **Patricia E. Curtis Hall** houses physician assistants, psychological sciences, and social work faculty offices.
- **Duns Scotus (DS) Hall** is the home of the student services corridor, known as the SPOT, and houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges, the bookstore, print shop, mailroom, the Nancy Haberman Gacioch Center for Veterans, the Center for Diversity and Inclusion, Global Programs (International Student Services & Study Aboard), the Paul A. Saffrin Center for Sustainability & Civic Engagement, and the Student-Athlete Academic Center.
- **Haberman Gacioch Center for Visual & Performing Arts** features the graphic design production area, the International Center for Excellence in Animation (ICEA), computer labs, faculty offices, the Elizabeth C. Tower Gallery, the Sister Jeanne File Resource Room, and studios for illustration, figure drawing, and painting. The building uses geothermal heating to contain energy costs.
- **Honors House**, located near the college's Getzville Road entrance, serves as a study space for Honors Program students and provides office space for the Division of Institutional Advancement.
- **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre, as well as campus event space.
- **Research and Information Commons (RIC)**, a LEED Gold-certified building, houses a comprehensive library, Academic Support Services, Disability Services, Graduate Studies Technology Center, the Professional Educator Resource Center, Smart Squad, 78 WEST cafe, small-group study rooms, a seminar and screening room with surround sound and 3D projection capabilities, and many state-of-the-art amenities to enhance the study experience.

- **Rosary Hall** is the original college administrative and classroom building—recognized for its Italian Renaissance Revival architecture and designed by one of most prominent Buffalo architects of the early 20th century, was officially honored as a historic landmark in 2014—and currently houses the executive dining room and the Division of Enrollment Management & Admissions.
- **Schenck Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- **The Thomas Reynolds Center for Special Education & After-School Programs** includes a conference room, observation room, and four state-of-the-art classrooms.

The Buffalo Area: An Ideal Location



DEPARTMENT/OFFICE	PHONE NUMBER
Daemen College Information	(716) 839-3600
Academic Information	(716) 839-8301
Admissions	(716) 839-8225
Alumni	(716) 839-8212
Athletics	(716) 839-8346
Bookstore	(716) 839-8245
Business Office	(716) 839-8218
Calendar & Dates	(716) 839-8214
Catalog Requests	(716) 839-8225
Conferences & Special Events	(716) 839-8253
Financial Aid	(716) 839-8254
Fundraising & Gifts	(716) 839-8212
Gallery	(716) 839-8241
Housing & Meal Plan	(716) 839-8200
Library	(716) 839-8243
MusicalFare Theatre	(716) 839-8540
Public Relations & Publicity	(716) 839-8472
Registration & Schedules	(716) 839-8214
Student Activities & Services	(716) 839-8332
Transcripts & Records	(716) 839-8214

Key to Buffalo, New York

1. Buffalo Niagara International Airport
2. Amtrak Terminal
3. Highmark Stadium (Buffalo Bills /NFL)
4. KeyBank Center (Buffalo Sabres/NHL)
5. Canalside and Buffalo Naval & Military Park
6. Buffalo Metropolitan Transportation Center
7. Erie Basin Marina
8. Buffalo and Erie County Library
9. Buffalo Niagara Convention Center
10. Buffalo Theater District
11. Fort Erie
12. Peace Bridge (to Canada)
13. Kleinhans Music Hall
14. Allentown/Delaware Historic Area
15. Sahlen Field (Buffalo Bisons, Toronto Blue Jays/ MLB, 2020-2021)
16. Museum of Science
17. Albright-Knox Art Gallery
18. Buffalo History Museum
19. Buffalo Zoo
20. Whole Foods

21. Walden Galleria



Approximate Mileage From Greater Buffalo To The Following:

Albany, NY	301 miles
Allentown, PA	334 miles
Atlantic City, NJ	443 miles
Baltimore, MD	368 miles
Binghamton, NY	211 miles
Boston, MA	471 miles
Burlington, VT	465 miles
Charleston, WV	446 miles
Chicago, IL	545 miles
Cincinnati, OH	440 miles
Cleveland, OH	191 miles
Detroit, MI	270 miles
Elmira, NY	148 miles
Erie, PA	96 miles
Harrisburg, PA	296 miles
Hartford, CT	407 miles
Indianapolis, IN	525 miles
Lake Placid, NY	395 miles
Long Island, NY	419 miles
Manchester, NH	457 miles
Montreal, Quebec	394 miles
New York City, NY	371 miles
Philadelphia, PA	388 miles
Pittsburgh, PA	219 miles
Portland, ME	548 miles
Poughkeepsie, NY	359 miles
Providence, RI	475 miles
Richmond, VA	511 miles
Rochester, NY	75 miles

Scranton, PA	266 miles
Springfield, MA	384 miles
Syracuse, NY	156 miles
Toronto, Ontario	100 miles
Utica, NY	199 miles
Washington, DC	405 miles
Wilmington, DE	418 miles

History and Identity

Daemen College is a private, non-sectarian, co-educational, comprehensive college in Amherst, N.Y. Its attractive suburban location offers convenient access to the cultural amenities of metropolitan Buffalo and the scenic outdoor recreation areas of Western New York, the Niagara Frontier, and the Great Lakes. In addition, the college is near Canada, with cosmopolitan Toronto within easy driving distance.

The college was established in 1947 as Rosary Hill College by the Sisters of St. Francis of Penance and Christian Charity, whose foundress was Magdalene Daemen, a Dutch woman dedicated to working with the poor. Her faith and courage have inspired many to give themselves to the service of others. The college has been accredited by the Middle States Commission on Higher Education since 1956. Institutional accreditation was last reaffirmed in 2016. Originally a liberal arts college for women, the college became co-educational in 1971, extending its commitment to academic excellence to the education of both men and women. In 1976, the college became independent and nonsectarian, changing its name to Daemen College. In 1992, New York State amended the college's charter, authorizing the award of graduate-level degrees as well as baccalaureate degrees. In 2018, Carnegie Classifications of Institutions of Higher Education elevated Daemen College to their top tier classification – doctoral.

Committed to an academic atmosphere that leads to open inquiry and debate, Daemen has achieved a creative balance between programs providing direct career preparation and a liberal arts education. Courses in the college's majors and the competency-based core curriculum encourage students to expand their horizons beyond the classroom through internships, service-learning, clinical and field experiences, collaborative research with faculty, and through study abroad programs. The core curriculum is designed to develop students'

skills and competencies in seven areas that will benefit them personally and professionally throughout their lives.

Mission Statement

The mission of Daemen College is to prepare creative, ethically-minded leaders for a diverse and interconnected world by integrating the intellectual strengths acquired through the liberal arts with the preparation necessary for professional excellence to make meaningful contributions to society.

Vision

Daemen College seeks to become an institution of national distinction through recognized excellence in academics, co-curricular experiences, athletics, inclusion, and community service in an educational environment where all students, alumni, faculty, staff, and community partners are able to learn, grow and use their skills to create a better world.

Learning Outcome Goals

Daemen College graduates students who:

1. Are informed citizens, prepared to play productive roles in local and global communities both as effective participants and leaders.
2. Are prepared to work collaboratively as well as independently in the pursuit of knowledge and problem resolution.
3. Engage in higher-order thinking.
4. Make reasoned ethical choices and consider connections between values and behavior.
5. Can effectively access, evaluate, and apply relevant and valid information using a variety of information resources.
6. Have writing and speaking skills necessary for effective communication.
7. Are well prepared to pursue meaningful career opportunities or advanced study.

ADMISSIONS

Admissions Policy

We rely on high school GPA, transcripts (including grade performance and rigor of courses selected), extracurricular activities, college essay and counselor or teacher recommendations in making our admission decisions. We value strong writing skills, a solid secondary school program, and a student's potential for making an important contribution to our campus community. Daemen College does not require applicants to submit standardized test scores (SAT, ACT) as part of the admission application. Our decision to make test scores optional demonstrates our commitment to enrolling students who reflect intellectual curiosity, persistence in reaching a goal, talent, motivation, and determination to make a difference in their lives and the lives of others. We will also give careful consideration to applications from students whose preparation is unusual and who can provide strong recommendations as to their ability to succeed in a college program of study.

Persons who desire application materials or wish to arrange for an interview and tour should contact the Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226. Telephone: (716) 839-8225. Toll-free: 1-800-462-7652 or visit our website: daemen.edu/admissions.

College Requirements

Applicants for admission to undergraduate degree or certificate programs must possess, or be candidates for, a high school diploma, or must have received satisfactory scores in a high school equivalency examination.

Students who have been home schooled are requested to provide appropriate evidence of equivalency of high school education. Typically, this will be documentation in the form of possession of a General Equivalency Diploma (GED) or written attestation by the superintendent of schools in the student's public school district of residence that the student has completed an appropriate program of home instruction. Appropriate documentation is also needed to establish

eligibility for financial aid. All home-schooled students should discuss their particular situation with financial aid and admissions counselors.

If an applicant is approved admission to Daemen College and is currently a student, it will be understood that such admission has been granted on a provisional basis until all final records have been reviewed and found to be in accordance with Daemen's admission requirements.

Departmental Requirements

Unless a course of study is listed below, a general high school academic program meets entrance requirements.

- *Art* — Portfolio
- *Biology* — Trigonometry* and Chemistry
- *Business Administration* — Trigonometry*
- *Foreign Languages: French or Spanish* — three years of a language or interview with Department Chair
- *Mathematics* — Trigonometry*
- *Natural Science* — Trigonometry* and Chemistry
- *Physical Therapy* — Trigonometry* and Chemistry
- *Physician Assistant* — Trigonometry* and Chemistry
- *Psychology* — Trigonometry*

* Trigonometry is highly recommended: those who have not completed Trigonometry will be required to take an entry-level mathematics course.

Application Procedure for New First-Year Students

Applications are reviewed throughout the year beginning in August of each fall.

1. Complete the application online or with the Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226. A visit to the Daemen

campus is strongly recommended. Please email admission@daemen.edu or call the Office of Admissions at (716) 839-8225 or toll free, 1-800-462-7652, to arrange an appointment for an interview and campus tour or visit our website: daemen.edu/admissions.

2. Ask your high school guidance counselor to forward transcripts directly to Daemen College, Office of Admissions.
3. Decide whether or not you will be submitting your application as test-optional or would like to submit your SAT or ACT test scores or other documents such as scores from AP, IB, college credit, writing sample, as part of your application. (See Admissions Policy above)
4. To be complete, all applications must include the following documents:
 - A completed Daemen College application
 - A personal essay
 - An official secondary school transcript
 - For Physician Assistant Majors: two (2) letters of recommendation are required. For all other majors no letter of recommendation is required
 - International Baccalaureate (IB) test scores and/or IB courses in progress (if applicable)
 - College credit courses offered on a college campus and taught by college faculty (if applicable)
 - College credit courses offered by the secondary school and taught by college approved faculty (if applicable)
5. When the application for admission is complete the student's credentials are reviewed. Applicants are then notified of the admission decision.

Admissions Requirements

- [Apply online or by mail](#)
- Applicants for admission must possess, or be candidates for, a high school diploma, or must have received satisfactory scores in a high school equivalency examination.
- Minimum Cumulative grade point average of 80/3.0.
- If you choose to submit an SAT/ACT score: An SAT score of 980 or above (Math and Evidence based reading and writing), ACT score of 19 or above (Composite score).

- One Letter of recommendation – Please have your guidance counselor complete the recommendation section of the application and submit a letter.
- A personal essay of at least 250 words or an un-timed graded paper of at least 250 words on a topic of your choice.
- Average enrolled student GPA is 91.
- Average enrolled student SAT score is 1142.

Transfer Students

Transfer students who have attended two-year or four-year colleges and who have a college average of at least “C” (2.0) are eligible to apply for admission. Transfer applicants must submit an application for admission indicating all previous institutions attended.

Transfer students who are admitted from colleges accredited by the appropriate regional/career/faith based accrediting body as listed in *Accredited Institutions of Postsecondary Education* will be considered for transfer. In most cases, a minimum grade of “C” is required for a course to be eligible for transfer. For students who have earned an associate or higher degree, courses with a grade of “D” may also be eligible for transfer.

Acceptance of transfer credit is based upon course content and the specific curricular requirements of the program in which a student intends to matriculate. Credit evaluations are completed upon receipt of all transcripts from institutions previously attended, and upon acceptance to Daemen College.

Final official high school and college transcripts indicating honorable dismissal from the last college attended must be sent directly to the office of admissions. Daemen College does not require high school transcripts of those applicants who have earned an associate's or higher degree.

For detailed information on the transfer policy at Daemen College, please visit the registrar's website.

Part-Time Students

Students who carry fewer than twelve semester hours of credit are classified as part-time students. They must fulfill all admission requirements.

Conditional Admit Students

Students admitted conditionally show evidence of academic promise and potential: the College is committed to facilitating their successful transition to college and will work with students to develop essential academic skills through personalized advisement and support from the Student Success Center. Conditionally admitted students may take a maximum of four to five courses per semester, as recommended by their advisor.

Non-Degree Students

Students who wish to enroll in courses to supplement professional backgrounds or to enrich their personal lives, but who do not plan to matriculate for a bachelor's degree, enroll as non-degree students. Non-degree students must meet all academic standards for enrollment in courses. Applicants should contact the Academic Advisement Office to register for courses as a non-degree student. Non-degree students whose performance is below acceptable standards will not be permitted to continue to enroll in courses.

Cross-Registered Students

Students from WNY Consortium of Higher Education colleges or universities who wish to attend Daemen College for the purpose of transferring earned credits to their parent institutions must provide a cross-registration form, which is obtained from their parent institution.

Readmission

Students who have left the College and who desire to return are not automatically readmitted. If they have officially withdrawn, they must file an application for readmission and, if appropriate, submit official transcripts of any subsequent college level courses taken. Students who have taken an official Leave of Absence may return without submitting an application for readmission. A student returning from a Leave of Absence or accepted for readmission following a withdrawal must meet all requirements in force at the time of the student's return to the College.

Veterans

Veterans and dependents eligible for GI Bill™ benefits must have a high school diploma or its equivalent to apply for admission to Daemen. To begin the application process, the veteran or eligible dependent may contact the Office of Admissions to obtain an application, or may complete an online application for admission by visiting Daemen's Admissions website. Veterans and eligible dependents who wish to study using GI Bill™ monies should consult the Veterans Administration's Regional Office or visit www.gibill.va.gov to determine what forms should be filed to apply for or to transfer their benefits to Daemen College. Both the application form and the transfer form can be completed on this site through VONAPP – the VA Online Application Process.

Once accepted as a student at Daemen, the veteran/eligible dependent will meet with the Daemen College Veteran Certification Officer to facilitate tuition, fees, books, and related expense payments. It is during this meeting that GI Bill™ entitlements and reporting procedures will be explained, as well as your obligations in maintaining eligibility to receive these funds. In addition, the Veteran Certification Officer will assist you in managing the eligibility time limit, in preventing VA debt, and in other concerns regarding your VA payments. DAEMEN COLLEGE IS APPROVED BY THE NEW YORK STATE EDUCATION DEPARTMENT FOR THE TRAINING OF VETERANS AND OTHER ELIGIBLE PERSONS.

ConAp (Concurrent Admissions Program)

Daemen College is a member of the Concurrent Admissions Program in conjunction with the U.S. Army. Admission to Daemen College is concurrent with enlistment in the Army. Actual enrollment is deferred until the active duty soldier has completed his or her enlistment. Interested students may contact the Admissions Office for more information about this program.

Reserve Officers' Training Corps (ROTC)

Daemen College has a special cross-registration arrangement with Canisius College for students desiring to enroll in military science courses and earn an officer's commission through the [Reserve Officers' Training Corps \(Army ROTC\) program](#). All ROTC program requirements must be fulfilled during the period of enrollment and registration at Daemen College and at Canisius College. Successful completion requires an additional period of obligated active or reserve military service. For more details on this program, contact the Daemen College Admissions Office.

Arthur O. Eve Higher Education Opportunity Program

The Arthur O. Eve Higher Education Opportunity Program (HEOP) seeks to make a college education possible for both educationally underprepared and economically disadvantaged students. This state and College sponsored program is designed for New York State residents who do not meet the traditional credentials for college admission but who have the potential for academic success. Participants are provided with a comprehensive academic program including an array of professional and financial support services that ensures their personal development and success at Daemen College. To be eligible for HEOP, applicants must have a high school or equivalency diploma and financial need. Special documentation of income is required in order to establish economic eligibility in accordance with state guidelines.

Students with Disabilities

Daemen College welcomes applications from qualified persons with disabilities. The College is committed to compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act. Reasonable accommodations are provided in classes, activities, services, and programs. The College campus and buildings provide access for students with physical disabilities.

All students are expected to meet the academic standards of their curriculum and to abide by the Student Code of Conduct articulated in the Student Handbook. Certain programs have additional technical standards relative to performance in clinical and similar experiential learning environments. Reasonable accommodations are determined on a case-by-case basis. Accommodations that would fundamentally alter the nature of a course, program, or activity cannot be authorized. Persons with disabilities are encouraged to discuss their specific needs with program faculty, their admissions counselor, and/or the Director of Disability Services (Student Success Center, Research & Information Commons, 716.839.8228).

Students or applicants who have any questions concerning the College's nondiscrimination policy or policy on accommodation of students with disabilities should consult the Institutional Policies section of this Catalog and may also contact the College's 504/ADA Coordinator, Research & Information Commons, 716.839.8228.

International Students

Application Procedures and Requirements for International Students

1. Complete the online application at daemen.edu/admissions/international/apply or request a paper application by e-mailing the Office of Admissions at admissions@daemen.edu or mailing Office of Admissions, Daemen College, 4380 Main Street, Amherst, New York 14226, USA.
2. Submit all official secondary (high school) and post-secondary (college/university) transcripts. Transcripts

should be submitted in both the country's official language and translated into English. **Transfer and Graduate students must send international transcripts through a credit evaluation service that can evaluate your transcripts to the American grading and course equivalencies.** We recommend using Spantran [SpanTran Application – Daemen College](#), World Education Services, www.wes.org or Josef Silny Associates, www.jsilny.com.

- International students for whom English is a non-native language must submit a [DUOLINGO](#), [IELTS](#) (International English Language Testing System), or [TOEFL \(Test of English as a Foreign Language\)](#) exam score; this requirement **may** be waived for students who have lived in an English-speaking country for two or more years. Students who receive a score lower than the minimum requirement will need to complete an Intensive English Program at another institution with which it has a formal agreement prior to regular admission. To enter into academic course work at Daemen, the TOEFL Minimum Requirement is a 77 Internet Based Test, the IELTS Minimum Requirement is 6.5, the ELS minimum is 112 and the DUOLINGO minimum requirement is 100. Physician Assistant, Physical Therapy and Nursing require a minimum TOEFL total test score of 100 or a DUOLINGO score of 120.
- Proof of Financial Support must be submitted. You must show ability to pay for the entire cost of the academic program and living expenses in order to be eligible for the I-20 form necessary for a student visa (F-1) application. Financial support documentation will also be necessary when applying for your student visa at a United States Consular Office.

College Program for High School Students

This program is for academically qualified juniors and seniors who are recommended by their school counselors. They may take a maximum of two college courses per term while enrolled in a regular high school program. For further information, contact the Student Success Center, 716.839.8228.

Advanced Placement

High school students who have completed studies in an Advanced Placement program at their high school may be eligible to receive academic credit for these college level studies. A minimum score of three (3) on the Advanced Placement examinations (administered by the College Entrance Examination Board) must be earned in order for credit to be granted. Further information is available from the Office of the Registrar.

Credit by Examination

Daemen participates in programs through which applicants can receive college credit for competencies developed outside the formal classroom. Enrolled students who score successfully on select college proficiency examinations offered by the New York State Education Department or the College Board may receive credit applicable to a degree at Daemen. In order to have examination scores reviewed for the possible granting of credit, students must have official transcripts/grade reports submitted to the Office of the Registrar. Official transcripts must be sent directly from the examination source. Further information on acceptable exams and scores may be obtained from the Office of the Registrar. Further information on exams may be obtained by contacting Excelsior College Examinations, 7 Columbia Circle, Albany, New York 12203-5159, www.regents.edu or the College-Level Examination Program, P.O. Box 6600, Princeton, New Jersey 08541-6600, www.collegeboard.com.

Veterans of the armed services may receive credit for satisfactory scores received on tests administered by the United States Armed Forces Institute and for their military educational experiences as recommended by the Commission on Accreditation of Service Experience.

Credit for Educational Programs in Non-

Collegiate Organizations

Credit will also be granted for educational programs in non-collegiate organizations as published by the New York State Education Department; the amount of credit granted depends upon course content and the Daemen degree program in which a student wishes to matriculate. Daemen College also awards academic credit for learning through these extramural experiences as part of its Credit for Learning from Life Experience (CLLE) program, described in the Academic Regulations section of this catalog.

Developmental Courses and Placement

Student records are used to help determine placement in mathematics, science, and composition courses. Placement examinations may also be administered in these courses. Daemen offers developmental coursework for students who need support in preparation for college-level work in composition and mathematics. If developmental work is required, a student must enroll immediately in the appropriate course sequence and remain enrolled until satisfactory completion. In cases where this requirement would result in a first semester first-year student's inability to maintain satisfactory academic progress for eligibility for student aid, the student is permitted to modify the scheduling of developmental coursework under the direction of his or her advisor and subject to the approval of the Assistant Vice President for Student Success.

Health Record

In compliance with New York State Public Health Laws 2165 and 2157 students are required to submit immunization records as follows: Students born on or after January 1, 1957 and taking 6 or more credits are required to submit proof of immunization for Measles, Mumps & Rubella (vaccinations or titers).

Students taking 6 or more credits must submit proof of immunization for Meningococcal disease (completed vaccination or vaccination series within the past 5 years or a signed waiver declining the vaccination). A Daemen College Immunization Form will be included in the acceptance packet sent from the Admissions Office. Students may submit the health form completed by a medical provider or submit health records from a provider's office (stamped or signed by provider), an online patient portal or an employer's office. Health records can be submitted online at daemen.edu/healthupload. For more information, please visit daemen.edu/healthrequirements.

Orientation

New students are introduced to campus life through an intensive orientation program offered during the summer. The purpose of the Summer Orientation Program is to provide new students and their families with an all-inclusive introduction to Daemen College that will ease their transition into the academic and social community of the institution. The program provides students and their families with greater access to the services, information, and assistance needed to best prepare them for their progression into the College. Orientation sessions include social events as well as seminars and discussion groups conducted by upperclassmen and women, administrators, and faculty. Orientation events offer the incoming student an opportunity to meet new friends, to meet with the faculty, and to become acquainted with College personnel and campus facilities.

Alcohol and Drug Policy

The unlawful possession, use or distribution of alcohol and illegal drugs by students and employees on college property or while engaged in College activities off the College campus is prohibited. A complete description of the College's Drug and Alcohol Abuse Policy, pursuant to the Drug-Free Schools and Communities Act Amendments of 1989, is published in the Daemen College Student Handbook.

FINANCIAL INFORMATION & EXPENSES

Tuition & Fees 2021-2022

Per Semester

Undergraduate

Full-Time Students (12 to 18 credit hours)

Tuition: \$15,295.00

College Fee: \$180.00

Student Activity Fee: \$150.00

Fee for laboratory and studio courses: (see pricing at Student Accounts website > Lab Fees)

Part-Time Students

Tuition (per credit hour): \$1,020.00

College Fee (for 6 to 11 credit hours): \$85.00

Student Activity Fee (per credit hour): \$9.00

Fee for laboratory and studio courses: (see pricing at Student Accounts website > Lab Fees)

Graduate

Tuition (per credit hour): \$997.00

Grad Fee per credit hour for 1-8 credit hours: \$14.00

Grad Fee for 9 or more credit hours: \$130.00

Summer 2021

Undergraduate Tuition (per credit hour): *\$765.00

Undergraduate College Fee (per credit hour): \$15.00

Graduate Tuition (per credit hour): *\$997.00

*subject to change – please contact 716.839.8213 for current summer tuition rates

Special Tuition

Audited courses or non-credit hour courses (per credit hour equivalent)

Undergraduate: \$510.00

Graduate: \$498.50

Residence and Board

	Canavan Hall	Campus
(Single Room)		
19 Meal Plan:	\$6,665.00 per sem	\$7,040.00 per sem
14 Meal Plan:	\$6,470.00 per sem	\$6,845.00 per sem
10 Meal Plan:	\$6,415.00 per sem	\$6,790.00 per sem

Collegiate Village – Room Charges Only

Four Bedroom: \$4,875.00 per semester

Two Bedroom (Single): \$4,925.00 per semester

Two Bedroom (Shared): \$4,925.00 per semester

100 Block Collegiate Meal Plan: \$1,790.00 per semester

Triple occupancy of room (if required) (deduct from Canavan Hall rate) (\$300.00)

Health Insurance 2021-2022

Undergraduate Fall 2021 – Summer 2022 Annual (August 1, 2021 through July 31, 2022): \$2,687.00

Graduate Fall 2021 – Summer 2022 Annual (August 1, 2021 through July 31, 2022): \$3,923.00

International Fall 2021 – Summer 2022 Annual (August 1, 2021 through July 31, 2022): \$2,687.00

Special Fees

- Application fee payable with application: \$25.00
- Challenge Examination Fee: \$100.00 plus Tuition fee \$30.00 per credit hour

- Credit for Learning from Life Experience (CLLE)
Assessment Fee: \$100.00 plus Tuition fee \$30.00 per credit hour
- Tuition deposit required first year (non-refundable):
 - Undergraduate Students: \$200.00 (first year)
 - Early Decision Applicants: \$200.00
 - Transfer Students: \$200.00
 - PA Undergraduate Students: \$400.00 (first year only)
 - PA & PT Graduate Students: \$500.00
 - Graduate Students: \$200.00
- Room reservation deposit – first year: \$200.00
- Room reservation deposit – returning students: \$200.00
- Transcript Fee: \$10.00 for a mailed copy and \$11.00 for an electronic PDF.
- Late Payment Fee: \$100.00
- Returned check charges (NSF): \$25.00
- First year Student Fee (for all Freshman students): \$175.00

Payment of full-time tuition entitles students to take 12-18 hours of course work. Students will be charged at the part-time credit-hour rate (\$1,020.00) for each credit hour taken beyond 18 per semester.

The charge for room and board covers the period beginning with the evening preceding the opening of classes and extends to the day following the last examination. Regular school holidays are included in the boarding period, but the Thanksgiving holiday, inter-semester recess, and spring break are excluded. Students who arrive before the opening of the semester or who stay after it ends will be charged an extended residence fee of \$25.00 per day.

Financial Agreements

The College reserves the right to change its schedule of tuition, residence and board, and special fees when it is deemed advisable. The College will not be responsible for the loss of money or other valuables. Personal property is the student's own responsibility. It is recommended that students residing in campus housing contact their personal or family insurance carrier to review coverage. Any damage to College property will be charged to the student.

Payments

Students are expected to make payment arrangements with the Office of Student Accounts (Duns Scotus Hall, Room 112) by the due date stated on their self-service billing statement for the amount of the semester charges less any financial aid and/or bank loans. A \$100.00 late payment fee will be assessed if arrangements are made after this date. If financial aid and/or bank loans are pending, students must sign a promissory note online by logging into my.daemen.edu in order to complete the registration process and be admitted to classes. Registrations will be canceled for any student who does not make satisfactory payment arrangements.

WE HAVE GONE PAPERLESS (effective April 2019)

Students will be notified via Daemen email and/or text message when semester bills are available to view on Self Service @<https://selfservice.daemen.edu>

- Fall tuition statements will be available in July and Spring statements in December.
- Students will be notified via Daemen email if revisions are made to their account.

Checks should be made payable to Daemen College and mailed to the Office of Student Accounts, Duns Scotus Hall, Room 112, 4380 Main Street, Amherst, New York 14226.

Effective August 1, 2017: Online payments through self-service are available, enabling students and/or parents to pay tuition and fees by electronic check (ACH) or by credit/debit card via <https://selfservice.daemen.edu>. The payment process is simple and secure. Payments by electronic checks (ACH) as well as Visa®, MasterCard®, and Discover® cards are accepted.

All financial obligations must be settled in full before any claim is made for a degree, semester grade reports, or transcripts. Students will be charged for collection agency fees and reasonable attorney's fees incurred in enforcing collection of any and all outstanding amounts owed to the College.

Room Deposits

By May 1, all enrolled resident students who intend to return for the fall semester must make a room deposit of \$200.00. This amount will be credited on the first semester's bill. A refund of the room deposit will be made if a written notice of withdrawal from residence is received by the Director of Housing and Residence Life by May 1. (New students should contact the Admissions Office.) A full refund also will be made to those students not permitted to register for the fall term. Students who are not sure if they are academically qualified to continue should make this deposit; if they are not eligible to continue, a full refund will be made.

Tuition Deposits

A \$200 deposit for Undergraduate Students & International Students is regarded as the student's commitment to the College and is required in order to guarantee a seat in the entering class. A \$500 deposit for PA & PT Graduate Students is regarded as the student's commitment to the College and is required in order to guarantee a seat in the entering class. The tuition deposit is non-refundable.

Withdrawals and Refunds

If a student moves out of the residence halls to off-campus housing after the first day of classes, housing and meal charges will be pro-rated. Please note this will be handled at the discretion of the Director of Housing and Residence Life. The meal plan portion will be refunded on a pro-rated basis from the date a *Withdrawal from Housing* form is submitted to the Office of Housing and Residence Life.

A housing contract release requested in writing before the start of the Spring semester will be granted for the following reasons: participation in a college sponsored program away from the Amherst area, serious illness or injury to the resident, death in the immediate family or the withdrawal from Daemen College through the Office of Academic Advisement. All requests must be submitted in writing to the Director of Housing and Residence Life for consideration.

The College views registration as the student's official statement of intent to enroll in a subsequent semester. Therefore, once registered, the student is financially obligated for the payment of all applicable tuition and fees unless a *Notice of Intent to Withdraw* form is filed in the Office of Academic Advisement, Room 108 of the Research & Information Commons. The date of withdrawal will in every case be considered to be the date on which a *Notice of Intent to Withdraw* form has been filed. Should a student fail to follow the withdrawal procedure outlined above, no refund will be made. The tuition refund policy for all students will be as follows:

- Prior to and within first week of classes 100%
- Within the second week 80%
- Within the third week 60%
- Within the fourth week 40%
- Within the fifth week 20%
- After the fifth week No Refund

Students or parents who feel that individual circumstances warrant an exception to the published policy may submit a written request indicating the special circumstances to the Bursar of Daemen College, who will respond within seven days.

If a student's enrollment is canceled because of an error on the part of the College, full tuition and fees will be refunded. The refunds will be sent to the student within thirty days of filing a properly completed *Notice of Intent to Withdraw* form.

Credit for Financial Aid

It is the student's responsibility to complete all arrangements for any financial aid (described in the following section of this catalog) which he or she may be eligible to receive. Credit toward college bills for financial aid awards will be given when the payment or award notice, approved by the appropriate agency, is received by the Office of Student Accounts, Room 112, Duns Scotus Hall. The student must resolve any financial aid and college bill discrepancies through consultation with the Financial Aid Office and the Office of Student Accounts.

FINANCIAL AID

General Information

Daemen College offers students many types of financial assistance in the form of scholarships, grants, and loans. The College can help any qualified student who needs financial aid. Daemen College participates in the federal Title IV programs and complies with the regulatory requirements as mandated by the Higher Education Opportunity Act – 2008 (HEOA). The following is a breakdown of the types of assistance and the means by which a student may apply. It is important to note that students interested in Daemen College should not hesitate because of financial circumstances. **DAEMEN COLLEGE IS AFFORDABLE.**

Students applying for financial aid must submit the following forms that are used to establish eligibility and financial need.

Free Application for Federal Student Aid (FAFSA)

Students are able to apply online at fafsa.gov. After completing the FAFSA online, the students application information is processed by the U.S. Department of Education and sent electronically to Daemen College as a designated recipient. The Daemen College Title IV institution code number is 002808.

Tuition Assistance Program (TAP) Application

For New York State residents only, the student completes the FAFSA releasing the information to New York State and indicating Daemen College. The New York State Higher Education Services Corporation (NYSHESC) receives the FAFSA data and sends a preprinted Express TAP Application (ETA) application to the student. The student must review, add and change any information only as needed. All students

(spouse/parents) must sign and return the TAP application in the envelope provided to NYSHESC. Students are also able to apply online at www.tapweb.org.

Verification of Income

All students who receive federal, state, or institutional aid and who have been selected for verification must submit to the Financial Aid Office verification of their family income. Students can use the IRS Data Retrieval Tool in FAFSA on the web to retrieve and transfer IRS income information into the student's FAFSA or request the IRS Tax transcript at www.IRS.gov. Students who receive a request for additional information should respond promptly as it is the policy of the Financial Aid Office not to disburse aid until the student's FAFSA has been verified.

When to Apply for Financial Aid

The Free Application For Federal Student Aid (FAFSA) and Express TAP Application should be submitted as soon as possible after **October 1st**.

SUGGESTED FILING DEADLINES FOR:

- Fall Semester **November 15th**

Allow at least six weeks for processing the application.

TO BE CONSIDERED FOR FINANCIAL AID, STUDENTS MUST RE-APPLY EACH YEAR AND CONTINUE TO SHOW FINANCIAL NEED AND SATISFACTORY ACADEMIC PROGRESS.

Notification of Financial Aid Awards

After the student has been accepted for admission, and the Free Application for Federal Student Aid (FAFSA) is reviewed, notifications of award packages will be sent to students who qualify. They are asked to accept or decline the award notification.

Eligibility for Financial Aid

Financial aid exists because most qualified students need help to pay for a college education. In general, financial aid eligibility is based on academic qualifications, specific program requirements, financial need, and academic progress or standing. All applicants must meet entrance requirements for admission to the College. Some competitive or merit scholarships are awarded for examination scores, grade averages, or class standing. Specific eligibility requirements for many financial aid programs are described in the text that follows. The most important criterion by far, however, is financial need. Once awarded, continuation of financial aid depends upon maintaining satisfactory academic progress.

Otherwise, once the basic eligibility requirements are met, financial aid is awarded on a “first-come, first-served” basis. Except for certain designated equal opportunity and affirmative action programs, financial aid awards are not affected by race, color, creed, sex, or sexual orientation.

Financial Aid for Combined Undergraduate/Graduate Degree Programs

A student’s eligibility for financial aid and type of aid is determined in accordance with the student’s classification as an undergraduate or graduate student. Students in combined degree programs (e.g., Physical Therapy, Physician Assistant Studies, Professional Accountancy, Athletic Training) will be classified as follows. Students who do not possess a previous baccalaureate degree are classified as undergraduates for their first four years of study, and graduate students in subsequent years. Students possessing a baccalaureate degree will be classified as graduate students regardless of enrollment in any undergraduate-level coursework in pursuit of their Daemen graduate degree.

Federal Student Financial Aid Penalties for Drug Law Violations

Students who are currently enrolled and are completing the FAFSA will be asked: “Have you been convicted for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid?” Students who answer “Yes” will be asked an additional series of questions to determine if the conviction affects their eligibility for federal student aid.

Students convicted of a federal or state offense of selling or possessing illegal drugs that occurred while they were receiving federal student aid should still complete and submit the FAFSA to determine if there is aid for which they are still eligible. Students who leave question 23 blank cannot receive federal financial aid until they respond by making a correction to their FAFSA.

A student who has been convicted of possession or sale of illegal drugs loses Title IV eligibility for a period of time specified in law. The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs.

FOR CONVICTIONS INVOLVING POSSESSION, THE

PERIODS OF INELIGIBILITY ARE AS FOLLOWS:

- One conviction: one year after the date of conviction.
- Two convictions: two years after the date of the second conviction.
- Three or more convictions: indefinite from the date of the third conviction

FOR CONVICTIONS INVOLVING SALE, THE PERIODS OF INELIGIBILITY ARE AS FOLLOWS:

- One conviction: two years after the date of conviction.
- Two or more convictions: indefinite from the date of the second conviction.

A federal or state drug conviction can disqualify a student for federal financial aid.

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Title IV aid—they do not count if the offense was not during such a period. Also, a conviction that was reversed, set aside, or removed from the student's record does not count, nor does one received when the student was a juvenile, unless the student was tried as an adult.

Regaining Eligibility

A student regains eligibility the day after the period of ineligibility ends or when the student successfully completes a qualified drug rehabilitation program. Further drug convictions will make the student ineligible again.

A student whose Title IV eligibility has been suspended indefinitely may regain eligibility only by successfully completing a drug rehabilitation program. A student who is under a one- or two-year penalty may regain eligibility before the expiration of the period of ineligibility by successfully completing a drug rehabilitation program. If the student successfully completes an approved drug rehabilitation

program, eligibility is regained on the date the student successfully completes the program. It is the student's responsibility to certify to the school that he/ she has successfully completed the rehabilitation program.

To qualify the student for eligibility, the drug rehabilitation program must include at least two unannounced drug tests, and:

- have received or be qualified to receive funds directly or indirectly under a Federal, State, or local government program; **or**
- be administered or recognized by a Federal, State, or local government agency or court; **or**
- have received or be qualified to receive payment directly or indirectly from a Federally- or State-licensed insurance company; **or**
- be administered or recognized by a Federally- or State-licensed hospital, health clinic or medical doctor.

FINANCIAL NEED ASSESSMENT

The vast majority of all financial aid programs from all sources are based on financial need. The amount of aid a student receives is determined by the student's budget for anticipated expenses minus the expected contribution from the student or his/her family.

Student's Budget

(determined by Financial Aid Office)

— Expected Family Contribution

(determined by FAFSA data)

= Financial Need

EXPENSES USED IN DETERMINING THE STUDENT'S BUDGET

For a full-time undergraduate student at Daemen College, the costs of attendance are estimated as follows:

	Commuter	Resident
Tuition	\$30,590	\$30,590
Fees	\$660	\$660
Books & Supplies	*\$1,000	*\$1000
Room & Board	*\$2,000	*\$13,330
Personal Expenses	*\$800	*\$800
Transportation	*\$700	*\$700

* These figures represent average costs and will vary from person to person depending upon individual needs. All costs are subject to change.

Student/Family Contributions

The Financial Aid Office uses information from your processed FAFSA application to estimate how much students or families can afford to pay toward a college education. The financial contribution that is to be made by a student or his/her family is determined by applying conventional estimating formulas that take into account their financial situation according to their FAFSA data and whether a student is independent or dependent. Definitions of these terms used for federal financial aid programs follow directly below. New York State financial aid programs use their own somewhat different and more detailed definitions. Daemen College's Financial Aid Office can clarify these definitions and eligibility requirements.

Independent Students

An independent student is an individual who meets one of the following criteria:

1. An individual at least 24 years old by December 31 of the award year.
2. Both parents are deceased, or individual is a ward/dependent of the court.
3. An individual who is currently serving on active duty in the U.S. Armed Forces for purposes other than training.

4. A veteran of the Armed Forces of the United States.
5. An individual with legal dependents other than a spouse.
6. A graduate or professional student.
7. A married person.
8. You have children who will receive more than half of their support from you.
9. Your high school or school district homeless liaison determined that you were an unaccompanied youth who was homeless.

Dependent Students

A dependent student is an individual who does not meet the definition of an independent student.

Satisfactory Academic Progress

For continuation or renewal beyond the initial term of eligibility, most financial aid programs demand satisfactory academic progress. Academic progress is defined by credit hours earned toward a degree, as well as GPA. Colleges establish standards for measuring academic progress. The tables and information that follow illustrate Daemen College's standards of satisfactory academic progress for determining eligibility for student aid. The Financial Aid Office and the Registrar monitor student academic progress for financial aid purposes. Refer to the Financial Aid Office for a more detailed explanation and interpretation of the following charts. Please note that minimum standards of satisfactory academic progress for continuing financial aid eligibility are not necessarily identical to minimum requirements for good academic standing – which typically require a minimum cumulative GPA of 2.0. (See Academic Regulations and Standards section for further information on academic probation, suspension, and dismissal.)

Right To Appeal

In the event a student is denied financial aid due to failure to maintain satisfactory academic progress, the student has the

right to appeal by providing a personal statement together with any relevant documentation supporting the student's appeal. The Financial Aid Office will provide full information and counseling to students wishing to appeal to request reinstatement of aid.

SATISFACTORY ACADEMIC PROGRESS (SAP)

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR

1) DETERMINING ELIGIBILITY FOR New York State Tuition Assistance Program (TAP) STUDENT AID

A. Chart applies to non-remedial students first receiving aid in 2010-11 and thereafter.

Calendar: Semester		Degree Program: Baccalaureate								
Before being certified for this payment:										
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	
A student must have accrued this many credits:										
0	6	15	27	39	51	66	81	96	111	
With at least this grade point average:										
0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0	
Completing at least this many credits for this semester:										
6	6	9	9	12	12	12	12	12	12	

B. Chart applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

Calendar: Semester		Degree Program: Baccalaureate								
Before being certified for this payment:										
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	
A student must have accrued this many credits:										
0	3	9	21	33	45	60	75	90	105	
With at least this grade point average:										
0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0	

Completing at least this many credits for this semester:

6	6	9	9	12	12	12	12	12	12
---	---	---	---	----	----	----	----	----	----

“Remedial student” is defined as a student: (a) whose scores on a recognized college placement exam or nationally recognized standardized exam indicated the need for remediation for at least two semesters, as certified by the college and approved by the New York State Education Department (SED); or (b) who was enrolled in at least six semester hours of non-credit remedial courses, as approved by SED, in the first term they received a TAP award; or (c) who is or was enrolled in an opportunity program.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR

2) DETERMINING ELIGIBILITY FOR Undergraduate & Graduate Federal Student Aid

A student must make satisfactory academic progress at the end of each term to be eligible for federal financial aid.

Undergraduate students must have a cumulative 2.0 grade point average by the end of their second academic year. Graduate students must have a cumulative grade point average of 3.0 after three terms of study. Students must also successfully complete at least two-thirds of the credits attempted at Daemen College each semester (known as completion rate). The following designations are considered to be attempted but are not considered to be successfully completed: I, W, UW, UC, F.

Students must also complete their degrees within 150 percent of the published program length as measured in credit hours or they forfeit federal aid eligibility. For example, if the published length of a program is 120 credit hours, the maximum period must not exceed 180 (120 x 1.5) attempted credit hours. There is no waiver of the maximum time frame allowed for any reason.

Description of Financial Aid Programs

A. INSTITUTIONAL AID (FINANCIAL AID AWARDED BY THE DAEMEN COLLEGE FINANCIAL AID OFFICE)

FEDERAL PROGRAMS

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

Application Procedures:

The applicant must complete the Free Application for Federal Student Aid (FAFSA).

Selection of Recipients and Allocation of Awards:

The recipient must:

1. be a matriculated student and a U.S. citizen or permanent resident;
2. show exceptional financial need;
3. be making satisfactory academic progress. Awards are made on a first-come, first-served basis;
4. not be in default on a previous loan or owe a refund on a previous grant.

Award Schedule:

The award ranges from \$100 – \$4000 per year.

Rights and Responsibilities of Recipients:

The student must continue to make satisfactory academic progress.

Method and Frequency of Disbursements:

Federal SEOG Grants (FSEOG) are credited directly to a student's bill after enrollment and financial aid data has been verified by the Financial Aid Office each semester.

FEDERAL WORK-STUDY PROGRAM (FWS)

Application Procedures:

The applicant must complete the Free Application For Federal Student Aid (FAFSA).

Selection of Recipients and Allocation of Awards:

The applicant must:

1. be a matriculated student and a U.S. citizen or permanent resident;
2. show financial need;
3. be making satisfactory academic progress. Students are awarded FWS on a first-come, first-served basis.
4. not be in default on a previous loan or owe a refund on a previous grant.

Award Schedule:

Daemen College provides job opportunities on campus where students may work up to 10 hours per week. Students who are eligible for FWS will have an opportunity to apply for jobs posted on the Daemen College Employee Engagement Student Employment website. Students are paid the minimum hourly wage. An award of FWS does not guarantee job placement.

Rights and Responsibilities of Recipients:

Satisfactory academic progress must be maintained. For further information, please see the college work-study list of regulations and procedures available from the Daemen College Financial Aid Office.

Method and Frequency of Disbursements:

Federal Work Study Program (FWS) wages are paid to students with bi-weekly payroll checks issued in the Employee Engagement Office.

TEACH GRANT PROGRAM

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

Additional information regarding the TEACH grant can be found at studentaid.gov.

Undergraduate study: maximum of \$4,000 per year for the first baccalaureate to a maximum of \$16,000.

Graduate study: maximum of \$4,000 per year for a master's degree to a maximum of \$8,000.

Conditions

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. IMPORTANT: If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed. Note: TEACH Grant recipients will be given a 6-month grace period prior to entering repayment if a TEACH Grant is converted to a Direct Unsubsidized Loan.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a post secondary educational

institution that has chosen to participate in the TEACH Grant Program.

- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work. Such course work may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- Sign a TEACH Grant Agreement to Serve (ATS) and complete TEACH Grant Initial and Subsequent counseling at the following link: <https://studentloans.gov/myDirectLoan/launchTeach.action>

High-Need Field

High-need fields are the specific areas identified below:

- Bilingual Education and English Language Acquisition
- Foreign Language
- Mathematics
- Reading Specialist
- Science
- Special Education

Other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's Annual Teacher Shortage Area Nationwide Listing. To access the listing, please go <https://tsa.ed.gov/#/home/>.

As of July 1, 2010, a recipient of an initial TEACH Grant who has received an academic degree, or expertise, in a field that was, at the time the recipient signed the TEACH Grant Agreement to Serve, designated as high-need, but no longer has that designation, can fulfill the service obligation associated with the TEACH Grant by teaching in that high-need field.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits. To access the Directory, please

go
to <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>.

TEACH Grant Agreement to Serve

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that is available electronically at www.teach-ats.ed.gov. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. Specifically, the TEACH Grant Agreement to Serve will require the following:

- For each TEACH Grant-eligible program for which you received TEACH Grant funds, you must serve as a full-time teacher for a total of at least four academic years within eight calendar years after you completed or withdrew from the academic program for which you received the TEACH Grant.
- You must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.
- Your teaching service must be in a high-need field.
- You must comply with any other requirements that the Department of Education determines to be necessary.
- If you do not complete the required teaching service obligation, TEACH Grant funds you received will be converted to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement.

DIRECT FEDERAL STAFFORD LOAN – SUBSIDIZED

Application Procedures:

All loans signed after October 17, 1986 are based on need after family contribution is established; therefore, students must complete the Free Application for Federal Student Aid (FAFSA) at fafsa.gov and receive a financial aid award letter in order to be eligible for Stafford Loans. To apply for a Subsidized Stafford loan students must also complete Direct Loan Entrance Counseling and a Direct Loan Master Promissory Note (MPN) at studentaid.gov. The Financial Aid office will originate the Stafford Loan for the amount indicated on the award notice, unless the student declines or modifies the loan amount.

A Master Promissory Note is completed once by the student and is used to borrow additional loans for subsequent periods of enrollment.

The MPN is good up to ten years from the date of the student's signature. Each academic year the student will be notified of his/her loan eligibility on the financial aid award notice. The student's loan will be originated for the amount listed on the award notice, unless the student indicates otherwise by signing and returning the award letter.

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) MUST Complete the “Annual Student Loan Acknowledgement (ASLA)” **every year** before the semester begins. Visit <https://studentaid.gov>, under “COMPLETE AID PROCESS” to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments. All federal Direct Loan borrowers will have to complete this acknowledgement prior to receiving a loan disbursement.

Selection of Recipients and Allocation of Awards:

To be eligible for a Subsidized Federal Stafford Loan a student must:

1. be a U.S. citizen or permanent resident alien;
2. be enrolled in or accepted for enrollment in a degree or certificate program; and
3. have demonstrated need according to a Need Analysis System.
4. Study at least half-time.

Loan Schedule:

A student who is enrolled on at least a half-time basis at a participating school is eligible for the following loan amounts:

1. \$3,500 – students who have not completed their first year of an undergraduate program.
2. \$4,500 – students who have completed their first year of an undergraduate program.
3. \$5,500 – students who have completed their first and second years of an undergraduate program.
4. \$23,000 – aggregate maximum amount for undergraduate study.

Effective for loans disbursed on or after July 1, 2021 and prior to July 1, 2022, the interest rate is fixed at 3.73%. Loans disbursed on or after October 1, 2021 and before October 1, 2022 will be charged a 1.057% origination fee. This fee will be deducted from the student loan upon disbursement.

Rights and Responsibilities of Recipients:

Repayment of the principal begins six months after the borrower ceases to be at least a half-time student. Repayment in whole or in part may be made at any time without penalty. All borrowers must complete loan exit counseling at studentaid.gov upon graduation or withdrawal from the college. Contact the Financial Aid office about this requirement.

Methods and Frequency of Disbursements:

First-time borrowers must complete loan entrance counseling before loan funds can be disbursed.

Direct Stafford Loan proceeds are credited to a student’s bill after the disbursement has been received by the Office of Student Accounts.

DIRECT FEDERAL STAFFORD LOAN – UNSUBSIDIZED

Application Procedures:

This loan program is available to eligible students, regardless of family income, for periods of enrollment beginning on or after October 10, 1992. The term unsubsidized means that interest is not paid for the student during periods of enrollment. To apply, students must complete the FAFSA, receive a financial aid award notice, and have a Master Promissory Note and Direct Loan Entrance Counseling on file. See application procedure for Federal Stafford loan – Subsidized.

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) MUST Complete the “Annual Student Loan Acknowledgement (ASLA)” **every year** before the semester begins. Visit <https://studentaid.gov>, under “COMPLETE AID PROCESS” to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments. All federal Direct Loan borrowers will have to complete this acknowledgement prior to receiving a loan disbursement.

Selection of Recipients and Allocation of Awards:

To be eligible for an Unsubsidized Federal Stafford Loan a student must:

1. be a U.S. citizen or permanent resident alien;
2. be enrolled in or accepted for enrollment in a degree or certificate program; and
3. study at least half-time.

Loan Schedule:

1. \$5,500 – students who have not completed their first year of an undergraduate program.
2. \$6,500 – students who have completed their first year of an undergraduate program.
3. \$7,500 – students who have completed their first and second years of an undergraduate program.
4. \$31,000 – aggregate maximum amount for undergraduate study.
5. \$20,500 – graduate year maximum eligibility.

The combination of subsidized and unsubsidized Federal Stafford Loans for a borrower may not exceed the annual and aggregate limits.

Effective for loans disbursed on or after July 1, 2021 and prior to July 1, 2022 the interest rate is fixed at 3.73% for undergraduate students and 5.28% for graduate students. Loans disbursed on or after October 1, 2021 and before October 1, 2022 will be charged a 1.057% origination fee. This fee will be deducted from the student loan upon disbursement.

Rights and Responsibilities of Recipients:

Principal payments are automatically deferred while the student is enrolled at least half-time. Interest accrues and must be paid quarterly. If a student does not wish to make these interest payments while enrolled, he/she may request to add the interest to the principal amount. Repayment of both interest and principal begins six months after the borrower ceases to be enrolled on at least a half-time basis. All borrowers must complete loan exit counseling upon graduation or withdrawal from the college. Contact the Financial Aid office about this requirement.

Method and Frequency of Disbursements:

First-time borrowers must complete loan entrance counseling before loan funds can be disbursed. Direct Stafford Loan proceeds are credited to a student’s bill after the disbursement has been received by the Office of Student Accounts.

DIRECT UNSUBSIDIZED FEDERAL STAFFORD LOAN

FOR INDEPENDENT STUDENTS

Application Procedures:

Students must file a FAFSA, receive a financial aid award notice, and have a Master Promissory Note and Direct Loan Entrance Counseling on file. **See application procedure for Federal Stafford Loan – Subsidized.**

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) MUST Complete the “Annual Student Loan Acknowledgement (ASLA)” **every year** before the semester begins. Visit <https://studentaid.gov> under “COMPLETE AID PROCESS” to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments. All federal Direct Loan borrowers will have to complete this acknowledgement prior to receiving a loan disbursement.

Selection of Recipients and Allocation of Awards:

To be eligible a student must:

1. be a graduate or independent undergraduate;
2. be a U.S. citizen or permanent resident alien;
3. be accepted or enrolled in a degree or certificate program; and
4. study at least half-time.

Loan Schedule:

1. \$4,000 – during the first or second year of study.
2. \$5,000 – after completion of second year of undergraduate program.
3. \$20,500 – for graduate and professional students.
4. \$57,500 – aggregate amount for undergraduate study.

5. \$138,500 – aggregate amount for graduate study.

Effective for loans disbursed on or after July 1, 2021 and prior to July 1, 2022, the interest rate is fixed at 3.73% for undergraduate students and 5.28% for graduate students. Loans disbursed on or after October 1, 2021 and before October 1, 2022 will be charged a 1.057% origination fee. This fee will be deducted from the student loan upon disbursement.

Rights and Responsibilities of Borrowers:

Repayment begins on the day of the last disbursement unless the student requests an in-school deferment on the loan application. Interest payments can be made quarterly, or they may be capitalized (added to the principal). All borrowers must complete direct loan exit counseling upon graduation or withdrawal from the college. Contact the Financial Aid Office about this requirement.

Method and Frequency of Disbursements:

First-time borrowers must complete direct loan entrance counseling before loan funds can be disbursed. Direct Stafford Loan proceeds are credited to a student's bill after the loan disbursement has been received by the Office of Student Accounts.

DIRECT PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Application Procedures:

Parents are able to apply for PLUS loans at studentaid.gov. Upon credit approval of the PLUS loan application the Daemen Financial Aid Office will originate the loan. Borrowers must complete a Master Promissory Note at studentaid.gov.

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) MUST Complete the “Annual

Student Loan Acknowledgement (ASLA)” **every year** before the semester begins. Visit <https://studentaid.gov> under “COMPLETE AID PROCESS” to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments. All federal Direct Loan borrowers will have to complete this acknowledgement prior to receiving a loan disbursement.

Loan Schedule:

Parents, stepparents or legal guardians who do not have an adverse credit history may borrow up to the cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. Effective for loans disbursed on or after July 1, 2021 and prior to July 1, 2022 the interest rate for the Direct PLUS loan is currently fixed at 6.28%. Loans disbursed on or after October 1, 2021 and before October 1, 2022 will be charged a 4.228% origination fee. This fee will be deducted from the PLUS loan upon disbursement.

Rights and Responsibilities of Recipients:

The re-payment period begins on the day the loan is disbursed and interest starts to accrue on that date. The first payment is due within 60 days from the date of disbursement. The maximum repayment period will be 10 years from the date of the promissory note. The minimum repayment period is normally five years, but shorter repayment periods can be arranged.

Method and Frequency of Disbursements:

Parent Loans for Undergraduate Students (PLUS) are credited to a student's bill after the loan disbursement has been received by the Office of Student Accounts.

DIRECT GRADUATE (PLUS) LOAN

Application Procedures:

Graduate students are able to apply for Graduate PLUS loans at studentaid.gov. Upon credit approval of the Graduate PLUS loan application, the Daemen Financial Aid Office originates the loan. Borrowers must complete their Master Promissory Note and Loan Entrance Counseling at studentaid.gov.

Annual Student Loan Acknowledgement (ASLA)

All Loan Borrowers including New & Returning Students and Parents (taking PLUS Loans) MUST Complete the “Annual Student Loan Acknowledgement (ASLA)” **every year** before the semester begins. Visit <https://studentaid.gov> under “COMPLETE AID PROCESS” to complete this requirement on or after May 1st each year. The Annual Student Loan Acknowledgement will be used to inform borrowers what they owe – or could owe – in federal student loans and will be individually tailored toward first-time and current loan borrowers to help provide details surrounding loan status and forecasts of estimated monthly payments. All federal Direct Loan borrowers will have to complete this acknowledgement prior to receiving a loan disbursement.

Loan Schedule:

Graduate students who do not have adverse credit history may borrow up to the cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. Effective for loans disbursed on or after July 1, 2021 and prior to July 1, 2022 the interest rate for the Direct Graduate PLUS loan is currently fixed at 6.28%. Loans disbursed on or after October 1, 2021 and before October 1, 2022 will be charged a 4.228% origination fee. This fee will be deducted from the Graduate PLUS loan upon disbursement.

Rights and Responsibilities of Recipients:

The maximum repayment period will be 10 years from the date of the promissory note. The minimum repayment period is normally five years, but shorter repayment periods can be arranged. In addition, applicants are required to complete FAFSA and they must have applied for their annual loan maximum eligibility under the Direct Stafford Loan program

before applying for a Direct Graduate PLUS loan. This program takes effect for loans certified on or after July 1, 2006.

STUDY ABROAD

Students may be eligible to receive federal student aid for enrollment in Study Abroad Programs approved for credit by Daemen College. You will need to fill out FAFSA before you can receive federal student aid to study abroad. You should contact the Financial Aid Office to determine which types of aid you will be eligible to use for your study abroad program.

RETURN OF TITLE IV FUNDS DUE TO WITHDRAWAL FROM SCHOOL

In accordance with the Higher Education Opportunity Act – 2008 (HEOA), the amount of Title IV Program Funds earned is based on the amount of time spent in academic attendance for each enrollment period. Up through the 60% point in each enrollment period, a prorated schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the period of enrollment, a student has earned 100% of Title IV funds. Earned Title IV funds are distributed in the following order: TEACH Grant, FSEOG, Pell Grant, PLUS Loan, Subsidized Stafford Loan, Unsubsidized Stafford Loan.

Official notification from the student via telephone, email, or in person and the completion of a Withdrawal Form will be used to determine the date of withdrawal. For students who do not officially withdraw, it is assumed that the student attended 50% of the enrollment period, unless otherwise documented by the instructor.

B. NON-INSTITUTIONAL AID (FINANCIAL AID AWARDED THROUGH OUTSIDE AGENCIES)

FEDERAL PROGRAMS

PELL GRANT

Application Procedures:

Students may apply by filing a Free Application for Federal Student Aid (FAFSA). The applicant must be an undergraduate student and must need financial assistance to continue his/her education.

Selection of Recipients and Allocation of Awards:

The Pell Grant is an entitlement program. The student eligibility index for financial aid is calculated by a formula developed by the U.S. Department of Education and reviewed annually by Congress. A calculated student aid report will be sent to the applicant. Based on this, the amount of the applicant's award is determined by the Financial Aid Office.

Award Schedule:

Awards range from \$650 to \$6,495 but not more than one-half the total cost of attendance. The amount of the award will be affected by costs and full or part-time enrollment status. Awards may be used for tuition, fees, books, and living expenses. The Pell award does not duplicate state awards.

Rights and Responsibilities of Recipients:

The student must continue to make satisfactory academic progress in the program in which he/she is enrolled. The student must not owe any refunds on a Pell Grant or other awards paid, or be in default on repayment of any student loan. Before receiving payment, the student must sign an affidavit of educational purpose, and an affidavit of selective service compliance.

Method and Frequency of Disbursements:

Federal Pell Grants are credited directly to a student's bill after enrollment and financial aid data have been verified by the Financial Aid Office each semester.

RESERVE OFFICERS' TRAINING CORPS (ROTC)

ROTC courses may be taken at Canisius College as part of the cross-registration agreement Daemen College has with the

Western New York Consortium of Colleges. For further information, see the "Military Science" section of the catalog.

Reserve Officers' Training Corps (ROTC) scholarships pay all tuition, college fees, and a flat rate for books and academic supplies, plus a subsistence allowance. Three and two-year scholarships are available to qualified college students. No previous military or ROTC experience is necessary. An alternative to the scholarship program permits students to earn full pay and allowances for weekend service with the U.S. Army Reserve or the New York National Guard while enrolled as Army ROTC college students. For more information contact Daemen's Financial Aid Office at 839-8254.

VETERANS ADMINISTRATION (VA) EDUCATIONAL BENEFITS

Once applied and accepted at Daemen, veterans and other persons eligible to study using GI Bill® educational benefits will receive a personalized financial aid award letter from Daemen's Financial Aid Office providing estimated program costs, student aid eligibility, and other federal financial aid options. If you have already received notification of your GI Bill® award and have made your decision to attend Daemen, you must present the award letter or Certificate of Eligibility (COE) to the Daemen School Certifying Official. Generally, a brief meeting is required prior to certification.

If you are eligible but have not yet applied to use your benefits, you may do so by visiting www.va.gov and completing an application for the chapter of the GI Bill® in which you have eligibility. It is recommended that this application be submitted online to the Veterans Administration (VA) well in advance of registration in the event of VA backlog or processing issues which may arise.

Once enrolled and certified as a Daemen student, should you have to suspend your study due to service requirements, you may withdraw from courses with no financial liability. Depending upon the duration of service required, other options may be available to students who feel they have significant investment in the semester and who do not wish to withdraw from a semester entirely. In each case, you must notify the School Certifying Official of your impending service requirement, and to discuss financial options available to you.

Regardless of the financial option chosen as a result of the service requirement, all service members may return to their academic program upon completion of service requirements.

BUREAU OF INDIAN AFFAIRS AID TO NATIVE AMERICANS HIGHER EDUCATION ASSISTANCE PROGRAM

Application Procedures:

Application forms may be obtained from the Bureau of Indian Affairs Office or www.bia.gov. An application and an official needs analysis from the college are required each year of study. Each first-time applicant must obtain tribal enrollment certification from the Bureau agency or tribal office which records enrollment for the tribe.

Selection of Recipients and Allocation of Awards:

The applicant must:

1. be at least one-fourth American Indian, Eskimo or Aleut;
2. be an enrolled member of a tribe, band, or group recognized by the Bureau of Indian Affairs;
3. be enrolled in or accepted for enrollment in an approved college or university, pursuing at least a four-year degree; and
4. have financial need. Depending on availability of funds, grants may also be made to graduate students and summer session students. Eligible married students may also receive living expenses for dependents.

Rights and Responsibilities of Recipients:

For grants to be awarded in successive years, the student must make satisfactory progress toward a degree, and show financial need.

New York State Programs

Note: New York State financial aid programs are subject to change each state budget year. Please refer to www.hesc.ny.gov for a full list of grants, scholarships, and awards through the New York State Higher Education Services Corporation.

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

Application Procedure:

Students must complete the Free Application For Federal Student Aid (FAFSA).

Selection of Recipients and Allocation of Awards:

Applicants must be:

1. New York State residents;
2. matriculated undergraduate students at an independent college or university in New York State; and
3. academically and economically disadvantaged according to guidelines approved by the Board of Regents and the Director of the Budget. Selection of eligible applicants for participation in HEOP is made by the HEOP Director at Daemen in conjunction with the Financial Aid Office.

Award Schedule:

The amount of financial assistance and other support provided to HEOP participants is dependent on need as determined by the institution and the program, within the state guidelines. Awards are disbursed each semester and credited to the student's account.

TUITION ASSISTANCE PROGRAM (TAP)

Application Procedures:

New York State residents may apply for TAP by completing the FAFSA, releasing the information to New York State and indicating at least one New York State school on the form.

NYSHESC receives the FAFSA data and sends a preprinted Express Tuition Assistance Program Application (ETA) to the student's address. The student must review, add and change the information only as needed. All students (spouse/parents) must sign and return the Express Tuition Assistance Program Application (ETA) in the envelope provided. Students are also able to apply online at www.tapweb.org.

Selection of Recipients and Allocation of Awards:

TAP is an entitlement program, with neither a qualifying examination nor a limited number of awards. The applicant must:

1. be a New York State resident and a U.S. citizen or permanent resident alien;
2. be enrolled full-time and matriculated at an approved New York State postsecondary institution. (To be considered matriculated, students are required to declare a major by the beginning of their junior year if enrolled in a baccalaureate program);
3. have, if dependent, a family net NYS taxable income of \$80,000 or less, or if independent and single with no tax dependents, a net NYS taxable income of \$10,000 or less, or independent undergraduate students who are married and have no other tax dependents with a NYS taxable income of \$40,000 or less. Independent and dependent are defined differently for New York State TAP awards than they are for other forms of financial aid. See the Financial Aid Office for details. The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant, indicating the amount of the grant. The applicant presents the institutional copy of the certificate when paying tuition.

Award Schedule:

The amount of the TAP award is scaled according to level of study, tuition charge, and net taxable income. Maximum award is \$5,665 per year. Undergraduate students may generally receive TAP awards for four years of study. Students enrolled in a state-sponsored opportunity program may receive undergraduate awards for five years.

Rights and Responsibilities of Recipients:

Students who receive TAP funding must maintain satisfactory academic progress in order to be certified as TAP eligible for subsequent semesters (see Standards of Satisfactory Academic Progress chart). Students who have reapplied and been readmitted to Daemen College after attending another institution will have those transferred grades calculated into the GPA for financial aid eligibility purposes only. (Transfer students will be assumed to have a 2.0 GPA for their first semester at Daemen College).

Students may not combine undergraduate and graduate credit for TAP course load or course completion requirements. An undergraduate student eligible to take a graduate course must do so in addition to a minimum of 12 undergraduate credits for TAP purposes.

Repeating a course may affect TAP eligibility. Please note that TAP will not pay for courses for which a passing grade was received unless the student is registered for at least 12 credit hours of TAP eligible course work in ADDITION to the repeated course. Students should consult with the Offices of Financial Aid and Registrar for further information.

In determining full-time (12 credit hours) status, credit-bearing courses must be applicable to the student's program of study as a general education requirement, a major requirement, or specified or free elective. Credit-bearing courses not integral to the student's program of study cannot be included as part of the minimum full-time (12 credit hours) requirement. A student will be deemed to meet the full-time or part-time study requirement in their last semester of eligibility if the student takes at least one course needed to meet their graduation requirements and the student enrolls in and completes at least 12 semester hours.

Students who do not maintain the minimum standards of academic progress may be eligible for a one-time waiver which would allow the student to receive financial aid for the next semester. This waiver is not automatic, will be granted only in exceptional cases, and must not provide for an additional term of eligibility.

Students lacking a C average who have already received a one-time waiver may be eligible for a C average waiver. A C average waiver is separate from the one-time waiver and may be granted more than once if circumstances warrant.

Application for a waiver may be initiated through the Financial Aid Office. The final decision to approve or not approve the waiver rests with the Committee on Academic Standards.

Institutional Procedure:

1. Students will be notified if they have been decertified, and they will be informed of the waiver option and procedures which follow:

- a. Waiver application forms are issued from the Financial Aid Office.
- b. Applications will be considered only for extraordinary cases such as personal or family medical problems or severe personal problems.
- c. It is the student's responsibility to submit the completed waiver application form to the Financial Aid Office by the due date.

A statement from the student explaining the reason for failure to make academic progress and outlining the plan of action to rectify the problem should be attached to the form. Written verification of the reason for the request (e.g., doctor's letter) as well as a letter from a Daemen employee (such as a professor, academic advisor, head of an academic program) who can make a professional judgment attesting to the student's capacity to complete future coursework successfully must also be attached to the form. Any other written documentation which would strengthen the student's request should also be submitted by the student. All written documentation must be received no later than the due date cited on the waiver appeals form.

2. The Committee on Academic Standards will review all completed waiver application forms and notify the Financial Aid Office and Bursar's Office of all waivers granted. The Committee's decision on the waiver request is final.
3. Written records of the findings and determination of each case will be maintained by the Office of Academic Affairs.

PART-TIME TAP PROGRAM

Application Procedure:

Complete the FAFSA and TAP application.

Selection of Recipients and Allocation of Awards:

To be eligible for Part-Time TAP, a student must:

1. be a first-time freshman in the 2006-07 academic year or thereafter;
2. have earned 12 credits or more in each of the two consecutive semesters, for a minimum total of 24 credits earned;
3. maintain a minimum of a "C" average;
4. be a New York State resident and a U.S. citizen or permanent resident alien;
5. be matriculated in an approved program of study;
6. be taking 6 but fewer than 12 credits per semester;
7. not be in default on a student loan guaranteed by HESC;
8. meet income eligibility limitations (same as undergraduate TAP).

Award Schedule:

Students will receive a percentage of their full TAP award based on the number of credits taken and TAP points accrued.

AID FOR PART-TIME STUDY (APTS)

Application Procedure:

Part-time students seeking financial aid must complete the APTS application, which is available at the Financial Aid Office. Applications must be submitted to the Financial Aid Office within 30 days from the first day of class. A copy of the New York State tax return must accompany the application. Completed applications will be processed at the Daemen College Financial Aid Office.

Selection of Recipients and Allocation of Awards:

This form of financial aid is expressly intended for part-time students. Each participating college determines the eligibility and financial need of its own part-time students. To be eligible for APTS, a student must:

1. be enrolled for 3-11 credit hours;
2. be a New York State resident, and a U.S. citizen or permanent resident;
3. have a net taxable personal income not exceeding \$34,250 (if independent), or a net taxable family income not exceeding \$50,550 (if dependent); and claimed as a tax dependent by your parents.

Award Schedule:

Awards provide up to \$2,000 per year for part-time undergraduate study. APTS awards are based on financial need and the discretion of the college. Cumulative APTS funding may not exceed the student's New York State TAP eligibility.

Rights and Responsibilities of Recipients:

Students must maintain satisfactory academic progress. Recipients must reapply for each academic term they want APTS assistance. Satisfactory academic progress and dependent or independent financial status are defined as they are for New York State TAP grants.

REGENTS AWARD FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Application Procedures:

Applications are completed online at www.hesc.ny.gov.

Selection of Recipients and Allocation of Awards:

The applicant must be:

1. The child of a veteran who died, or who acquired a disability of 40 percent or more in U.S. military service during one of the following periods:

Conflict and Applicable Periods of Service:

Afghanistan: 09/18/01 – end of hostilities

Iraq: 10/16/02 – end of hostilities

Persian Gulf: 08/02/90 – end of hostilities

Vietnam/Indochina: 12/22/61 – 05/07/75

Korean Conflict: 06/27/50 – 01/31/55

World War II: 12/07/41 – 12/31/46

World War I: 04/06/17 -11/11/18

Students whose parent(s) was the recipient of the Armed Forces Expeditionary Medal, Navy Expeditionary Medal, or the Marine Corps Expeditionary Medal for participation in Lebanon, Grenada, or Panama.

Conflict and Applicable Periods of Service:

Panama: 12/20/89 – 01/31/90

Grenada: 10/23/83 – 11/21/83

Lebanon: 06/01/83 – 12/01/87

2. A legal resident of New York State. Legal residence in New York State on the part of the parent at the time of entry into military service or (if the parent died as the result of military service) at the time of death is also required. Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge, and are in addition to such other grants or awards to which the applicant may be entitled.

Award Schedule:

The amount of the award is \$450 per year, for up to five years of full time study.

MEMORIAL SCHOLARSHIP FOR FAMILIES OF DECEASED FIREFIGHTERS, VOLUNTEER

FIREFIGHTERS, POLICE OFFICERS, PEACE OFFICERS AND EMERGENCY MEDICAL SERVICE WORKERS

Who is Eligible:

Must be a child or spouse of a deceased firefighter, volunteer firefighter, or emergency medical service worker, police officer, peace officer, who died as a result of injuries sustained in the line of duty.

Application Procedures:

Applications are completed online at www.hesc.ny.gov.

Award Schedule:

The amount of the award will equal the applicant's actual tuition cost or the State University of New York undergraduate tuition, whichever is less.

NEW YORK STATE WORLD TRADE CENTER MEMORIAL SCHOLARSHIPS

Who is Eligible:

Children, spouses and financial dependents of deceased or severely and permanently disabled victims of Sept. 11, 2001 terrorist attacks on the United States or the subsequent rescue and recovery operations. This includes victims at the World Trade Center, Pentagon, or Flights 11, 77, 93, or 175.

Application Procedures:

Applications are completed online at www.hesc.ny.gov.

Award Schedule:

At a private institution an amount equal to SUNY four-year college tuition and average mandatory educational fees including allowances for room and board, books, supplies, and transportation.

STATE AID TO NATIVE AMERICANS

Application Procedures:

Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. The completed application form should be forwarded by the applicant to the Native American Education Unit along with the following materials:

1. official transcript of high school record or photostat of general equivalency diploma;
2. letters of recommendation from one or more community leaders attesting to personality and character;
3. a personal letter, setting forth clearly and in detail educational plans and desires;
4. signatures of the parents of minor applicants, approving education plans; and
5. an official tribal certification form.

Selection of Recipients and Allocation of Awards:

The applicant must be:

1. a member of one of the Native American tribes located on reservations within New York State;
2. have graduated from an approved high school, have earned a general equivalency diploma, or be enrolled in a program in an approved postsecondary institution; and
3. planning to attend an approved post-secondary institution in New York State.

State Aid to Native Americans is an entitlement program. There is neither a qualifying examination nor a limited number of awards.

Award Schedule:

The award is granted up to \$2000 per year for a maximum of four years of full-time study, at a minimum of 12 credit hours per semester.

Rights and Responsibilities of Recipients:

Students are responsible for notifying the Native American Education Unit in writing of any change in student status or program.

Daemen College Programs

Students must complete the Free Application for Federal Student Aid (FAFSA) for all Daemen College financial aid programs.

PRESIDENT’S, FOUNDER’S and TRUSTEE SCHOLARSHIPS

Daemen College offers scholarships to eligible first year students and transfer students based on academic merit. These scholarships are renewable for each year of full-time undergraduate enrollment as long as a 3.00 Daemen College grade point average is maintained.

DEANS and DISTINGUISHED FACULTY SCHOLARSHIPS

Daemen College offers scholarships to eligible first year students and transfer students based on academic merit. These scholarships are renewable for each year of full-time undergraduate enrollment as long as a 2.50 Daemen College grade point average is maintained.

ALUMNI GRANTS

The College offers grants to first year students and transfer students based upon their academic credentials. These grants are renewable for each year of full-time undergraduate enrollment as long as a 2.00 Daemen College grade point average is maintained.

INTERNATIONAL SCHOLARSHIPS

International students who complete the entire application process will have an opportunity to receive scholarships based on academic merit. These scholarships are renewable for each year of full-time enrollment as long as a 3.00 Daemen College grade point average is maintained.

ATHLETIC SCHOLARSHIPS

A limited number of basketball, volleyball, soccer, cross country, track & field, tennis, bowling, and triathlon scholarships are awarded to students who must be fully matriculated, meet all player-eligibility criteria set forth by Daemen College, the East Coast Conference (ECC), and the National Collegiate Athletic Association (NCAA), and be recommended by Daemen College’s coaching staff and Athletic Director.

DAEMEN COLLEGE GRANTS

This grant is awarded to students based upon demonstrated financial need. The dollar amount will vary. A Daemen College grant may be renewed or continued only if a student maintains satisfactory academic progress and demonstrates financial need.

DAEMEN COLLEGE WORK PROGRAM

Funded by Daemen College, this award is designed to help students meet their college costs. The hours worked per week will vary. Students are paid minimum wage.

VISUAL ARTS SCHOLAR AWARDS

\$5,000 renewable scholarship. Eligibility is based on high school academic average and evaluation of art portfolio.

REFUND ATTRIBUTION POLICY

When a student withdraws from the College prior to the end of a semester, the College's refund policy will be used to determine the amount a student will be charged for tuition and other semester charges. Once this amount has been calculated, the Refund Attribution Policy determines the order in which refunds or overpayments of financial aid are distributed back to the applicable programs for up to the full amount received. Funds are returned first to the Title IV Programs and then to Non-Title IV programs in the following order:

TITLE IV PROGRAMS	NON-TITLE IV PROGRAMS
Direct Unsubsidized Stafford Loans	NYS TAP
Direct Subsidized Stafford Loans	Daemen College Scholarships/Grants Private Scholarships/Grants
PLUS Loan	Private Loans
Federal PELL Grants	
FSEOG	

CONSOLIDATION LOAN PROGRAM

Student borrowers who are in repayment or in their grace period are eligible for loan consolidation. A consolidation loan is designed to help student borrowers consolidate several types of federal student loans with various repayment schedules into one loan. With a consolidation loan, only one payment a month is made. Any consolidation loan made will be counted against a borrower's limitations for aggregate indebtedness under the Student Loan Program. Additional information regarding loan consolidation can be found at studentaid.gov.

C. OTHER FINANCIAL AID SOURCES

Many other governmental agencies, private foundations, professional associations, and commercial firms offer scholarships, loans, and other forms of financial aid to qualified and deserving students. Daemen College's Financial Aid Office can help you locate and apply for these additional sources of financial aid.

STUDENT LIFE & STUDENT SERVICES

Housing and Residence Life

Housing on campus is provided in a variety of living environments to meet varying needs of students.

Canavan Hall, housing approximately 260 students, is primarily used as first-year and new student housing. Canavan is a five-story suite-style residence hall. Two bedrooms share a bathroom; lounges and laundry facilities are on each floor. Rooms are either doubled or tripled, and feature a female only floor and four floors which are co-ed living by suite.

The Campus Apartments, housing 384 students, is a complex of seven two-story apartment-style buildings, providing housing typically for upperclass students. Each apartment houses between four and six students and consists of four bedrooms, two bathrooms, a living room, and a full kitchen. Laundry facilities are available within each building.

Daemen College collaborates with Collegiate Village, an independently operated housing complex, which typically houses upperclass students. Housing is apartment-style and includes laundry facilities within each apartment. Transportation is provided between Collegiate Village and Daemen's campus.

At times, housing demand exceeds the available beds on campus. When that happens, Daemen works with local hotel partners and students are housed there until a space on campus or in Collegiate Village is available.

A trained Residence Life staff member is available to assist residential students with their social, academic, and personal needs, no matter where students live, believing that a student's place of residence is an integral part of the total educational experience.

Breakfast, lunch and dinner are served on weekdays in the Wick Student Center; brunch and dinner are served on

Saturdays and Sundays. Adequate parking is available for non-Canavan resident students who need to park their cars on campus. Students residing in Canavan Hall are able to have cars, but must park them at Collegiate Village. Canavan Hall residents do not have to pay the minimal parking fee. All vehicles (including those belonging to Canavan residents) must be registered with the College; parking permits are required.

Residence Halls are open only while classes are in session. If housing is needed during breaks and holidays, students must complete a break housing form in accordance with the timeline set forth by the Housing & Residence Life Office. Students requesting to stay must be granted approval and must have a Daemen-related reason to stay on campus (e.g., athletics, class).

Daemen College Housing Residency Requirement

All first-time, full-time students who reside outside of a 30-mile radius from campus are required to live in on-campus housing during their first two (2) years at Daemen College (four consecutive semesters total) unless commuting from home and residing with parent(s) or legal guardian(s).

Incoming transfer students who have had prior on-campus housing at another institution will be able to count that time towards this requirement. In order for the Office of Residence Life to assist students as best possible, students need to follow strict timelines in order to be placed where they have requested. For dates and timelines, please refer to the Residence Life website.

Gender Inclusive Housing

The Office of Housing and Residence Life permits non-first year students of any gender to room with one another in a campus apartment. Students who are interested in this living arrangement must request this option as a group during the housing selection process. Students living in the same gender inclusive apartment must keep separate bedrooms. The College does not assign students of different genders to the same apartment unless students agree to this arrangement.

Commuter Life

Over half of the student body commutes to campus. During the day and after classes, many commuters study in the Research & Information Commons (RIC) or socialize in the Wick Student Center. Commuter students are encouraged to become involved in student organizations and to participate in student activities. Information about campus life and student events is provided through the Daemen website and regular Daemen College email communications. Commuter students may bring a bag lunch or purchase a la carte meals at The Wildcat Den. More substantial, all-you-can-eat meals may be purchased in the dining hall for cash or with “DC Bucks.” Private lockers for commuter students are available in several campus academic buildings. Parking permits are required of all persons (residents, commuters, faculty, staff, and visitors). Apply for a parking permit via your MyDaemen page.

Wick Student Center

Traditional all-you-can-eat meals are served in the main dining hall, and an a la carte selection is open to all in the Wildcat Den. The game room and the Wildcat Den are popular spots for socializing and relaxing during the day or evening. The game room has pool tables and ping pong tables. The Wildcat Den has large screen TVs, community tables and chairs, and both booth and lounge seating. Wick Center also houses a multi-purpose social room, an information desk staffed by Campus Safety officers, several lounges and meeting rooms, and several administrative staff offices. Alumni Lounge has a Steinway grand piano that is available for casual student use. A Baldwin concert grand piano is maintained in the Social Room and is available for use by special arrangement with the Student Activities Office.

Student Activities

Student activities provide for the development of leadership skills and social interaction outside the classroom. The Student Activities Office helps guide students in forming recognized organizations and in planning a variety of events. All students in good academic standing are encouraged to join in

extracurricular activities including the Student Government Association, Greek fraternities and sororities, honors societies, special interest groups, academic clubs, and student publications. With appropriate approvals and a College-approved driver, College vans are available for student organizations to use for area off-campus events. The vans are reserved and authorized for use through Campus Safety located in the Wick Center.

Student Government Association

The single most important element in the student self-governing process at Daemen College is the Student Government Association (S.G.A.). All students are *ipso facto* members of the Student Government Association, and the Student Activities fee collected by the College provides the budget with which the Student Government Association operates its comprehensive programs and cooperative efforts with administrators and faculty to enhance the social and academic life of the College.

Each spring Daemen College holds an election for the four Student Government Association Executive Board members. Each fall an election is held for the first-year, sophomore, junior, senior class, and graduate student representatives. These five representatives together with the four member Executive Board comprise the nine member Student Government Association Senate.

The purpose of the Student Government Association Senate is to act as students’ official representative, to articulate students’ views, and to advocate for students’ best interests with the administration, faculty, other campus groups, and the community in general. The Student Association Senate also votes on recognized student organization funding requests and works closely with the Student Activities Office on all aspects of campus programming.

Publications

Students interested in writing, photography, art, and graphic design produce Daemen’s online newspaper, *The Insight*, and the College’s literary magazine, *Iconoclast*. These publications provide an opportunity for students in any major to

develop additional marketable skills and contribute to collegial discourse and student life.

Athletics and Intramurals

Daemen Athletics is a NCAA Division II member of the East Coast Conference. Daemen Athletics sponsors 18 teams including: men's and women's basketball, women's lacrosse, soccer, tennis, cross country, track & field, volleyball, women's bowling, women's triathlon, and cheerleading. Daemen Athletics also provides recreational and intramural activities and oversees club sports. As the Buffalo-Niagara Region's premier NCAA Division II athletics program, Daemen Athletics is committed to building championship-caliber intercollegiate athletic teams and providing first-rate recreation and intramural programs for all Daemen students, faculty, and staff. More information can be found on the Daemen Athletics website daemenwildcats.com.

Area Social Activities and Recreation

Social gatherings and events, plays, movies, concerts, lectures, recitals, and art exhibits are scheduled on campus throughout the year. Eleven colleges and universities in the area provide constant opportunities for social and cultural enrichment. The Buffalo area is well known for its architectural and historical heritage; its cultural vitality in the form of art galleries, history and science museums, a zoo and a botanical garden, theaters, clubs, music groups, and a wonderful philharmonic orchestra; and its professional football, hockey, lacrosse, and baseball teams. Scores of good restaurants cater to almost every taste in dining, from gourmet to fast-food, with a wide diversity of cuisines and cultures represented. There are theme parks at Darien Lake and Niagara Falls. Lake Erie and Lake Ontario beaches provide swimming and boating. Cross-country ski and hiking trails are everywhere in suburban Buffalo, with downhill ski slopes an hour's drive away. The Genesee River Gorge, the Finger Lakes, and the Southern Tier woods and waterways offer nearby outdoor recreation all year. The Artpark, Chautauqua, and Niagara-on-the-Lake festivals and special events enrich Western New York's cultural and intellectual life. The city's metropolitan area bus system serves the campus and

the subway runs from downtown Buffalo to a point on Main Street a mile away from Daemen.

Student Success Center

The Student Success Center (SSC) includes the Office of Academic Advisement, the Learning Center, Arthur O. Eve Higher Education Program, Vision for Success, and Disability Services. The SSC is located on the first floor of the Research and Information Commons (RIC), (716) 839-8228.

Academic Advisement

All students are assigned advisors – full-time faculty in the department of each student's declared major – who are available during registration periods and throughout the academic year to assist students. Students who have not yet declared a major are advised by professional staff advisors in the Office of Academic Advisement. Academic advisors and faculty advisors are available to help students make appropriate decisions related to scheduling, course sequencing, degree requirements, changing majors, and other college regulations.

The Academic Advisement office works closely with students and offers guidance on academic, personal, and social matters. Academic Advisement staff monitor students' academic progress, assist students with their adjustment to the College, maintain close contact with the faculty, and provide special counseling to students on academic probation.

Learning Center

Academic coaching (tutoring) services are free for all Daemen students. Peer coaches – experienced students who have been recommended by faculty and completed a training program – are available for course content, writing, and study technique. Professional coaches are available on a limited basis for students with English as a Second Language writing challenges and distance education students.

Peer Led Team Learning (PLTL), an academic support for selected natural science courses, is provided through group

sessions facilitated by student PLTL leaders. The PLTL leaders, who have already successfully completed the course, meet with students during regularly scheduled sessions to guide team/group practice and application of course information.

Students are encouraged to meet with the Director of the Learning Center to discuss study skills information, including strategies for overcoming academic difficulties. At the Learning Center, you will find help with time management, techniques for memory improvement, strategies for test taking, and information about your personal learning style.

(daemen.edu/coach)

Arthur O. Eve Higher Education Program

This State and College sponsored program is designed for New York State residents who do not meet the traditional credentials for college admission but who have the potential for academic success. To be eligible for the Arthur O. Eve Higher Education Opportunity Program, applicants must have a high school or equivalency diploma and historical financial need. Special documentation of income is required in order to establish economic eligibility in accordance with state guidelines. HEOP students participate in the TRI Scholars Academy, an intensive five week residential summer program that provides an orientation to academic life at Daemen and opportunities for personal growth. Students will receive a rigorous educational experience designed to prepare them for the expectations of college life including improving proficiency in math, reading, writing, and study skills. Throughout the academic year students will receive individual and group counseling addressing financial, academic, and personal matters.

Vision for Success

The Vision for Success program offers financial, academic, and personal support to students who are conditionally admitted to the college. The Vision Counselor provides individual and group counseling and connects students with campus resources to enhance their overall higher education experience.

Services for Students with Disabilities

Students with disabilities meet with the Director of Disability Services to submit documentation of their disability, receive authorization of reasonable accommodations, discuss learning strategies, and arrange services. Students with disabilities at our branch campus locations can receive assistance from the Daemen College representative at their site to communicate with the Disability Services Office and arrange accommodations and services. See also the College's policy on the accommodation of students with disabilities in the "Accreditation and Institutional Policies" section of this Catalog.

Bookstore

The Daemen College Campus Store (Barnes & Noble #8388), located on the ground floor of Duns Scotus Hall, carries all required and optional textbooks (new and used), as well as study and exam guides. Daemen College's All Access Pass program gives you access to all of your course materials before the first day of class. For more details on the All Access Pass visit us at Daemen.edu/allaccesspass.

The bookstore also carries school supplies, trade books, art supplies, Daemen College clothing, and gifts. Research and supplementary texts can be special ordered. Change and stamps are available at the checkout. The bookstore accepts cash, personal check with proper ID, Mastercard, Visa, Discover, and American Express. We also make arrangements with the office of student accounts to set up "book credit" accounts for students who wish to use their financial aid for the purchase of textbooks and supplies. Visit the bookstore at daemen.bncollege.com or from the Daemen home page under "student services."

Career Services

The Career Services commitment to our students begins the first day on campus and lasts throughout the student's lifetime. The offices provides a multitude of free services and support to prepare and empower students to achieve their career goals.

The benefit of a small college is Daemen's personalized approach. This student-centered approach includes advising,

offering individualized assessments, the iCAP (individual Career Action Plan), leadership programs and networking events as well as career lectures specific to our majors. Students have the opportunity to attend many programs on campus, including Recruiters on Campus, professional panel discussions, resume preparation workshops, and networking events.

Career Services works closely with Global Programs to support international internships as a stand-alone opportunity or added as part of the international educational experience. Students should meet with a Career Services Adviser to explore these opportunities. Information about these programs is also provided by GPO throughout the academic year.

Career Services staff have real-world experience and in business and community connections to ensure the creation of a successful career strategy. More information can be found on the department website: daemen.edu/career. To schedule an appointment, please call (716) 839-8334.

Career Field Experience

The Career Field Experience program provides students with the opportunity to gain work experience related to their academic major. Students may earn up to 12 hours of academic credit for internships during their college career. Organizations include locally and nationally recognized businesses, industry, government, health-related facilities, and educational and cultural institutions.

Successful completion of the online CFE 97-Career Preparation, Exploration, and Professionalism Seminar (CPEP) is required prior to approval of the Career Field Experience. There is no charge for this seminar.

Opportunities with the Washington Internship Institute (wiidc.org) are also available fall and spring semester through the College's partnership in Washington, D.C. Opportunities with the New York State Assembly Internship program (assembly.state.ny.us/internship/) are available spring semester through the College's partnership in Albany, NY. The New York State Assembly Internship Committee awards a stipend to each Session Intern. More information on both opportunities can be found at daemen.edu/career.

Classroom & Events Technology

Classroom & Events Technology provides the College community with classroom technology support and instructional equipment such as computers and video projectors, document cameras, digital video cameras, sound reinforcement, and many other types of digital and analog equipment. Students and organizations may request the use of equipment through email at: cet@daemen.edu or by phone: (716) 839-8430.

Computing Services

Computing is an integral part of a Daemen education. All faculty and students have been issued an email account and access to our high-speed network, available from their offices and residence hall rooms. Many courses mix web content, online discussion groups, and other electronic resources with traditional lectures and in-class discussions, for a rich and varied learning environment.

While there is no requirement for students to buy computing equipment, over 95% of our students have their own computers, most being laptops. Use of technology in one of the public computing labs allows you access to a wide variety of resources free of charge. These areas, located in the Research & Information Commons and the Business Building, contain Windows or Mac computers with productivity software installed and high-speed internet access. Software is updated regularly, and hardware is updated every three to five years. During the fall and spring semesters, these labs are open 118 hours each week. Departmental labs for animation, graphic design, natural sciences, mathematics, and psychology have additional computer equipment available for students taking classes in those disciplines.

The Office of Information Technology provides support for the instructional, research and communication needs of the college community. A 1Gbps Ethernet and wireless network are provided across all offices, classrooms, labs, and residence halls. Students, faculty, and staff have access to a variety of local technology services such as Blackboard, Self-Service, and MyDaemen websites. Students living on campus can access this

high-speed network free of charge. Faculty and students living off-campus can access many of our technology systems remotely.

The Office of Information Technology supports a standard suite of software for email, web browsing, word processing, virus protection, and other standard needs. Daemen College is a Google campus, while also entering into licensing agreements with Adobe, Microsoft, IBM SPSS, and others to provide our students, faculty, and staff with access to the most widely used productivity software.

Faculty may use dedicated computer classrooms for hands-on computer instruction or use cart-based wireless laptops to turn any conventional classroom into a computer lab. Projection equipment also facilitates computer aided instruction and demonstrations. Faculty may also make computer resources available outside of the classroom on the web via the Blackboard learning management system.

The Research and Information Commons offers online bibliographic searching. College administrative functions are computerized and integrated by means of an Ellucian student information system. More information can be found at: daemen.edu/computing.

Counseling, Health, Insurance & Prevention (CHIP) Center

Counseling Services

The counselors at Daemen College serve the psychological well-being of the campus community so that students may be successful academically, ethically, spiritually, and personally. All registered Daemen students are eligible to attend up to 15 sessions per academic year free of charge. Services provided include: individual counseling and couples counseling as appropriate, mediation, and consultation. Common reasons students utilize services include mental health needs, interpersonal challenges, and/or coping with academic difficulties.

All counseling sessions are confidential. Your privacy and trust are important to us and are protected by state laws and professional ethical standards. No information can be released without your written authorization. However, confidentiality is legally limited. Your counselor will speak with you about the limits of confidentiality when you first meet. Feel free to ask your counselor any questions or express any concerns you may have about confidentiality. All in person counseling appointments take place in the CHIP Center counseling offices (Wick 117-120). Virtual counseling appointments are also available. To schedule an appointment, please complete the support form online at daemen.edu/counselingsupport.

Health and Insurance Services

The health and insurance services team supports students in making informed wellness decisions. In compliance with New York State Public Health Laws, the health and insurance office ensures students are compliant with immunization requirements and maintains confidential immunization and medical records. Students also have access to a health insurance plan through UnitedHealthcare and can work with the team to access and enroll in the insurance marketplace. Furthermore, the health and insurance services team works with students to identify and overcome barriers to accessing and utilizing wellness services on campus and in the community.

Health Records

In compliance with New York State Public Health Laws 2165 and 2157 students are required to submit immunization records as outlined below:

- Students born on or after January 1, 1957 and taking 6 or more credits are required to submit proof of immunization for Measles, Mumps & Rubella (vaccinations or titers).
- Students taking 6 or more credits must submit proof of immunization for Meningococcal disease (completed vaccination or vaccination series within the past 5 years or a signed waiver declining the vaccination)

The Health Services team maintains student immunization records for 7 years after the date of admission to the College. Current students and alumni can request their records by

completing a record release form by visiting daemen.edu/records.

Health Insurance

Daemen College requires all students that meet at least one of the following criteria to submit proof of active health insurance that permits access and utilization of health services in the Buffalo, New York area prior to being permitted to move into the residence halls and practice or play a sport (NCAA Intercollegiate Athletes). The coverage must have an effective date that begins prior to the start of classes for the semester in which the student is enrolling.

- Students living in residential housing
- Students who have international student* status
- Students participating in an intercollegiate sport
- Students participating in the clinical portion of their program (AT, NUR, PA & PT)

*International students are required to enroll in a PGH Global Care Health Insurance (with at least basic level coverage) or the Daemen College Student Health Insurance plan to ensure they have essential coverage while in the United States.

Daemen College offers a Student Health Insurance Plan through United Healthcare. The plan is compliant with the Affordable Care Act and provides affordable, comprehensive insurance benefits with low prescription costs, telehealth & telecounseling services. Any student taking 6 credits or more is eligible to enroll and eligible students who do enroll may also insure their dependents. For more information, visit daemen.edu/insurance.

Medical Care

For acute medical needs, students can visit the wellness kiosk (self-service) to access free, wellness products for their on-the-go needs. Products include but are not limited to: cold & flu medicine, band aids, feminine products, sting or bite relief and sexual health products. The Wellness Kiosk is available during normal office hours, Monday – Friday, 8:30am – 4:30pm in Wick 116, The CHIP Center. For more emergent medical needs, students can request free transportation from Campus Safety to visit WellNow Urgent Care (2 locations within 1 mile of campus).

Wellness Initiatives

The health and insurance services team partners with community-based organizations to offer on-campus wellness opportunities to include but not limited to: screenings for sexually transmitted infections (STIs), flu shot clinics, the wellness fair, and blood drives. As a collaborative partner with the Wildcat Wellness student team, students have access to fun, engaging, and educational wellness opportunities year-round. Wellness events focus on self-care, mental health awareness, linking students to services on and off-campus, and more!

Center for Diversity and Inclusion (CDI)

The Center for Diversity and Inclusion is responsible for facilitating an enriching diversity education experience for our community. Through collaboration with various campus partners, the Center for Diversity and Inclusion holds the primary responsibility of providing faculty, staff and students with resources, guidance, and support for issues as they relate to diversity, equity and inclusion.

Our goal is to provide all members of the Daemen community with the education and experience necessary to become an active and engaged global citizen and to utilize those skills in their academic and career pursuits. We also seek to provide our students, staff, and faculty with the tools needed to engage in productive, informed, and impactful discussions around issues of social justice and inequity of all kinds, learning what those topics mean for us in the context of our current climate.

Global Programs

The Global Programs Office provides information and services for Daemen students desiring to study abroad, as well as international students who have chosen Daemen for their undergraduate and/or graduate education.

Experiencing the world from another cultural perspective is essential for preparing students for global citizenship. Details of specific programs are found in the Programs of Study [44](#) of

this catalog. All students studying abroad while at Daemen must meet with Global Programs staff for program information, application assistance, and College approval of their international educational experience.

The Global Programs Office provides comprehensive assistance and support for the community of international students at Daemen College. Staff members help international students with their initial adjustment to the College and the Buffalo area. The office provides information and advice about immigration regulations, cultural differences, and personal concerns.

The Daemen College Library

The library is located in the Research & Information Commons (RIC). All library study spaces within the RIC have wireless connectivity, quiet study space, talking permitted study space, group study rooms, seminar and animation theater, a café, and two presentation rooms. Students will find comfortable furnishings and inspiring surroundings.

The library has comprehensive collections of e-book and print book titles as well as thousands of digital and print periodical subscriptions and streaming video. Our collections support teaching and scholarship in all disciplines. Fast and easy interlibrary loan is available for specialized and unique information needs.

Research librarians are available to consult with students and faculty to find the information resources they need, as well as provide classroom and one-on-one research assistance.

The library homepage is accessed through the MyDaemen portal.

RIC hours during the academic semester:

Sunday 10 am – 1 am

Monday – Thursday 7 am – 1 am

Friday 7 am – 11 pm

Saturday 9 am – 11 pm

Summer Schedule:

Monday – Friday 8 am – 7 pm

Changes to this schedule are posted in advance on the library homepage.

Nancy Haberman Gacioch Center for Veterans

The mission of the Gacioch Center for Veterans is to support veteran scholars and eligible family members' success in postsecondary education by coordinating services to address their academic, financial, physical, and social needs. As a designated Military Friendly School and a participant in the Yellow Ribbon Program, Daemen College is committed to providing the best possible service to the men and women who have served our country together with their eligible beneficiaries. We recognize that the transition from military service to civilian life, including the rigors of pursuing a college degree, can be challenging – not only for students themselves but for their loved ones. Professional staff collaborate with various departments to provide assistance with the admissions process, financial information, academic support and advice, and liaison with other campus offices, including services for students with special needs. The Center can also help students navigate Veterans Administration and other community resources available to veterans and their families. A dedicated veteran student lounge provides a comfortable and welcoming environment for study and conversation.

Registrar

The Registrar's Office provides the following services for students:

- preparing course offerings for each term which are accessible on Self Service on the Daemen website;
- processing registrations for courses which require a permit to register;
- after the last day for drop/add, processing withdrawals from courses for students who submit a withdrawal form;
- processing mid-term and final grades, as well as Incomplete and other grade changes, for publication on

Self Service;

- designing/revising/customizing evaluations for all degree, certificate programs, and minors (and approved curricular substitutions), thereby enabling students and advisors to monitor progress towards program completion and explore status on other programs;
- evaluating transfer studies for incoming transfer students and returning students who complete transfer studies with departmental approval;
- verifying candidates for graduation/degree conferral/Commencement honors; release of diplomas;
- verifying candidates for completion of certificate programs; preparation and release of certificates;
- processing and verifying changes in student status and general student directory information;
- collaborating with the Faculty Athletic Representative regarding certification of student athletes for participation in intercollegiate athletics;
- processing transcript requests and providing transcripts;
- processing professional licensure applications as appropriate.

ACADEMIC REGULATIONS & STANDARDS

Academic Honesty

Academic dishonesty, of which cheating and plagiarism are the most common examples, is a serious violation of the principles of higher education. Daemen College takes the position that academic honesty is to be upheld with the highest degree of integrity. The College has a responsibility to support individual thought and the generation of new ideas. This cannot be done when violations of academic honesty go unchallenged.

Examples of academic dishonesty include, but are not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
4. any form of plagiarism, which includes, but is not limited to:
 - the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement; or
 - the unacknowledged use of materials prepared by another person or agency engaged in the selling or distributing of term papers or other academic materials; or
 - submitting previously or simultaneously submitted work—in whole or in substantial part—from another course for academic credit in a second course, without prior and expressed consent of the instructor.

In an instance where there has been a violation of the principles of academic honesty, the instructor may choose to follow one or

more of a number of possible alternatives including but not limited to: (1) automatic failure of the work; (2) automatic failure of the entire course; (3) recommending expulsion from the degree program; or (4) recommending expulsion from the College. The student may appeal the instructor's determination in accordance with the Grade Appeal Procedure.

When a faculty member determines a violation of academic honesty has occurred, he/she will first notify the student in writing. A copy of this letter, together with a written description of the case with supporting evidence will also be submitted to the Office of the Assistant Vice President for Student Success. Should there be no additional notifications of academic dishonesty, the initial record will be destroyed one year after the student's graduation from Daemen College.

Upon receipt of additional reported offenses, materials in the file will be formally presented to the Committee on Academic Standards (CAS) for review and recommendation of any additional sanctions beyond those imposed by the instructor. The Chair of the CAS will also notify the student that the materials will be the subject of CAS deliberation and will recommend that the student write a letter regarding the offense to the CAS for purposes of clarification, explanation or denial. CAS review will be held in a timely manner as determined by CAS. All faculty members who have reported offenses on the part of the student will be invited to participate in the deliberations. In cases where expulsion is recommended, either from the degree program or the College, final authority rests with the Dean of the College.

GENERAL CONDUCT REGULATION

The College reserves the right to dismiss or request the withdrawal of any student whose academic standing, conduct, or manner renders his/her continued attendance at Daemen College undesirable.

THE COLLEGE YEAR

The academic year consists of two semesters of approximately fifteen weeks (including examination periods) each. The Fall

semester begins in late August/early September; the Spring semester begins in January. Classes are also offered during a 3-week Intersemester Session (January), two 4 1/2-week Summer Sessions (I: June; II: July/ August), and a 9 1/2-week Summer Session (III: June through early August). An Academic Calendar published annually governs the beginning and end of terms, class meetings and final examination dates, and administrative deadlines. Class schedules published each semester on WebAdvisor (accessible to guests as well as the Daemen community) assign times and places for courses. Final examination schedules are released early in each semester.

Degree & Curricula Rules

DEGREE REQUIREMENTS

A student must complete a program of 120-202 semester hours (includes all entry-level programs leading to both baccalaureate and post-baccalaureate degrees) with a minimum grade point average of 2.00 (equivalent to C) for graduation. Within this program, he/she must complete the core curriculum (including studies in courses meeting the specified competencies as well as other core requirements) and fulfill all program and departmental requirements, which may include but may not be limited to a higher grade point average.

IN-RESIDENCE COURSE WORK REQUIREMENT

In order to earn a degree from Daemen College, students are required to complete a minimum of 30 credit hours of course work in residence. In-residence course work may include, but cannot be limited to, supervised field placements such as student teaching, clinical internship, and Career Field Experience. Challenge Exams, CLLE credit and Cross Registration credit are NOT acceptable in fulfilling the in-residence course work requirement. The final semester's course work (whether full or part-time) before graduation must be taken in residence.

Students who participate in one of Daemen's structured off-site programs are not required to take their final semester's course work in residence; however, these students are advised against

cross registration and/or completing course work at other institutions during the final semester since possible delays in receiving official transcripts from the other colleges will postpone a student's graduation/degree conferral. Official transcripts which reflect all final grades earned for course work completed at other educational institutions/agencies and applicable to Daemen degree requirements must be received by the published deadline for receipt of grades for prospective Daemen College graduates.

GRADUATE PROGRAM INFORMATION

For academic regulations and standards pertinent to post-baccalaureate graduate programs, consult the Daemen College Graduate Catalog. Regulations and standards contained in this Catalog apply to linked undergraduate/graduate programs in Accounting, Biology/Cytotechnology, Business Administration/International Business, Health Promotion/Athletic Training, Health Promotion/Public Health, Physical Therapy, and Physician Assistant Studies.

CLASS STATUS/ANTICIPATED GRADUATION YEAR

Class status is ordinarily defined in terms of the anticipated graduation year. The anticipated graduation year is determined by the requirements a student has met within the department and/or the credits outstanding for completion of degree requirements. For financial aid purposes and online registration priority, however, class status may be defined in terms of credit hours earned rather than credit hours outstanding: for financial aid purposes and online registration priority, sophomore status is typically attained at 26 credit hours, junior status at 56 credit hours, and senior status at 90 credit hours.

ADMISSION TO UPPER DIVISION OF DEPARTMENT/PROFESSIONAL PHASE OF PROGRAM

For specific time deadlines, procedures and requirements for admission to the upper division/professional phase of various programs, consult with the academic advisor or department chairperson and review the specific departmental statement in this catalog and published on the departmental web pages, and on the Program Plans accessible from the Registrar's web page.

CHANGE OF CURRICULA

Daemen College reserves the right to make changes in all curricula and/or upper division/professional phase entrance requirements. Students enrolled at Daemen College must meet all requirements if changed or amended by the College.

Dual Degrees, Double Majors and Minors

Students may opt to pursue completion of requirements for more than one program. Completion of requirements in a second program will be stated on a student's transcript; however, this does not necessarily result in the conferral of multiple degrees/ diplomas. The pursuit of a dual degree is defined as matriculation in a second program leading to a second degree conferral. The pursuit of a double major is defined as pursuit of coursework in a second program leading to a statement of completion (on the transcript) of the second major's requirements but not a second degree conferral. Students should consult with the Registrar for further details. The pursuit of dual degrees and double majors may also have financial aid implications. Students should consult with the Financial Aid office for details.

Select degree programs include automatic completion of a minor as part of one's degree requirements; others do not. Students may wish to pursue completion of one or more minor(s). Consult the "Programs of Study" section in this catalog, or the Program Plans option accessible from the Registrar's web page, for a complete listing of available minors.

Students wishing to change major, file for a dual degree or double major, or declare a minor must file the necessary form with the Registrar's office.

COURSE SUBSTITUTIONS AND CURRICULUM WAIVERS

In exceptional cases, a student may petition for a course substitution or waiver of a departmental and/or degree requirement and/or core requirement. The student will submit to the Committee on Academic Standards a written request fully stating the rationale. The student will ask his or her advisor to send a written recommendation to the Committee on Academic Standards; the Committee will request a written recommendation from the chairperson of the department from which waiver or substitution is requested. The Committee on Academic Standards will make the final decision and will notify the student accordingly.

Requests for waivers or substitutions relative to core electives, upper division core requirements, requirements of quantitative literacy, and/or service learning and/or writing intensive studies may be considered in exceptional instances. Requests should be referred to the Core Director.

If a course substitution request is based on a student's disability, the student shall also furnish, in addition to his/her petition and advisor's recommendation, appropriate documentation of the disability to the College's 504/ADA Coordinator. Provided that the documentation appears to support the student's request, the request shall be construed as a request for reasonable accommodation of a disability and it shall be the role of the Committee on Academic Standards only to determine whether the request may be granted without compromising the essential nature of the student's academic program. For further details on the College's policy on the accommodation of students with disabilities, see [the Accreditation and Institutional Policies section](#) of this Catalog or contact Disability Services at (716) 839-8228.

COURSE LOAD

A full-time student will carry 12-18 credit hours each semester. Select degree programs require that 19+ credits are completed in one or more semesters. There is no additional tuition charge for these credits, provided that the student has followed the suggested course sequence referenced on the Program Plan as published by the Registrar's office. Some programs require

study in summer sessions, for which additional tuition charges are assessed. Students who are out of the regular course sequence as a result of transferring into a program, changing major, and/or deficient academic performance are subject to additional tuition charges for semester course loads exceeding 18 credit hours. Work in excess of the normal load may be undertaken only with special permission and at additional cost to the student. Except in unusual cases or unless required by the student's program, the course load should not exceed nineteen semester hours.

PROGRESS TOWARD COMPLETION OF REQUIREMENTS

All matriculating students, together with their academic advisor, should regularly monitor their progress towards completion of degree requirements and should verify their progress by generating their program evaluation online.

It is strongly recommended that students review their program evaluation regularly and definitely prior to preparation/update of their education plan and registration for courses.

Performance Standards

GRADE REPORTS

Grades are accessible to students online. At mid-term, grades are reported for those courses in which work is deficient (C-grade or lower). Final grades are reported at the end of each term. With the exception of the Unauthorized Withdrawal (UW) grade, mid-term grades are not recorded on the student's transcript. Students earning mid-term and/or final grades which are deficient (C- grade or lower) should contact their academic advisor to discuss the next appropriate course of action to be taken.

GRADE APPEAL PROCEDURE

1. A student with questions or complaints about an assigned final course grade shall first discuss the matter

with the course instructor within 30 days of the posting of the grade. In the event of serious illness or absence from Western New York (or other instructional site vicinity) of either the student or the faculty member, an extension may be granted by the appropriate divisional dean. The instructor is expected to provide an appropriate explanation of the student's grade and, if the student's appeal is meritorious, to be willing to change the grade.

2. If the student's concerns remain unresolved following discussion with the instructor, the student may appeal in writing to the chair of the department in which the grade was given. This written appeal must be made within 15 days of the instructor's determination in Step 1 above. All supporting documentation must be submitted at this time, with the written appeal. The department chair shall review the student's appeal and consult with the course instructor. The department chair may support the instructor's evaluation or may recommend to the instructor that the grade be changed. (If the department chair is the course instructor whose grade is under appeal, the divisional dean shall handle the appeal at this stage.) It will be the responsibility of the student to demonstrate that the grade should be changed.
3. Should the complaint still remain unresolved, the student's appeal shall be forwarded to an ad hoc grade appeal committee comprising: all full-time faculty within the department, including the department chair and, if fewer than three full-time faculty, members of the Departmental Personnel Advisory Committee (see Faculty Handbook section V. C. for composition of a DPAC), the dean of the division in which the department is housed, unless the grade under appeal has been given by said dean (or the dean is a member of the departmental faculty as described above), in which event the dean of the other division shall serve; and two faculty members from the Committee on Academic Standards – one to be chosen by the student and one by the course instructor. If the grade under appeal is given by a part-time faculty member, he or she will also be invited to join the committee.

Formal minutes will be taken of the meeting. The first committee meeting will be called by the department chair. If the grade under appeal has been given by the department chair, the first meeting will be called by the divisional dean. The

committee shall convene within two weeks of receiving the written appeal. Members who are unable to be physically present may participate electronically. At the discretion of the divisional dean, a member with extenuating circumstances may be excused from participation and/or allowed to furnish his/her input in advance of the meeting. In cases where fewer than three departmental faculty are in attendance, the dean may appoint faculty from the same division to serve.

This committee shall examine all pertinent documentation, may interview the student and the course instructor, in person or electronically, or consult with any other parties it may deem appropriate. The divisional dean shall act in a non-voting, advisory capacity with regard to observance of all pertinent College policies and procedures. The ad hoc grade appeal committee shall render its written decision to the student and faculty member within seven days. The committee may recommend that the instructor change the grade; if the instructor refuses, s/he shall provide a written explanation to the committee within seven days. In the event of extenuating circumstances, this deadline may be extended at the discretion of the divisional dean. Should the committee find the instructor's explanation unpersuasive, it will recommend to the department chair that the grade be changed. If, following consultation with the instructor, the instructor still refuses to change the grade, the department chair shall have authority to change the grade notwithstanding the objection of the instructor. (If the instructor is the department chair, the divisional dean shall handle the chair's duties here described.)

Grade appeal procedure for Interdisciplinary (IND) courses: The "department chair" shall be either the chair of the department in which the instructor is housed, if applicable, or the Core Director, at the discretion of the department chair (if applicable). Departmental faculty members of the ad hoc grade appeal committee shall be appointed by the Educational Policy Committee; both divisional deans shall serve; and two members of the Committee on Academic Standards shall be selected as per point 3 above.

GRADING SCALE

The rating scale used in grading student's work follows:

Grade Quality Points

A range: A/A-: Excellent

- A 4.0
- A- 3.7

B range: B+/B/B-: Above Average (given for work of high quality)

- B+ 3.3
- B 3.0
- B- 2.7

C+ and C grades: Average (given for satisfactory work, the standard performance of the college student)

- C+ 2.3
- C 2.0

C- and D grades: Passing (given for work that is passing but below the standard set for mastery of a course and for graduation)

- C- 1.7
- D 1.0

F Failure (given for inferior work; credit can be earned only by repeating the course) 0.0

AU Audit (satisfactory, but not for credit)

AX Audit (unsatisfactory due to non-attendance)

I Incomplete (given when a course has been left incomplete with respect to specific assignments, which may include the final examination)

W Withdrawal (given when courses are dropped after the last day for drop/add and no later than the last day for authorized withdrawal)

UW Unauthorized Withdrawal (may be given until midterm to students not attending but not officially withdrawn)

The mark of Incomplete will be assigned only in cases of illness or prolonged or repeated absences for reasons beyond the control of the student, and only if the student has a substantial equity in the course. Unless an earlier deadline is

given by the instructor, students receiving Incomplete grades have until the end of the subsequent semester (regardless of enrollment in that semester) to complete the work. Students should consult with the course instructor regarding the exact day when all outstanding work for the course must be completed. (The student should NOT re-register for the course in that subsequent semester.) The instructor is required to submit to the Registrar's office the change in grade from Incomplete by the day when grades are due for that semester.

An Incomplete grade which has not been repaired by the deadline will automatically be converted to a grade of "F" on the student's transcript. At the instructor's sole discretion, an Incomplete grade may be extended for an additional semester if circumstances warrant. Any further extension would require a formal petition from the student to the Committee on Academic Standards. Once an Incomplete grade turns to a grade of "F", a student must re-register for the course if he/she wishes to earn credit for that course. Students with grades of Incomplete are not eligible for Dean's List status until all Incomplete grades for the semester have been changed.

The grade of UW (unauthorized withdrawal) is given at mid-term to students who are consistently not attending class but who have not officially withdrawn. There is no tuition refund for an unauthorized withdrawal. Students may not resume attendance in classes for which UW grades have been assigned. Any student wishing to appeal the assignment of a UW grade should consult with the instructor assigning the grade, and may appeal to the Committee on Academic Standards if the matter is not resolved at the student-instructor level.

Pass/Fail Grading: Applicable only to designated credit or non-credit courses:

- P Pass (credit granted; no quality points assigned)
- F Fail (no credit granted for the course; no quality points earned; and the F factors into the grade point average [GPA])

Satisfactory/Unsatisfactory Grading:

The Satisfactory/Unsatisfactory grading scale is implemented at the student's request and with the following stipulations: applicable to courses credited as free electives only for the student's major; not applicable to courses which are part of the major and/or declared minor, or prerequisites to such studies;

limited to 12 credits total. Students opting for S/U grading must meet the following criteria: must have earned a minimum of 24 credits at Daemen College; minimum cumulative GPA of 2.00; have a declared major. The student must file the completed S/U grading request form (including all required signatures) with the Registrar's Office by the last day for drop/add for the term in which the course is being taken. S/U grading has no impact on the GPA.

- S Satisfactory (credit granted; no quality points assigned; applies to courses in which the instructor assigns a grade of A through D)
- U Unsatisfactory (no credit granted; no quality points assigned; applies to courses in which the instructor assigns a grade of F)

NOTE: The letter grade earned may be recovered upon filing the completed grade recovery request form (including all required signatures) with the Registrar's Office, and in instances when: due to a change of major or declaration of minor(s), the course is now required as part of the declared major/minor; the student has more than the allowed 12 credits in S/U graded courses; the letter grade is required by a graduate or professional school.

GRADE POINT AVERAGE (GPA)

Quality points are the values assigned to a course on the basis of the grade received. The scholastic standing of a student is determined by course grades and is expressed as a cumulative grade point average. The grade point average is the ratio of quality points earned to the number of credits in which letter grades (A-F) are earned.

The Daemen College transcript will reflect all courses taken at Daemen, both undergraduate and graduate, if applicable. Three cumulative grade point averages are indicated as part of the student's record: undergraduate; graduate; combined undergraduate and graduate. The division (undergraduate or graduate) in which a student is enrolled at the time of completion of the course determines the GPA in which a course is included. Students classified in the undergraduate division who have attended two or more semesters and whose cumulative GPA falls below 2.00 are *not* considered institutionally to be in good standing. Each academic program has criteria for acceptable performance within the program and

a student's continuance in the program may be reviewed on the basis of such criteria. Quality points are awarded for credits earned at Daemen College, Daemen-sponsored international programs and exchanges, and cross registrations.

To improve the grade point average a student may wish to repeat a course. A student should confer with the advisor about the appropriateness of repeating a course. When a course is repeated at Daemen, only the higher grade is used in computing the grade point average, although both grades appear on the transcript. See "Repeating a Course" section for further information on course repetitions.

ACADEMIC BANKRUPTCY POLICY

The College's academic bankruptcy policy is intended to allow students who are pursuing a new academic program and who are currently maintaining good academic standing to repair their cumulative grade point average (GPA) by "bankrupting" certain course work taken while pursuing their former academic program. The record of course work taken and grades earned still appears on the student's official transcript; however, both credits and quality point values are removed from the record of credits earned and the cumulative grade point average, respectively. A notation on the official transcript will indicate which courses have been bankrupted. Academic bankruptcy is available to undergraduate students (including students in linked undergraduate/ graduate programs) and some designated graduate programs. The following criteria apply to the undergraduate academic bankruptcy program. (Consult the departmental sections of the Graduate Catalog for details relative to graduate academic bankruptcy programs.)

1. The student must have changed his/her major and maintained a minimum semester GPA of 2.50 for at least one full-time (minimum 12 credit hours) semester following the change of major. Consideration may also be given to a semester GPA based on part-time attendance if the student's ordinary pattern of attendance has been part-time.
2. Application may be made no earlier than upon completion of the first full semester in the student's new major, and no later than the semester before the semester of anticipated graduation.
3. Only courses required in the student's former major may be bankrupted. Learning communities and other courses taken strictly for core credit may not be bankrupted.
4. No more than 18 credit hours may be considered for bankruptcy. Bankrupted coursework must have been taken in no more than two semesters (including summer sessions) and the semesters must be consecutive.
5. A bankrupted course may not be repeated. Therefore, if a specific course is still required in the student's new major, it may not be bankrupted.
6. Regardless of the number of semesters or number of credit hours included in a student's petition for academic bankruptcy, a student may declare bankruptcy **only once**.
7. A successful petition for academic bankruptcy has no retroactive effect on any academic determinations made prior to bankruptcy, including but not limited to: academic probation, suspension, or dismissal; determinations of ineligibility to pursue application to upper division/professional phase of College programs; Dean's List eligibility; financial aid eligibility; or tuition liability. A student with bankrupted course work is eligible for graduation and other honors which are based on cumulative GPA.

The student must submit a written petition to the Committee on Academic Standards, clearly identifying the specific course work for which bankruptcy is desired. A letter of recommendation from the student's current faculty advisor should also be submitted.

The Committee on Academic Standards will review the petition for compliance with program criteria and may, at its discretion, consider the entirety of the student's academic record in rendering its decision. Note well: Students receiving financial aid should meet with a financial aid counselor prior to petitioning for bankruptcy to determine the effects of the petition on one's present and future eligibility for aid.

DEAN'S LIST

A matriculated undergraduate student who attains a grade point average of 3.30 in any one semester is eligible for the Dean's List provided he/she has been enrolled for twelve credit hours

of course work, nine of which must be in course work which utilizes the letter grade (A, B, C, D, F) scale.

HONOR SOCIETIES

The following honor societies have chapters at Daemen College:

Beta Beta Beta (Natural Science)

Kappa Delta Pi (Teacher Education)

Lambda Iota Tau (English & Foreign Languages)

Phi Alpha (Social Work)

Psi Chi (Psychology)

Sigma Beta Delta (Accounting & Business Administration)

Sigma Pi Epsilon Delta (Special Education/Inclusion)

Sigma Theta Tau (Nursing)

GRADUATION HONORS

The BACCALAUREATE DEGREE WITH DISTINCTION is awarded to students who have maintained a high degree of scholastic excellence. Traditional Latin honors are conferred at Commencement and noted on the student's diploma:

1. Summa Cum Laude for a 3.70 cumulative grade point average.
2. Magna Cum Laude for a 3.50 cumulative grade point average.
3. Cum Laude for a 3.30 cumulative grade point average.

Students must have completed a minimum of 60 hours of actual Daemen coursework to qualify for these honors. CLLE and challenge exam credit are not allowed as part of the 60 credits of required coursework. Students with fewer than 60 hours of Daemen credit at graduation will be eligible for Latin honors based upon the following standards:

1. The Daemen GPA must be appropriate for the honor to be bestowed AND

2. The GPA for all college work, inclusive of accepted transfer coursework as well as Daemen coursework, must be appropriate. Therefore no honor will be bestowed that is not supported by both the Daemen GPA and the "all college work" GPA. (Example: If a student has a GPA of 3.30 for all college work, but a Daemen GPA of only 3.20, no honor would be accorded. Conversely, if the "all college work" GPA = 3.20 and the Daemen GPA = 3.30, no honor would be accorded.)
3. All Graduation Honor's GPAs are calculated to the third decimal place then truncated for the final GPA calculation.

COMMENCEMENT AWARDS

The ALUMNI SENIOR AWARD (given by the Alumni Association) is presented to a student who has distinguished himself or herself in service to others.

The CHARLES L. LUMSDEN AWARD for Academic Excellence is presented annually to an outstanding member of the graduating class. The award recipient must have completed a minimum of 75 credit hours in actual course work at Daemen College.

The MARY ANGELA CANAVAN AWARD for commitment to ideals of service was established by the Student Association in honor of the late Sr. Mary Angela Canavan, president emeritus of the College.

The PRESIDENT'S AWARD is awarded each year to a member of the senior class who has demonstrated outstanding leadership.

ACADEMIC STANDING: PROBATION, SUSPENSION, DISMISSAL, APPEALS

Definitions: Good academic standing is defined as a minimum 2.00 cumulative average, subject to the "academic warning" allowance for first-semester first-year students and first-semester transfers defined below*. Students who are not in good academic standing will be placed on academic probation

for the following semester. Failure to achieve good academic standing at the end of the term in which the student is on academic warning or probation ordinarily results in suspension or dismissal from the College for academic reasons. Suspension is a temporary separation from the College, after which the student is again eligible to register for Daemen College courses. Dismissal is a termination of the student's relationship with Daemen College; a dismissed student must apply for readmission should he or she wish to re-enroll. *Any student, including a first semester student, who gives evidence of very poor scholarship – defined as a cumulative GPA below 1.00 – may be subject to suspension or dismissal at the end of any semester whether or not he/she previously incurred probation.*

Procedures: The Committee on Academic Standards reviews academic records at the conclusion of fall and spring semesters. At its discretion, the committee may choose to postpone determination of a student's academic standing until the student's completion of a pending inter-semester term (summer or January). Academic standing is also subject to change in the event of any intra-semester recalculation of the GPA due to conversion of Incomplete grades or other grade changes.

Conditions of academic probation include limitations on participation in extracurricular activities and such other conditions as the Committee on Academic Standards may determine. The Committee, at its discretion, may require any student who is on academic warning or probation to meet with a designated academic advisor to develop an academic recovery plan for the following semester. Failure to abide by one's academic recovery plan or any other conditions of probation together with failure to raise the GPA to an acceptable level will result in suspension or dismissal. If at the end of the sophomore year, a student does not have a 2.00 cumulative GPA, he/she will ordinarily be dismissed.

The Committee on Academic Standards may, at its discretion, consider evidence of exceptional circumstances in determining whether a student should be suspended or dismissed. The Committee also sets any conditions that must be met by students returning from suspension or by dismissed students applying for readmission. Dismissed students desiring readmission must contact the Office of Admissions and be prepared to give evidence of their ability to maintain

satisfactory academic performance should they be readmitted to the College.

Appeals: Students may appeal decisions of the Committee on Academic Standards by writing the committee in care of the Assistant Vice President for Student Success. Appeals should include any pertinent supporting documentation, recommendations from faculty, and an action plan for improved academic performance.

***Standards applicable to first semester students (first-year and transfers):** A first-semester student whose grade point average falls below 1.50 will be placed on academic probation for the subsequent semester and assigned to a mandatory academic recovery program. The student may also be subject to suspension or dismissal if his/her average is below 1.0. First-semester students with semester averages between 1.50 and 1.99 will be issued an *academic warning* letter and assigned to a mandatory academic recovery program.

CLASS ATTENDANCE

Regular and prompt attendance is expected at all classes and officially scheduled programs and activities. A student who is absent from class for any reason whatsoever will be required to make up the work to the satisfaction of the instructor. A student anticipating or having a prolonged absence from class (three or more class days), for reasons such as illness, accident, religious accomodation, or death in the family, should report this absence to the Registrar, who will convey the information to the appropriate instructors. Upon return, it is the student's responsibility to discuss his or her standing in the course with the instructor, who will advise of the appropriate course of action to be taken.

RELIGIOUS ACCOMMODATION POLICY

Daemen College prohibits discrimination on the basis of religion and is committed to providing a work environment that respects the religious beliefs and practices of all students. As part of that commitment, the College will make good faith efforts to fulfill a requested accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship for the College.

Requesting a Religious Accommodation

A student who anticipates being absent from work or class because of religious beliefs or practices that conflict with their job, class schedule, or a Daemen College policy or practice on dress and appearance to their supervisor or instructor/faculty member in charge of the course. Students are asked to examine the academic calendar and/or course syllabus for potential conflicts at the start of the semester and promptly notify the supervisor and/or instructor in writing of any anticipated accommodation needs, providing as much notice as possible, clearly specifying the reason for the requested absence or other accommodation. Students are responsible for arranging in advance to make up missed work or material in a timely manner.

Providing Religious Accommodation

Reasonable accommodations are determined on an individual basis and depend on the circumstances. They might include rescheduling an exam or giving the student a make-up exam, allowing an individual or group presentation to be made on a different date, letting a student attend a different discussion section for the same class that week, adjusting a due date, or assigning the student appropriate make-up work that is intrinsically no more difficult than the original assignment.

Supervisors and instructors are expected to reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship to the College's legitimate business purposes would result from each available alternative for reasonable accommodation.

The College prohibits retaliation against students requesting religious accommodation, participating in an approved accommodation, or otherwise engaging in protected conduct under this policy. Any person who violates this anti-retaliation provision may be subject to disciplinary and/or corrective action. Students who believe that they have been retaliated against or not accommodated appropriately should contact the EEO Officer/Daemen College Center for Diversity and Inclusion and/or the Director of Employee Engagement.

STUDENT-ATHLETE MISSED CLASS TIME POLICY AND

PROCEDURE

POLICY

A student-athlete is any student who is currently enrolled full time (12 or more credits) and listed as a member of an Intercollegiate Athletic Team within the Department of Athletics. In compliance with NCAA Bylaw 17.1.6.6, the following is the Daemen College Department of Athletics Missed Class Time Policy as it applies to all Daemen student-athletes.

Pursuant to NCAA rules, no class time shall be missed for practice except when a team is traveling to an away contest and the practice is in conjunction with the contest. In team sports, no classes shall be missed for competition conducted during the non-championship (off season) segment.

PROCEDURES

1. A student-athlete will not be required to attend any practice activities that result in a missed scheduled class or final exam. Activities considered practice are:
 1. Preparation and conditioning time (e.g., weight training, running, etc.);
 2. Athletic Training Room time (e.g., rehab, taping, treatment etc.);
 3. Meetings (including viewing of game or practice film);
 4. On-field practice;
 5. Banquets and other celebratory events.
2. Recruiting and media requests (including internal Athletic Communication Office) will not interfere with class or exam schedules.
3. For home competitions, student-athletes shall not miss any class time before, or after, two hours of scheduled competition.
4. For weekday away competitions with same day travel, scheduled departure time shall not be more than drive time to destination plus 90 minutes. For example, if Daemen team or squad has contest at Roberts Wesleyan at 6 p.m., departure time may not be earlier than 3:30 p.m.
5. For away competition with overnight travel, no team shall depart more than 30 hours prior to scheduled competition.

6. Prior to the start of classes or the start of competition, whichever is earlier, the Student-Athlete Success & Community Engagement Coordinator prepares Missed Class Time Letters per sport, for each student-athlete to provide to his/her instructor. These Letters note the dates and time of each competition, the date and time students are to report to the gym for competition or departure to the competition, and the expected dates and time of their return to campus.
7. Upon receipt of these Letters, a student-athlete presents to his/her instructor(s) a receipt log, provided by the Student-Athlete Success & Community Engagement Coordinator, and the student-athlete is required to receive a signature from each instructor receiving the Letters.
8. Student-athletes are responsible for submitting all assignments on-time or in advance of missed class and will make arrangements for reviewing missed material. If the student-athlete's absence will result in missing an in-class graded assignment or test, he or she will contact the class instructor ahead of the missed class to discuss alternative timeline or arrangements, which may include completing the assignment early or working with the Faculty Athletics Representative (FAR) to complete on the road.
9. Coaches will not schedule away from home competitions that require missed class time during the first week of classes, final exam period or weekend prior to final exam period. Student-athletes will confirm date of final exams at least one month prior to the last day of classes and notify FAR of any conflicts.*
10. Exceptions to the above will only be approved by the Faculty Athletics Representative in consultation with Director of Athletics and Vice President for Academic Affairs. The FAR will report any exceptions to faculty via email no later than the end of each semester.

*Please note: Conference/national championship games are scheduled by the East Coast Conference/NCAA, respectively, more than two years in advance consistent with NCAA guidelines; scheduling is out of the institution coach's control.

East Coast Conference members are U of Bridgeport; U of District of Columbia; LIU Post; Mercy College; Queens College (CUNY); Molloy College; Roberts Wesleyan; NY Institute of Technology; and St. Thomas Aquinas.

Registration Regulations

REGISTRATION

Students register for classes online. Advance registration is held for each semester, intersemester, and summer session. Students advance register on a priority registration schedule based upon class status as defined by credit hours earned (inclusive of accepted transfer credits). Within their class, underclassmen register on the basis of credits earned. Students pursuing an Honors Program degree, as well as student athletes, may register on the day prior to the opening of the registration window for their class. Registration will be blocked for any student whose financial obligations to the college are not resolved. It is therefore strongly recommended that students with unresolved financial issues contact the Office of Student Accounts in advance of the opening of their registration window so that such matters may be resolved in time for registration. Registration windows remain open throughout the drop/add period for the term. Some courses require special permission in order to enroll and therefore must be processed in the Registration office. Permit forms may be downloaded from the Registrar's web page.

Students plan their schedules assisted by faculty advisors, and make payments to the Student Accounts Office according to the regulations published in the College Catalog and announced by the Student Accounts Office. Students complete and submit their registration worksheet electronically to their advisor for review and approval. Advisors may wish to meet with their advisees prior to approving the student's proposed education plan. Once the advisor approves the plan, the student will receive notification by email, thereby enabling the student to register online. **NOTE:** The advisor's approval of the plan does not constitute registration in courses; the student must complete the online registration process in order to be registered in courses. In order to register, students must comply with New York State immunization laws. Refer to the Student Services: Health Services section of this catalog for further details.

In the event of cancellation of a scheduled class by the College, any students registered in the class will be notified via their Daemen email account or telephone. The student is recommended to contact their faculty advisor and/or the Office

of Academic Advisement for assistance in selecting a replacement class. Every effort is made to ensure that students are informed of cancellations as expeditiously as possible and effectively assisted in revising their schedules.

CHANGE OF NAME AND ADDRESS

As soon as possible after any change of name and/or address occurs, students should notify the Registrar's Office. The *Change of Address* form may be downloaded from the Registrar's web page. Name changes will be executed only when the notification of name change is accompanied by a copy of the legal document which verifies the name change. Students whose permanent address is in a foreign country (excluding Canada) must provide the Registrar's office with a local address, telephone number, and contact person.

DAEMEN EMAIL

Every student currently enrolled at Daemen College is furnished with a Daemen email account. The Daemen email account will remain active during periods when a student is on a leave of absence or academic suspension. Certain important notices may be sent only via email to the student's Daemen email account. Such announcements will include but are not limited to: opening of advance registration windows and call for applications for graduation. Students are responsible for checking their Daemen email account on a regular basis.

CHANGES IN REGISTRATION

There are two types of changes which may be made to a student's schedule:

1. Drop/Add: completed online during the first week of classes (exact dates are published in the Academic Calendar on the Daemen web page). Dropped courses processed during the drop/add period are not reflected on the transcript.
2. Authorized Withdrawal/Change in Status from Credit to Audit: completed in the Registration office. After the last date for drop/add, a student wishing to withdraw from a course must file an official withdrawal form (and

secure all required signatures) by the last date for authorized withdrawal for the term (approximately two-thirds of the way through the term; exact date is published in the Academic Calendar published on the Daemen web page). **Please note that non-attendance does not constitute an official withdrawal and may result in receipt of an Unauthorized Withdrawal or a failing grade in the course.**

In exceptional cases, the student may petition the Committee on Academic Standards for an authorized late withdrawal. Written recommendations from the student's advisor and course instructor(s) and appropriate documentation of the reason for the withdrawal request must be provided to the Committee. Course withdrawals are reflected on the transcript. A petition for a late withdrawal will not be considered after a final exam for that course has been taken or equivalent assignments (e.g., final project) have been submitted.

Repeated patterns of withdrawal will be cause for review by the Committee on Academic Standards. Course withdrawals/changes in status from credit to audit may also have tuition implications and adverse financial aid consequences. Students who receive financial aid should consult with a Financial Aid Counselor to determine if the withdrawal(s) will affect continued aid eligibility. They should also consult the financial section of this catalog for tuition implications.

REPEATING A COURSE

A student may need or desire to repeat a course for a better grade. Students are encouraged to discuss the matter with their academic advisor. When a course is repeated at Daemen, only the higher grade is used in computing the grade point average, although both grades appear on the transcript. In instances where the student transfers a repeat of a Daemen course, the Daemen grade is deleted from the student's GPA, although the grade continues to appear on the transcript. Repeating a course may affect New York State Tuition Assistance Program (TAP) eligibility. Please note that TAP will not pay for courses for which a passing grade was received unless the student is registered for at least twelve (12) credit hours of TAP eligible course work in ADDITION to the repeated course. Please refer to the Financial Considerations section (below) for further information relative to course repeats and TAP eligibility.

Consult separate departmental sections of this catalog for additional restrictions on course repeats.

FINANCIAL AID CONSIDERATIONS

NOTE: Decisions to repeat courses, drop courses, or take incomplete grades should be made only after careful consideration by the student and consultation with the student's academic advisor and a Financial Aid Office advisor.

Repeating a course may affect New York State Tuition Assistance Program (TAP) eligibility. Please note that TAP will not pay for courses for which a passing grade was received unless the student is registered for at least twelve (12) credit hours of TAP eligible course work in ADDITION to the repeated course. In determining full-time (twelve [12] credit hours) status, credit bearing courses must be applicable to the student's program of study as a general education requirement, a major requirement, or elective. Credit bearing courses not integral to the student's program of study cannot be included as part of the minimum full-time (twelve [12] credit hours) requirement. Additionally, a student will be deemed to meet the full-time or part-time study requirement in his/her last semester of eligibility if the student takes at least one course needed to meet his/her graduation requirements and the student enrolls in and completes at least twelve (12) semester hours or its equivalent. TAP recipients should make careful reference to the Satisfactory Academic Progress chart in the Financial Aid section of the Catalog to determine not only whether there will be an immediate effect on student aid eligibility, but the effect any decision to drop or repeat courses will have on the student's future ability to maintain satisfactory academic progress. The offices of Financial Aid and Academic Advisement are able to assist students in clarifying both immediate and long-term educational goals.

WITHDRAWAL FROM THE COLLEGE

A student who withdraws from the College before completing a degree is required to fill out a Leave of Absence/Withdrawal Form. This form is available in the Office of Academic Advisement (Student Success Center-RIC, first floor) and online from the web pages of the Offices of Academic

Advisement and Registrar. Upon completing the form, the student arranges for an exit interview with a staff member from the Academic Advisement office. After completion of the exit interview, the form should be taken to the Registration Office (DS Room 120) for processing where then the withdrawal is finalized. Return after withdrawal from the College necessitates a formal application to the Office of Admissions for readmission. A student accepted for readmission following withdrawal must meet all requirements in force at the time of the student's return to the College.

If a student wishes to withdraw from the College after the last date for authorized withdrawal, a formal, written petition for withdrawal from all classes must be presented with a letter of support from a faculty advisor and with available substantiating documentation when appropriate for consideration by the Committee on Academic Standards. Filing for withdrawal does not preclude suspension or dismissal at the conclusion of a semester.

If a student withdraws from all classes before the end of the semester, the student should use the *Withdrawal From All Courses* form, which is available in the Office of Academic Advisement by the appropriate deadline (Consult Academic Calendar). If the student intends to register for the subsequent semester, no other form is needed. If the student does not intend to return for the subsequent semester, the Leave of Absence/Withdrawal Form should also be completed.

LEAVE OF ABSENCE POLICY

A leave of absence from the College may be granted to students for reasons other than academic difficulties for up to one full year after the end of the semester in progress. Full-time students who do not intend to return in a subsequent semester must file for a Leave of Absence in order to remain classified as an "active" student. Part-time students are permitted to skip one semester between registered periods without having to file for a Leave of Absence. If the part-time student does not return after one semester of absence, the student must file for a Leave of Absence in order to remain classified as an "active" student. The leave requires final approval by the Office of Academic Advisement and begins after the end of the semester in progress. Students desiring a leave of absence should complete the Leave of Absence/Withdrawal Form available online (accessible from the Academic Advisement and Registrar's

offices web pages) and in the Office of Academic Advisement. The student must indicate his/her intended date of return to the College on the form. If the student does not return to the College on or before the appropriate date, he/she will be considered as having withdrawn from the College. Withdrawal necessitates a formal application to the Office of Admissions for readmission. A student returning from a Leave of Absence must meet all requirements in force at the time of the student's return to the College. Students taking a Leave of Absence who have received long-term loans must consult the Financial Aid Office for information about loan repayment obligations. Students taking a Leave of Absence who are receiving other forms of aid should consult both the Office of Student Accounts and the Financial Aid Office before leaving Daemen. Filing for a Leave of Absence does not preclude suspension or dismissal at the conclusion of a semester.

Students who were placed on probation at the time they took a leave or withdrew will, upon their return, continue to be on probation and will be required to meet the conditions set by the College while they are on probation.

Policy for veteran students: Once enrolled and certified as a Daemen student, should it be necessary to suspend study due to service requirements, a veteran student may withdraw from courses with no financial liability. Depending upon the duration of service required, other options may be available to students who feel they have significant investment in the semester and who do not wish to withdraw from a semester entirely. In each case, the student must notify the Veterans' Certification Officer of the impending service requirement and discuss the financial options available. Regardless of the financial option chosen as a result of the service requirement, all service members may return to their academic program upon completion of service requirements.

TRANSCRIPTS

Daemen College is partnering with National Student Clearinghouse to provide current students, former students, and alumni with the ability to order electronic copies (students attending after 1985 only) or mailed copies of their student transcript. Students/Individuals who attended between 1946-1985 are only able to request a mailed copy of their transcript. Please note that mailed copies may require additional processing time. Transcript requests cost \$10.00 per mailed

copy and \$11.00 per electronic copy.

Please review your order for accuracy. Refunds will not be considered. Orders are typically processed within 1-2 business days. Once an order has been placed you will not be able to change the recipient's email address. You must place a new order with the correct address. Cancellation of orders are not allowed due to our automated processing. Students may complete the [transcript request form](#) (consult the Registrar's web page). The transcript reflects both undergraduate and graduate studies at Daemen. Please ensure you have no financial holds on your account prior to requesting a transcript. Transcripts will not be processed until your hold has been satisfied. For any additional questions please contact Registrar's Office at 716-839-8214.

Daemen students desiring to transfer to another institution may anticipate that credits from Daemen, as a regionally accredited institution, will generally (pending minimum grade requirements of the new institution) be acceptable to the receiving institution. However, students are strongly advised to contact the receiving institution to ensure not only the general acceptability of all credits but their acceptability to fulfill specific requirements in the student's desired program of study at the new institution.

GRADUATION REQUIREMENTS/POLICIES

Degrees are conferred three times each year (January 15, May – date announced annually, September 30). One Commencement ceremony is held in May and is open for participation by that year's January and May graduates. September graduates are eligible for participation in the Commencement ceremony held in the subsequent year. A student will graduate, i.e., have the degree conferred, only when degree requirements are satisfied in full and all final grades are on record in the Registrar's office. (Consult the academic calendar for the date when grades are due.) An *Application for Degree* form must be submitted to the Office of the Registrar by the first week of October for prospective January and May degree conferrals and by early June for September degree conferrals. Consult the academic calendar for the exact application due dates. Until the application is filed, a student will not be included on the Commencement list, will not receive any Commencement-related communications (email, U.S. mail), will neither have

his/her academic record reviewed for determination of status on completion of degree requirements nor receive clearance for graduation, and will not be eligible to participate in the Commencement ceremony and related activities.

Diplomas will state the degree and graduation honors conferred. Completion of an honors degree program is also reflected on the diploma. Students may list their name on the Application for Degree (and the diploma) as it appears on the academic record or another preference. Replacement diplomas are issued upon request and for a fee. Consult the Registrar's web page or the Registrar's Office for details and fees. Replacement diplomas are marked as such. Diplomas and replacement diplomas are withheld until a student's financial obligation to the College has been satisfied.

Pending compliance with established criteria, there are instances when prospective September graduates may "walk" in the Commencement ceremony held in May of that same year. Eligibility criteria and applications are available on the Registrar's web page.

Special Enrollment Rules

TRANSFER CREDIT

Continuing students who wish to take a course at another institution and transfer the credit to Daemen to meet a program requirement may do so through the standard transfer of credit system or the cross registration program.

Some programs restrict the number of credits transferred in the major and/or in non-major requirements. Consult the academic department for details.

Note: Completion of Core credits via transfer courses: Transfer courses (including cross registrations), except for courses equivalent to CMP 101 College Composition (which satisfies the Communication Skills and Information Literacy competencies), will not satisfy competencies, or Learning Community requirements. Only with the written authorization of the Core Director will a transferred course fulfill Quantitative Literacy and/or Writing Intensive requirements. Only in extraordinary circumstances, and only with the written

authorization of the Core Director, will a transferred course fulfill Service Learning and/or Research and Presentation requirements. (Departmental approval for the latter will also be solicited by the Core Director). Transfer credits may be used to fulfill core electives.

The standard transfer of credit system requires that students file the required Request for Off-Campus Course form with the Registrar's office. The form must be completed in full and bear the required student and faculty signatures. Students are advised to consult the transfer equivalency database accessible from the Registrar's web page, to determine if a course offered elsewhere is equivalent to a Daemen course and/or is acceptable for transfer. If a course does not appear in the database, students are advised to provide a course description to the Daemen chair of the credit granting department (example: English chair must approve English courses) when they are requesting permission to take an off-campus course. A minimum grade of C is required for transfer unless a higher grade in the course is required in the student's major. Students must have official transcripts for all off-campus coursework sent directly from the other institution to Daemen's Registrar's office. The student is responsible for the transcript fee.

Cross registration is an option available only to full-time matriculating students who wish to take an undergraduate course elsewhere during a semester. Consult the Special Programs for Enrichment and Academic Credit section of the Catalog for full details.

No transfer courses or cross registration are allowed in a senior's final semester before degree conferral. Consult the In-Residence Course Work Requirement section of the catalog for details.

AUDIT POLICY

Regular and part-time students may audit courses by completing and filing with the Registrar the *Permit to Audit* form, by including the courses as AUDIT on their semester load, and by paying the appropriate fee(s), if applicable. Subject to available space, the College also welcomes alumni and senior citizens as auditors free of charge, although the payment of appropriate College fees (for materials, labs, etc.) may be required. Students may change their status in any credit course to that of an audit by filing (with the Registrar) the

appropriate Drop/Add form (available in the Registration office) up to and including the last date for authorized withdrawal from a course. Consult the Academic Calendar for the exact dates. Auditing of courses is subject to the permission of the instructor.

INDEPENDENT STUDY

During any term of enrollment, it is recommended that departments allow independent study only after carefully assessing whether the course can be successfully taught independently and after ascertaining that the student:

1. has a grade point average of 2.5 or better;
2. has completed all course work for previous courses undertaken;
3. possesses the necessary motivation and ability for working independently.

The Independent Study request form must be signed by the instructor and the department chair before enrollment in the course is finalized. Summer and intersemester independent study also requires the approval of the appropriate divisional dean.

DIRECTED STUDY POLICY

Directed study may be arranged in various fields to allow students to supplement departmental courses. To enroll in Directed Study 458, the student must complete the *Permission to Register* form, gaining the approval of the directed study instructor and the chair of the department from which credit will be granted.

CREDIT FOR LEARNING FROM LIFE EXPERIENCE (CLLE)

Daemen students may receive academic credit for training courses in the armed forces or other non-educational organizations, for acquired proficiency as determined by College Level Examination Program (CLEP) subject tests or Excelsior College Examinations, or for equivalent knowledge acquired through occupational or avocational life experiences.

Criteria for granting Life Experience credit as presented in the following publications will be followed whenever possible:

1. College Level Examination Program (CLEP) by the College Board: limited to subject examinations.
2. Excelsior College Examinations by the University of the State of New York.
3. College Credit Recommendations by the National Program on Noncollegiate Sponsored Instruction (PONSI).
4. Guide to the Evaluation of Educational Experiences in the Armed Forces by the U.S. Armed Forces Institute (USAFI).

For further details, refer to the section in this catalog entitled Application Procedures: Credit by Examination. In cases in which the above criteria do not apply, the student may petition the Committee on Academic Standards for Credit for Learning from Life Experience (CLLE). The student should provide a recommendation from the faculty of the credit-approving department (via the chairperson). A faculty panel within the department from which credit is sought will design and conduct an individualized examination after consultation with the candidate. An oral examination, a written examination, a performance examination, or a combination of two or three of these evaluative techniques should be used. The Committee on Academic Standards will make the final decision regarding the requested credit. The amount of credit will vary with the nature of the learning experience and its applicability to a degree program. Students are advised to begin the CLLE application process by discussing with the chair of the credit-granting department the feasibility of their petition. A fee is assessed for each course/credit for which CLLE is granted.

CHALLENGE EXAMINATIONS

Departments may offer challenge examinations to students who may possess proficiency in a particular course. Challenge exams must be designed by department faculty and are offered at the professional discretion of the faculty. Once a student completes the examination, he/she must petition the Committee on Academic Standards for credit for the course. The department chairperson, after grading the exam, will submit the grade recommendation to the Committee. The Committee's decision is final. The course, grade, and statement that a

Challenge Exam was completed will appear on the student's transcript. A fee is assessed for each course/credit in which a

student completes a challenge exam.

ACADEMIC CALENDAR FOR 2021-2022

NOTE: DIFFERENT CALENDAR DATES MAY APPLY FOR SELECT COURSES AND/OR OFFERINGS AT LOCATIONS OTHER THAN THE MAIN CAMPUS. CONSULT THE COMPLETE ACADEMIC CALENDAR ON THE DAEMEN WEB PAGE FOR DETAILS.

Link to [Daemen Academic Calendar Information](#)

Second Semester

First Semester

September 4	Welcome Week begins
September 7	Classes begin
September 14	Last day for making changes in schedule (Adding and Dropping Courses Ends)
October 4	Application for Degree forms must be filed with the Registrar's office for all prospective January 2022 graduates
October 22	Mid semester grades due at NOON
November 8	Last day for authorized withdrawal from courses (or change to audit)
November 12	Advance Registration begins for Intersemester/Spring Semester 2022
November 24-27	Thanksgiving Recess- classes will not meet
December 10	Last day of classes
December 13	Final Examinations begin
December 17	Final Examinations and Fall 2021 Semester Ends
December 21	Semester grades due at NOON

Intersemester Session

January 2	Classes begin
January 13	Last day for authorized withdrawal from courses (or change to audit)
January 16	Last day of classes
January 17	Martin Luther King, Jr. Ovservance
January 18	Last day of classes
January 19	Final Examinations are held (if no final exam, class is held on this day)
January 20	Intersemester grades due at NOON
January 26	Classes begin
February 2	Last day for making changes in schedule (Adding and Dropping Courses Ends)
February 7	Application for Degree forms must be filed with the Registrar's office for all prospective May 2022 graduates
February 21	President's Day – classes will not meet
March 11	Mid semester grades due at NOON
March 14-18	Spring Break – classes will not meet
March 31	Last day for authorized withdrawal from courses (or change to audit)
April 5	Advance Registration begins for Summer and Fall Semester 2021
April 15-19	Spring Holiday – classes will not meet
April 27	Academic Festival
May 6	Last day of classes
May 9	Final Examinations begin
May 13	Final Examinations and Spring 2021 semester ends

May 17	Grades due at NOON for: prospective May 2022 graduates, non-graduating ceremony “walkers,” also for candidates’ admission to the Athletic Training and Physician Assistant programs, and to the professional phase of the Physical Therapy program.	Social Room)
May 20	Annual Excellence Awards Ceremony: 7:00 PM (held in Wick	May 21 Commencement held at Kleinhans Music Hall, Buffalo, NY
		May 24 Semester grades due at NOON for all other students
		June 13 Application for Degree forms must be filed for all prospective September 2022 graduates

PROGRAMS OF STUDY (HEGIS CODES)

The baccalaureate degree requires at least 120 semester hours of credit. These are to be distributed among the core requirements for general education, the major, and the remainder as free electives or additional requirements in subjects other than the major.

Students should note that enrollment in other than registered or otherwise approved programs may jeopardize eligibility for certain student aid awards. Daemen College is authorized by the Board of Regents of the State of New York to award degrees and certificates. Following is a listing of degree programs registered by the New York State Education Department. Certificate programs are listed following minors and specializations. All Daemen College programs are approved by the New York State Education Department for the training of veterans and other eligible persons. The list is arranged in alphabetical order. LOOK IN THE INDEX TO THIS CATALOG TO FIND DEPARTMENTS, PROGRAMS, MAJORS, AND SUBJECTS OR TOPICS THAT MAY NOT APPEAR IN THIS LIST OR THAT MAY BE KNOWN BY ANOTHER NAME.

The number prefixes are the HEGIS codes assigned by the New York State Education Department when programs are registered. The programs, academic disciplines, and departments at Daemen College are grouped into two academic divisions:

Arts & Sciences (A & S)

Health & Human Services (H & HS)

Refer to the indicated division section later in this catalog for degree requirements and course descriptions. Entry-level BS/MS and DPT programs are described in this Catalog. For post-baccalaureate graduate programs, consult the Daemen College Graduate Catalog.

Degrees are available in the following majors:

HEGIS CODE		DEGREE
0502	B.S.	Accounting
0502	B.S./M.S.**	Accounting/Professional Accountancy
0401.01	B.S.	Adolescence Education: Biology
0803	M.S.+	Adolescence Education: Biology, English, French, Mathematics, Social Studies, Spanish
1501.01	B.A.	Adolescence Education: English
1102.01	B.A.	Adolescence Education: French
1701.01	B.A.	Adolescence Education: Mathematics
2201.01	B.A.	Adolescence Education: Social Studies
1105.01	B.A.	Adolescence Education: Spanish
0808	B.S.	Adolescence Education: Students with Disabilities/Special Ed Generalist
1203.10	M.S.	Adult-Gerontology Primary Care Nurse Practitioner
1203.10	D.N.P.+	Adult-Gerontology Primary Care Nurse Practitioner
0899.50	M.S.	Alt Cert: Childhood Special Education and General Education (TRANS B) Initial/Professional
0899.50	M.S.	Alt Cert: Early Childhood Special Education and General Education (TRANS B) – Initial/Professional
1099	B.F.A.	Animation
2099	M.S.	Applied Behavior Analysis

1007	B.S.+	Applied Theater	A & S 0506	M.S.	International Business
1002	B.F.A.	Art	A & S 4901	B.A.	Individualized Studies
1002	B.S.	Art	A & S		
0599	M.S.+	Arts Administration	A & S 1009	B.S.	Leadership and Entrepreneurship in the Arts
1299.30	M.S.	Athletic Training	H & HS 4901	B.A.	Liberal Studies
0414	B.S.	Biochemistry	A & S		
0401	B.A.	Biology	1701 A & S	B.A.	Mathematics
0401	B.S.	Biology	4902 A & S	B.S.	Natural Science
0401/1223	B.S./M.S.***	Biology/Cytotechnology	4902/1299.30 A & S	B.S./M.S.***	Natural Science/Athletic Training
0506	B.S.	Business Administration	4902/1299.10 H & HS	B.S./M.S.***	Natural Science – Health Sciences/Physician Assistant Studies
0506/0506	B.S./M.S.**	Business Administration/International Business	H & HS 1203.10	B.S.	Nursing
0506	M.B.A.	Business Administration	H & HS 1203.10	B.S./M.S.*	Nursing/Adult-Gerontology Primary Care Nurse Practitioner
0802	B.S.	Childhood Education	H & HS 1203.10	M.S.	Nursing Education
0802	M.S.+	Childhood Education Initial/Professional Certification	H & HS 1203.10	M.S.	Nursing Executive Leadership
0808	B.S.	Childhood Education/Special Education: Inclusive Childhood Education	1212 H & HS 1203.10	M.S. D.N.P.+	Orthopaedic Manual Physical Therapy Palliative Care Nursing
1703	B.S.	Data Science	A & S 5099	B.S.	Paralegal Studies
0808	B.S.	Early Childhood Education/Special Education: Early Childhood Education	1212 H & HS 1299.10	D.P.T. M.S.	Physical Therapy Physician Assistant Studies
1501	B.A.	English	2207 A & S	B.A.	Political Science
0599	M.S.	Leadership and Innovation	2001 H & HS	B.A.	Psychology
1102	B.A.	French	2001 A & S	B.S.	Psychology
4901	B.A.	Global and Local Sustainability	1214 A & S	M.P.H.	Public Health
1009	B.F.A.	Graphic Design	1510 A & S	B.A.	Religious Studies
1201	B.S.	Health Promotion	2104 H & HS	B.A.	Social Work
1201/1299.30	B.S./M.S.***	Health Promotion/Athletic Training	2104 H & HS	M.S.W.	Master of Social Work
1201/1214	B.S./M.P.H.*	Health Promotion/Public Health	1105 H & HS	B.A.	Spanish
2205	B.A.	History	0808 A & S	M.S.	Special Education: Childhood Education Initial/Professional Certification
2205	B.A.	History and Political Science	A & S		

0808	M.S.	Special Education: Childhood Education Professional Certification	H & HS	<ul style="list-style-type: none"> • Hispanic Studies • History
1002	B.S.	Visual Arts Education	H & HS	<ul style="list-style-type: none"> • History – Public • Human Resource Management – (limited to Accounting and Business majors and General Business minors)

* accelerated dual-degree program leading to B.S./Master degrees – separate degree conferrals

** entry-level Master's program leading to B.S./M.S. degrees – combined degree conferrals

*** entry-level Master's program leading to B.S./M.S. degrees – separate degree conferrals

+ inactive program – no new students are currently being accepted

- Illustration
- International Business
- Literature
- Literature and Composition
- Marketing – (limited to Accounting and Business majors and General Business minors)
- Mathematics
- Medical Humanities
- Painting
- Philosophy
- Philosophy & Religious Studies
- Political Communication
- Political Science
- Pre-Law
- Pre-Art Therapy
- Professional Medical Writing
- Professional Writing
- Psychology
- Public Administration
- Public History
- Public Relations
- Refugee and Migration Studies
- Religious Studies
- Sculpture
- Spanish
- Spanish for the Health Professions
- Special Education – (open to all students except those pursuing teacher certification in Special Education)
- Sport Management – (limited to Accounting and Business majors and General Business minors)
- Sustainability – Global and Local
- Theater Arts
- Women's Studies

Minors for Non-Majors

NOTE: All requirements for a minor must be completed in full by the time the requirements for one's major are fulfilled.

Minors for Non-Majors are available in:

- Accounting
- Administration – Public
- Art
- Art History
- Atlantic Studies
- Biology
- Black Studies
- Business – General
- Business – International
- Chemistry
- Civil Society & Sustainable Communities
- Community Health Promotion
- Composition/Writing
- Computer Science
- Criminal Justice
- Entrepreneurship
- Forensic Studies
- French
- General Business
- Global and Local Sustainability
- Global Studies
- Graphic Design
- Hispanic Linguistics

Core hours and free electives may be structured to fulfill various minor sequences upon advisement. Students interested in pursuing a minor(s) are required to file a Declaration of Minor form in the Registration Office.

+Plus Programs:

NOTE: All requirements for a +Plus program must be completed in full by the time the requirements for one's major are fulfilled.

+Plus programs are available in:

- Community Development
- Community Health Promotion
- Global Business
- Health Policy
- Human Resource Administration
- Social Sciences

Core hours and free electives may be structured to fulfill various +Plus sequences upon advisement. Students interested in pursuing a +Plus program(s) are required to file a Declaration of Minor form in the Registration Office.

The following specializations/tracks are available within degree programs:

- Accounting (option available in the M.S., International Business)
- Business – General
- Business – International
- Communications/Public Relations
- Community Health (with choice of track in: Community Health Education; Administrative Aspects of Health; Community Health Principles)
- Complementary and Alternative Health Care Practices
- Comprehensive Arts
- Drawing/Illustration (with choice of emphasis in Drawing or Illustration)
- Environmental Studies (as part of degree programs in Biology; History & Political Science; Natural Science)
- Fine Arts
- Forensic Science
- General Business
- Health & Fitness Training
- Health Professions (option available in the M.S., Executive Leadership and Change)
- Health Science

- Higher Education (option available in the M.S., Executive Leadership and Change)
- Human Resource Management
- Individualized Studies (as part of the Natural Science degree)
- International Business
- Marketing
- Not-for-Profit Organizations (option available in the M.S., Executive Leadership and Change)
- Painting
- Pre-Professional Studies (Pre-Medicine, Pre-Veterinary, Pre-Dentistry)
- Public Relations/Communications
- Sculpture
- Sport Management
- Theater

Area Studies for majors in Childhood Education, Childhood/Special Education, Early Childhood Education/Special Education majors are available in:

- English
- French
- Mathematics
- Science
- Social Studies
- Spanish

Sequences and Plans of Study are available in:

- Child Care Field (Childhood Education)
- Child Care Field (Early Childhood Education/Special Education)
- Child Care Field (Childhood/Special Education)
- Forensic Accounting
- Pre-Law (individualized advisement within the History & Political Science major)
- Adolescence Education
- Teacher Certification

Certificate Programs, designed primarily for the adult, non-degree, part-time population, are available in:

HEGIS CODE	UNDERGRADUATE CERTIFICATES	DAEMEN DIVISION
5002	Accounting (30 credit hours)	H & HS
5099	Human Resource Management (33 credit hours)	H & HS
5099	Paralegal Studies (21 credit hours)	H & HS
5208.30	Perspectives in Oncology Nursing for the International RN (30 credit hours)	H & HS
5012	Visual Effects Training Program (15 credit hours)	A & S
ADVANCED CERTIFICATES		
1203.12	Adult-Gerontology Primary Care Nurse Practitioner (24 credit hours)	H & HS
2099	Applied Behavior Analysis (28 credit hours)	H & HS
0599	Leadership and Innovation (18 credit hours)	H & HS
1203.12	Nursing Education (12 credit hours)	H & HS
1203.12	Nursing Executive Leadership (24 credit hours)	H & HS
1212+	Orthopaedic Manual Physical Therapy	H & HS
1299+	Partners in Health for People with Disabilities (6 credit hours)	H & HS

NOTE: + Inactive program – not currently accepting new students.

Less comprehensive than full-fledged degree programs, certificate and advanced certificate programs are intended to provide formally certified documentation (credentials) that a

person has earned academic credit for studying a specialized topic. See the Courses and Curricula section of the Catalog for information on requirements for certificate programs, and the Graduate Catalog for information on requirements for the advanced certificate programs.

Foreign Language Requirement

Students in BA degree programs must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college-level coursework or the successful completion of a proficiency examination. A student with no prior experience would likely take a four-course (12 credit hour) sequence: elementary and intermediate levels. A student with three years of high school language study would likely take only the intermediate course sequence (6 credit hours). A student with four or more years of language study may be prepared to take a proficiency examination to demonstrate intermediate-level proficiency, with no further coursework required.

In addition, regardless of demonstrated proficiency, all programs leading to teacher certification require completion of a minimum of **six credit hours** in **one** foreign language.

Additional programs may also have a foreign language requirement. See The Courses and Curricula section of the catalog for information on requirements for specific programs. Students are encouraged to begin their language sequence early in their college career in order to take advantage of high school studies.

Hours in the Major

(includes specialization which may reflect some interdisciplinary studies)

ENTRY-LEVEL

B.A. **B.S.** **B.S/MS./D.P.T.** **B.F.A.**

Free Elective Hours

(some programs allow a portion of these electives to be taken in the major)

ENTRY-LEVEL

B.A.	B.S.	B.S./MS./D.P.T.	B.F.A.
0 to 39	0 to 33	0 to 12	0

For more detailed information, consult specific program requirements. Complete curricular planning sheets for every degree program are available on departmental and the Registrar's official websites.

SPECIAL PROGRAMS FOR ENRICHMENT & ACADEMIC CREDIT

Cross-Registration with Area Colleges

Any full-time matriculating undergraduate student may request enrollment in a course at another college in the Western New York Consortium of Colleges. Cross-registration enables Daemen College students to enrich their programs of study by taking specialized undergraduate courses available only at other campuses, and it provides some flexibility for meeting graduation requirements in a timely manner. The Cross-Registration option is applicable to semester registrations only.

A Cross Registration Request form must be completed in full and bear the signatures of the student, required faculty, and the Cross Registration Officer (who is an administrative staff member in the Daemen Registrar's office), and presented to the

other institution at the time specified for cross-registration. Students must maintain a full-time course load (12 credits minimum) at the home institution during the semester in which they cross-register. If the course load at the home institution drops below full time, the home institution (Daemen) will notify the Cross Registration Officer of the visiting institution who will determine if a student will either be dropped from the cross-registered course or will remain enrolled and incur tuition charges from the visiting institution. Only one course may be taken as a cross-registration in any one semester. Only undergraduate courses may be completed via cross-registration. Course loads that exceed 18 semester hours (inclusive of the cross-registration course work) will result in additional Daemen tuition charges. Select participating institutions may enforce NYS or Erie County residency requirements in order to waive cross-registration tuition charges from the visiting institution. (Students are strongly encouraged to consult the visiting institution's Cross Registration Officer before cross registering.) Cross-registered courses do not fulfill Daemen College residency requirements, nor do they satisfy core competencies. Refer to the Residency Requirement section of this catalog for details on the residency requirement. Only with written authorization of the Core Director will a cross-registered course fulfill Quantitative Literacy and/or Writing Intensive requirements. Only in extraordinary circumstances, and only with the written authorization of the Core Director, will a cross-registered course fulfill Service Learning and/or Research and Presentation requirements (the latter for which departmental approval will also be solicited by the Core Director). Military Science courses are allowed through cross-registration but may **not** be taken for core credit. Consult the Military Science section of this catalog for complete details regarding the acceptability of Military Science credits and tuition charges.

Distance Education

Daemen College students have access to many distance education opportunities. The College uses both synchronous and asynchronous technology including video, audio, and text based interactions via our Learning Management System. Online coursework is increasingly available for some courses within degree programs from multiple academic departments. Faculty members strive to create dynamic and high quality learning experiences for students that is relevant, engaging, and

interactive. Distance education at Daemen College is widely supported through our Office of Information Technology, and Quality in Distance Education committee to ensure both students and faculty have a successful and valuable experience.

Global Programs (Study Abroad)

Overview

All students are encouraged to study abroad as part of their college education. Australia, Costa Rica, Dominican Republic, Ireland, Italy, Poland, Spain, and Thailand are the most popular countries for study abroad among Daemen students. Daemen College is affiliated with several excellent programs, including American Institute for Foreign Study (AIFS), Center for International Studies (CIS), International Studies Abroad (ISA), and Spanish Studies Abroad (SSA) that allow students to select a program that best fits their needs. These providers offer internships, service learning, and study abroad programs in over 40 countries.

Many programs require six months to a year of planning.

Students are advised to visit the Global Programs Office well in advance. To learn more about Daemen's Study Abroad programs, contact the Global Programs Office at international@daemen.edu.

Study Abroad Opportunities

International Seminars

Daemen has a number of short-term faculty-led opportunities that vary year-to-year. These can include culture, art, biology, business, health, history, and service-learning. Examples include:

- Australia: Coral Reef Survey: Students will gain an understanding of how to measure the health of coral reefs, contrast biodiversity in different types of coral reefs, and appreciate the vital role coral reefs play in the socioeconomic health of rural Australia.
- Dominican Republic: A service-learning seminar where students work on sustainable community projects in rural areas.

- England: Part of a spring course, Literature of London, spring break is spent visiting selected sites as discussed in class.
- Italy: This program considers cultural institutions with an entrepreneurial and historic lens. In particular, the Venice program coincides with the Venice Biennale exhibition.
- Japan: A course with an international experience exploring the history and art form of Japanese animation.
- Poland: A three week, summer seminar centered on Polish history, culture, and students participate in a service-learning project.
- Thailand: Students engage in a unique service-learning project focused on human trafficking in Northern Thailand.
- Zambia: This course is designed to provide students with an overview of topics impacting women's health in contemporary society through the lens of Zambia. Students will also receive service-learning credit.

Internships/Clinicals/Practica Abroad

Students from any major are able to pursue internships abroad in their field of study.

Physical Therapy majors are able to take one of their three clinicals abroad. These options are limited. Please see the Clinical Coordinator for further information.

Public Health (MPH) students are able to fulfill their practicum requirements abroad. Options may include: Dominican Republic, Portugal, and Uganda.

Majors Requiring Study Abroad

Modern Languages, Language Education, and Sustainability majors are required to study abroad. Students need to plan early and work with their department and Global Programs to choose a program that best fits their academic and career goals.

Spanish and Spanish Education majors may enroll at La Salle University as exchange students to complete their degree requirements.

The BA Liberal Studies- Hybrid program is also required to study abroad in their first year. Students will be informed of the

program requirements upon admission. All credit earned at seminaries abroad will be factored into program requirements and be factored into GPA.

Study Abroad Requirements

Students who intend to study, intern, volunteer, or conduct research abroad must have their proposed course work approved by their department and the Global Programs Office prior to departure. Students are not allowed to participate if they are on academic probation or suspended from the College. Students are required to adhere to the Code of Conduct of the program in which they are participating and to Daemen's Student Code of Conduct. Grades earned as part of a study abroad program are factored into each student's Daemen grade point average (GPA). Official transcripts from a School of Record must be sent directly to the Daemen College Registrar to ensure credit is awarded.

Credit for Learning from Life Experience (CLLE)

Daemen students may receive academic credit for training courses in the armed forces or other non-educational organizations, for acquired proficiency as determined by College Level Examination Program (CLEP) subject tests or Excelsior College examinations, or for equivalent knowledge

acquired through occupational or avocational life experiences. See the earlier CLLE entry under the Academic Regulations section for rules pertaining to life experience credit.

The Course Numbering System Used By Daemen College

Courses numbers generally reflect the course-level (100-299 being lower division baccalaureate level; 300-499 being upper-division baccalaureate-level courses and 500-700 being post-baccalaureate level.) Two-part courses are normally assigned course numbers in sequence. Odd numbers are generally assigned to the first part and even numbers to the second part of the course sequence. However, for specific course offerings, access the Course Schedules on Self Service.

Daemen College is organized academically into two divisions, whose departments offer the various majors. In this catalog, courses are grouped alpha-numerically by academic discipline or degree program and then listed under the name of the department offering the program. Please refer to the index to find subjects or topics whose Divisional/ Departmental affiliation may not be otherwise apparent.

CORE CURRICULUM

Daemen College recognizes that education must prepare students for professional, intellectual, and civic leadership. Key to fostering the student's development in these areas is the Core Curriculum – a common educational experience for all students, regardless of major. The Daemen College core is designed to strengthen students' intellectual curiosity, professionalism, sense of civic responsibility, and ability to deal with change.

The core experience consists of seven essential competencies. These competencies are introduced at the freshmen level and are reinforced throughout the entire curriculum. As a result of this regular exposure and practice, students develop a greater understanding of, and appreciation for, the skills which will be the foundation of their professional future. As students complete the core they acquire the ability to think, adapt and act in an increasingly complex and rapidly changing multicultural environment.

The core requires successful completion of 45 credits of approved core course work outside the major, of which at least nine credit hours must be taken at the 300-400 level.

The core curriculum entails successful completion of a set of requirements as follows. (These requirements may be satisfied anywhere in the student's program.)

- Successful completion of 3 credit hours in each of the 7 competencies:
 - affective awareness
 - civic responsibility
 - communication skills
 - contextual integration
 - critical thinking and creative problem solving
 - information literacy
 - moral and ethical discernment
- Learning Communities: Normally comprise two courses with a common theme. Students must complete:
 - Learning Community I (IND101 + linked course)
 - Learning Community II (two linked courses)
- Quantitative Literacy: 3 credit hours
- Research/Presentation: 3 credit hours

- Service Learning: 3 credit hours (Note that a maximum of 9 credit hours in Service Learning courses are allowed as part of the 45 credits in the core.)
- Writing Intensive:
 - CMP101 English Composition (or its equivalent) (3 credit hours);
 - 3 credits hours in addition to Research and Presentation, which is also writing intensive

Note: Courses accepted for transfer (other than those equivalent to CMP101 English Composition) will not satisfy core requirements unless approved by the Core Director.

The Seven Competencies

The seven competencies described below comprise the heart of Daemen's core curriculum. Every course approved for core credit includes at least three competencies, including at least one primary competency. Course syllabi explicitly state the learning objectives that relate to the competencies and the assessment techniques that will be used to determine if the student demonstrates mastery of the competency. The seven competencies are:

I. CRITICAL THINKING AND CREATIVE PROBLEM SOLVING

Critical thinking employs intellectual skills such as observation, classification, analysis, and synthesis in a reasonable and reflective manner to arrive at meaningful decisions. Creative problem solvers think analytically (cognitively and affectively) and integrate various forms of disparate information into a coherent whole. They demonstrate the ability to reason both inductively and deductively, generate alternative choices, consider consequences associated with each choice, and arrive at a reasonable decision in both familiar and unfamiliar contexts.

II. INFORMATION LITERACY

Information Literacy is defined as the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

III. COMMUNICATION SKILLS

Effective communication includes grammatical and technical competency as well as the ability to communicate across cultural boundaries with an awareness of the rhetorical effects of language in a variety of situational contexts (including non-verbal). An ongoing writing curriculum embedded throughout the core will enhance a student's abilities to organize ideas coherently and strategically, to choose words precisely for different levels of discourse, and to evaluate appropriate tone in a variety of discursive situations.

IV. AFFECTIVE AWARENESS

Affective awareness emanates from the relationship between sensory experience and emotional response. A sensory experience can move people to great emotional depths and can provoke powerful sensations. An affective process reveals biases, identifies patterns, creates meaning in response to this perception. By assessing affective awareness, one gains aesthetic sensibility to respond knowingly and probingly to the myriad appeals to affective consciousness that characterize contemporary culture.

V. MORAL AND ETHICAL DISCERNMENT

Moral and ethical discernment is defined as a non-judgmental understanding of how moral and ethical standards are formed, how they influence aspects of our lives, and how they shape public discourse and policy. Moral and ethical discernment is linked to such concepts as integrity, objectivity, public interest, and justice.

VI. CONTEXTUAL INTEGRATION

Developing contextual understanding allows individuals to identify and integrate relevant past and present issues affecting individuals, organizations, local societies, and global communities and to understand the constraints and impacts of social, cultural, environmental, political, and other contexts on issues and solutions.

VII. CIVIC RESPONSIBILITY

Civic responsibility is grounded in an appreciation that the health of local, national, and global communities is dependent on the direct and active participation of all members in the well being of the community as a whole. Developing civic responsibility enables individuals to transform their social interests into personal advocacy and social participation in local and global communities. Civic responsibility entails a life-long commitment to addressing problems these communities face.

Learning Communities

Certain courses are thematically linked as learning communities of two courses, enabling students from different majors to view course material through the perspective of different disciplines and to develop friendships with students outside their own specific field of study. Learning Community I comprises IND 101 "Critical Relationships" paired with a topical course.

There are offerings in a wide variety of disciplines. Learning Community II consists of two linked thematic courses and is typically taken in the second semester of the freshman year.

Quantitative Literacy

Quantitative Literacy at various levels is needed in preparation for further study in many academic and professional fields, and is also, of course, valuable in everyday life. Many adults, especially college graduates, are likely to assume positions in their communities and in professional organizations where quantitative literacy, such as the ability to deal intelligently with statistics, will be essential. The Daemen curriculum requires a minimum of three credit hours in course work designated as fulfilling our quantitative literacy requirement.

Service Learning

Service learning is a core requirement that fulfills the College's civic responsibility competency. This form of experiential learning engages all Daemen undergraduate students in a minimum of one three-credit hour service learning course and 60 hours of service in the community – service that is related to the academic course objectives. By connecting students with their local and global communities and providing opportunities to reflect on their experiences, students learn, serve, and gain the leadership, cross-cultural, and communication skills necessary to become civic-minded individuals prepared to participate in a democratic society.

Research and Presentation

This requirement facilitates the integration of course work, knowledge, skills, and experiential learning, enabling the student to demonstrate a broad mastery of learning within the discipline. Courses meeting the College's three credit hour Research and Presentation (R&P) requirement include a research paper as well as an oral presentation with peer critique in a public forum. All courses approved for R&P credit must also have a component that meets Writing Intensive standards.

Writing Intensive

The College's Writing Intensive requirement embeds a writing curriculum within all academic programs. Fulfilling a minimum of nine credit hours of Writing Intensive (WI) course work enhances students' abilities to evaluate and purposefully respond to a variety of contexts for writing, develop ideas in an organized and strategic fashion, and utilize both language and conventions appropriate to the genre, discipline, and purpose. Three of these hours are fulfilled in the required CMP 101 English Composition course (3 hours) and additional credits through the Research and Presentation requirement. Additional credit hours are taken in a Writing Intensive course of the student's choice and/or within the major. A minimum of 25% of the final grade in WI courses is based on writing performance.

Interdisciplinary Courses (IND)

For information on any IND course, please consult with the chairperson of the department sponsoring the IND course, as indicated at the end of IND course descriptions. Consult the Core Director for information on those courses that do not indicate a sponsoring department.

IND 101: CRITICAL RELATIONSHIPS (3)

Introduces freshmen students to the rich complexities of college education through intensive study of robust course content. It introduces students to the meaning and value of a liberal arts education. Students learn to adapt to the academic, personal and social complexities of college life; they develop important social relationships with other students and with the broader campus community and learn to access important campus resources that support students' academic achievement. The foundation of this course is rigorous content and students will begin a journey of intellectual, aesthetic, moral and ethical self-reflection and growth. The primary intent of the course is to facilitate students' abilities to analyze knowledge from disparate sources and to enhance critical thinking skills. Offered Each Year (Fall). (UG)

IND 104: THE HUMAN PLACE IN NATURE: AN INTRODUCTION TO GLOBAL ENVIRONMENTAL HISTORY (3)

Fulfills core competencies: Contextual Integration; Civic Responsibility; Moral & Ethical Discernment. Cross-listed as HST 104. In this course, we will focus on different patterns of human responses to environmental challenges and identify ways in which they have changed over time. Whether discussing events from the 15th century in South America or events in the 20th century in China, you will be challenged to

understand individual and collective behaviors in their social, cultural, political, and economic contexts. Unlike many history courses, we additionally provide special attention to the natural setting and the religious, ethical, and aesthetic responses to various environmental challenges. This course highlights several key aspects of environmental history: 1) humankind's impact on the environment as we have attempted to alter our natural surroundings; 2) various moral and ethical perspectives about the environment and humankind's place in the natural world; 3) the role that nature has played in various aesthetic visions; 4) modern environmental crisis and their political impact; and 5) the modern "green" movement as a grassroots call for social justice in response to environmental degradation. (Sponsored by the History & Political Science Department). Offered as Needed. (UG)

IND 120: INTRODUCTION TO GLOBAL STUDIES (3)

Fulfills core competency: Contextual Integration. This course will introduce students to the various aspects of global interaction that characterize our world today. While our focus is on the 20th and 21st centuries, we will also discuss deeper historical contexts for the economic, political, and cultural challenges posed by globalizing forces in earlier eras. (Sponsored by the History & Political Science Department.) (UG)

IND 123: INTRODUCTION TO SUSTAINABLE COMMUNITIES (3)

Cross-listed as SUST 123. Fulfills core competencies: Contextual Integration; Critical Thinking and Problem Solving. Students will be introduced to economic, environmental and social sustainability, and evaluate local communities using sustainable criteria. Research will be reviewed on model sustainable communities: locally, nationally and internationally. Students will visit representative sites in Buffalo and participate in community meetings and lectures. (Sponsored by the BA Global and Local Sustainability program.) (UG) Offered As Needed.

IND 203: PEER MENTORING: THEORY (1)

Prerequisite: Successful completion of Learning Community I. Fulfills one credit for training (IND 203) applicable to the Civic Responsibility competency and an additional 2 credits toward Civic Responsibility if/when student spends a semester as a Peer Mentor. May be used toward fulfillment of 3-credit hour Service Learning requirement in the Core. Course prepares students to act as mentors in the Peer Mentor Program in support of Learning Community I. It can also prepare students to act as mentors in other departments and programs as they develop within the college community. Offered Each Year (Fall). (UG)

IND 205: PEER MENTORING: PRACTICUM (2)

Prerequisite: successful completion of IND 203. Students earn 2 credits toward Civic Responsibility if/when they successfully complete a semester as a Peer Mentor. May be used toward fulfillment of 3-credit hour Service Learning requirement in the Core. Course prepares students to act as mentors in the Peer Mentor Program in support of Learning Community I. It can also prepare students to act as mentors in other departments and programs as they develop within the college community. Offered Each Year (Fall). (UG)

IND 209: CAMPUS ENVIRONMENTAL SERVICE LEARNING (3)

Fulfills core competency: Civic Responsibility. Service Learning. Students engage in a semester-long campus project that addresses sustainability of the campus environment. Students conduct a needs assessment, decide on a project or continue on a previously developed project, and actively participate in implementing the plan. Projects will vary depending on student interest and faculty expertise. Possible projects could include a campus energy audit, recycling plan, and campus beautification. Some off-campus engagement in

environmental projects may be required. (Sponsored by the Natural Sciences Department.) (UG) Offered As Needed.

IND 210: ROMANTIC IMPULSE (3)

Fulfills core competency: Contextual Integration. Focus upon man's search for an all-encompassing theory of the universe and how circumstances and events influenced that search and modified the theory within a discrete time period. Beginning in the Romanesque period of the Middle Ages and culminating in the 19th century Romantic movement, the course will examine music, painting, sculpture, poetry, politics, philosophy, technology, and science and how each of these adapted to the others as the world and the world-view underwent changes. The term "romantic impulse" refers to the fact that so many of the necessary changes that occurred did so in accordance with someone's dissatisfaction with the status quo and the feeling that improvements were possible. (Sponsored by the English Department.) Offered As Needed. (UG)

IND 212: LATINO AND LATIN AMERICAN CULTURE (3)

Fulfills core competency: Moral and Ethical Discernment. This course examines the historical, literary, religious and artistic elements that form the cultures of Spanish-speaking people in the US, the Caribbean, Mexico, Central and South America. It is designed to inform students about L/LA cultures and to enable them to appreciate the richness of those cultures and to discern the different ways people of those cultures view themselves and the ways people in the U.S. view them. From understanding and appreciation will come an awareness of the many factors that create a moral and ethical framework that may be different from one's own, yet still be moral and ethical. The course will use historical and contemporary readings as well as literature and film, and to a lesser extent, fine art, to provide a framework for the value systems of Latinos & Latin Americans. (Sponsored by the Modern Language Department.) Offered As Needed. (UG)

IND 213: SERVICE LEARNING THROUGH VITA (VOLUNTEER INCOME TAX ASSISTANCE) PROGRAM (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. This course certifies students to participate in the VITA (Volunteer Income Tax Assistance) Program. Students learn how to prepare basic tax returns. Students will be able to e-file these tax returns using TaxWise Software. The students will work at several VITA sites preparing tax returns for low-income taxpayers in the local community. The students will also identify social and political issues impacted by state and federal taxes. (Sponsored by the Accounting and Information Systems Department.) Prerequisite: ACC 318. Offered Each Spring. (UG)

IND 214: ENVIRONMENTAL EDUCATION IN THE COMMUNITY (3)

Fulfills core competency: Civic Responsibility. Service Learning. Given input from targeted community members, students will develop, facilitate, and participate in a local environmental action project within a community educational setting (e.g., school, nature center, museum, community center). Through this experience, students will develop an awareness of the value of intergenerational community health and working towards common goals as well as an understanding of life-long civic responsibility. Examples of possible projects include school yard habitat projects (rain gardens, tree planting), butterfly gardens, vegetable gardens, energy audits and energy saving programs. Can be substituted for PHI 232 for Education majors with permission of Department Chair. (Sponsored by the Education Department.) (UG)

IND 215: SERVICE LEARNING FOR REFUGEES STUDIES (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. This course will give students the opportunity to examine the issues of refugees from the global perspective. Students from various disciplines will be able to study refugees from the historical, political, legal, social, cultural, language, health, psychological, religious, and educational perspectives, among others. Potential topics to be explored include but are not limited to: the concepts of US citizenship, political asylum, role of IOs & NGOs, US Immigration policies, oral history, cross cultural education, refugees & US government/courts/agencies, voting, roles of social workers, counselors, refugee agencies, groups and communities, as well as civic engagement, among others. Students will engage in a semester long off campus service project which addresses the study of refugees locally and globally. Offered as Needed. (Sponsored by the History & Political Science Department). (UG)

IND 219: 20TH CENTURY FILM, SOCIETY AND IDEOLOGY (3)

Fulfills core competency: Contextual Integration. This course will examine a number of varied films from the 1930's to the end of the century in terms of text and technique. It will also examine film and the film industry as an institution of cultural validation within and challenges to modern society. It will also highlight how various films and their creators either support or confront society's dominant political and social ideologies, in terms of genre, genre criticism, and auteur theory. (Sponsored by the English Department.) Offered As Needed. (UG)

IND 232: SERVICE LEARNING TO PROMOTE SUSTAINABLE COMMUNITIES (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. This course challenges students to explore the concepts of citizenship, civic engagement, and sustainability as well as their own roles in society. Students engage in semester long off-campus projects that address community needs. Students conduct a needs assessment, decide on a project or continue on a previously developed project, and actively participate in implementing the plan. Possible projects

may include literacy projects such as tutoring children in after-school programs, cross-cultural education projects with global refugees, and community development efforts in underserved neighborhoods. (Sponsored by the BA Global and Local Sustainability program.) Offered As Needed. (UG)

IND 233: SL-HISTORY AND POLITICS OF POVERTY AND HOMELESSNESS (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. This course will examine the public issues of poverty and homelessness in America, as well as globally. It will combine academic study with Service Learning experience in the local community, as a point of departure for students' awareness and intervention strategies to combat the impacts of poverty and homeless as a public issue. Students will devote four hours per week to community service. In addition, students will conduct a community needs assessment, decide on a project, and actively participate in implementing the plan.(Sponsored by the History & Political Science Department). Offered As Needed. (UG)

IND 248: INTERNATIONAL SERVICE LEARNING (1 – 3)

Fulfills core competency: Civic Responsibility. May also be taken as IND 348 or 448, as determined by student's standing. Students will perform service in another country in a variety of settings, such as schools, community organizations, and social service agencies. Projects will vary depending on student interest. Consultation with the International Studies Program advisor is required. This course may be taken up to three times for credit. (Sponsored by the Modern Language Department.) Offered As Needed. (UG)

IND 249: PERFORMANCE ENHANCEMENT (3)

Fulfills core competency: Civic Responsibility. Students will learn the latest in sport performance techniques, including the dynamic warm-up that develops pillar strength, posture, and

flexibility. They will also engage in resistance training and read about current and controversial topics in the field of nutrition. This course requires moderate to strenuous physical exercise. (Sponsored by the Accounting and Information Systems Department). Offered as Needed. (UG)

IND 250: INTRODUCTION TO HISTORIC PRESERVATION (3)

Cross-listed as HP 250. Fulfills core competency: Contextual Integration. Introduction to Historic Preservation will provide a comprehensive introduction to historic preservation history, principles and practices. The course will begin with a review of the evolution of historic preservation doctrine and philosophy. We next will discuss the legal background for historic preservation, with an emphasis on the judicial and statutory underpinnings that support, and limit, current preservation efforts. Next, we will consider why certain buildings and locations are considered “historic” and we will discuss the designation and documentation process that protects those assets and the federal “treatments” (i.e., standards) that guide their preservation, restoration, reconstruction and rehabilitation. We then will discuss historic preservation as an economic development tool. The course will close with consideration of economic incentives that are available for historic rehabilitation activities. (Sponsored by the History & Political Science Department). Offered As Needed. (UG)

IND 256: THE AMERICAN IDENTITY (3)

Fulfills core competency: Affective Awareness. What do you have in common with Christopher Columbus, Wilma Mankiller, Spike Lee, Amy Tan, Madam C. J. Walker, Lee Iacocca, Goyathlay, Cesar Chavez, Albert Einstein, I.M. Pei? The American Identity will examine the on-going process of Americanization of six racial/ethnic/religious groups: Native-, African-, European-, Jewish-, Asian-, and Hispanic-Americans. Through full-length films, film clips, readings, political cartoons and discussion we will explore Native American property rights, the Anglo-Saxon power structure, Africans as non-immigrants, anti-semitism, the impact of WWII, Korea and Vietnam on perceptions of Asians, the English Only movement and more. We will tackle the stereotypes and realities of how

we see ourselves and how others see us. (Sponsored by the Modern Language Department.) Offered As Needed. (UG)

IND 269: HOLLYWOOD’S AMERICA (3)

Fulfills core competency: Affective Awareness. This course explores the way that the divisive social issues of the recent past have been represented in film. The course will revolve around five sets of topics (Vietnam, the Cold War, civil rights, feminism, and the culture wars). The course will explore both technical and aesthetic aspects of the various films and the way that the film reflects and comments upon social reality. (Sponsored by the Philosophy and Religious Studies Department.) Offered As Needed. (UG)

IND 315: PERSPECTIVES ON BLACKS & EDUCATION (3)

Fulfills core competency: Moral and Ethical Discernment. This course will be organized around historical time periods and it will illustrate how education was shaped for blacks in the diaspora. The course will also focus on contemporary issues in education, including the social, political and economic implications of schooling for blacks in America. (Sponsored by the Education Department.) Offered As Needed. (UG)

IND 322: ALTERNATIVE AND RENEWABLE ENERGY ISSUES (3)

Fulfills core competencies: Contextual Integration; Critical Thinking & Creative Problem Solving. Cross-listed as SUST 322. This course will introduce students to the history of energy use, current sources of energy used worldwide, energy technologies including those under development, as well as discuss the role of governmental policies and funding in energy use and technological development. (Sponsored by the BA Global and Local Sustainability program.) (UG) Offered as Needed.

IND 325: INTRODUCTION TO POLISH CULTURE (3)

Fulfills core competency: Contextual Integration; Writing Intensive. Cross-listed as HST 325. Students are introduced to the history of Polish culture. This survey course will focus primarily on cultural developments, but students will also learn about key political, economic, and social developments in Polish history. (Sponsored by the History & Political Science Department). Offered Alternate Years (Spring). (UG)

IND 326: GREEN BUILDINGS (3)

Fulfills core competencies: Contextual Integration; Critical Thinking and Problem Solving; Affective Awareness. Cross-listed as SUST 326. This course is designed to introduce students to the concepts of green building design through the use of Daemen's buildings as experimental laboratories. The US Green Building Council's Leadership in Energy and Environmental Design (LEED) certification system will be used as a guide to investigate and discuss construction site selection and protection, building energy-efficient features, water conservation strategies, indoor environmental quality and materials and resources used in buildings. (Sponsored by the BA Global and Local Sustainability program.) (UG) Offered as Needed.

IND 328: THE IMAGE OF WOMEN IN ART AND MEDIA (3)

Fulfills core competency: Affective Awareness. Cross-listed as WST 328. This course addresses the ways in which women have been represented visually (painting, sculpture, film, advertising). The examination will examine both historical prototypes and contemporary examples. Among the issues we will discuss in an open forum are: the depiction of women from both a masculine and feminine vantage point, how the feminist agenda has been perceived in contemporary culture to condone sexualization and objectification, and how the image conveys assumptions and knowledge. (Sponsored by the Visual and Performing Arts Department.) Offered Each Year (Fall). (UG)

IND 334: NON-WESTERN ART & CULTURE (3)

Fulfills core competency: Contextual Integration. This course is a survey of art, literature, and religion from Africa, India, Japan and China. It will examine the products of these individual cultures, and discuss how they relate to contemporary historical events and philosophical or religious trends. Although the focus will be primarily on art objects, significant discussions will take place on related historical or religious themes, and other examples of this expression (i.e. literature, music, etc.) Among the issues discussed in the course are: the colonization of non-western cultures, the implications of the word "primitive," and the diverging belief systems of Islam, Buddhism, and Hinduism. (Sponsored by the Visual and Performing Arts Department.) Offered Each Year (Spring). (UG)

IND 338: FOOD AND AGRICULTURE ISSUES (3)

Fulfills core competency: Contextual Integration. Cross-listed as SUST 338. The course integrates the science associated with food production with the social and economic issues influencing agriculture, food processing, distribution, safety and policy. Current and future use of sustainable practices in agriculture and food distribution will be discussed. (Sponsored by the BA Global and Local Sustainability program.) (UG) Offered as Needed.

IND 340: COMMUNITY MURAL PAINTING (3)

Fulfills core competency: Civic Responsibility. Service Learning. This course will challenge students to explore the art of painting and its ability to actively engage and contribute to diverse communities. Students will engage in a semester long service learning project whose final goal will be a completed public mural. The course will be simultaneously an introduction to basic painting techniques and brainstorming dialogue and instruction with community members with whom the class will collaboratively create a mural. The course will involve class painting exercises, in-class discussions, 60 hours of service, and

written and photographic journaling. (Sponsored by the Visual and Performing Arts Department.) Offered As Needed. (UG)

IND 344: SUSTAINABLE BUSINESS PRACTICES (3)

Fulfills core competency: Contextual Integration; Moral and Ethical Discernment. Cross-listed as SUST 344. This course will introduce the concepts of sustainable business practices and corporate social responsibility. Sustainable business is a paradigm shift from a management style of maximizing profit at any cost. Sustainable business aims to restore and maintain environmental quality and develop social equity, while pursuing long term profitability. (Sponsored by the BA Global and Local Sustainability program.) Prerequisites: Sophomore status or permission of instructor. Offered as Needed. (UG)

IND 345: INTRODUCTION TO RUSSIAN CULTURE (3)

Fulfills core competency: Contextual Integration. Writing Intensive. Cross-listed as HST 345. This course introduces students to select themes in the Russian cultural tradition. The peoples of Russia have engaged actively with other cultures in Europe and Asia for over a millennium. We will explore how a distinct Russian culture has emerged, with special emphases on the following developments: the introduction of Christianity; the “Mongol Yoke;” the “Europeanization” of Muscovite Russia; the cultural splendor of the Russian empire during the reign of Catherine II; the flourishing of Russian literary culture under an absolutist regime during the “Golden Age” of the mid-19th century; and Russia’s role in the birth of Modernism at the end of the tsarist era. (Sponsored by the History & Political Science Department). Offered Alternate Years (Spring). (UG)

IND 348: INTERNATIONAL SERVICE LEARNING (1 – 3)

Fulfills core competency: Civic Responsibility. May also be taken as IND 348 or 448, as determined by student’s standing. Students will perform service in another country in a variety of settings, such as schools, community organizations, and social service agencies. Projects will vary depending on student

interest. Consultation with the International Studies Program advisor is required. This course may be taken up to three times for credit.(Sponsored by the Modern Language Department.) Offered As Needed. (UG)

IND 351: URBAN PLANNING AND COMMUNITY DEVELOPMENT (3)

Fulfills core competencies: Contextual Integration; Civic Responsibility. Cross-listed as SUST 351. This course will introduce the theories of urban design, history of urban development, decline and rebirth, and the roles that all stakeholders play in developing sustainable communities. (Sponsored by the BA Global and Local Sustainability program.) Prerequisites: Sophomore status. Offered as Needed. (UG)

IND 398: INTERNATIONAL EXPERIENTIAL LEARNING (3)

Fulfills core competency: Contextual Integration. This course provides students and faculty an opportunity for short-term experiential learning in a foreign country. This course is designed to provide students with background information such as history, art, culture, language, social mores,economy, environment, design, etc of another country so that a faculty-lead student group can apply classroom learning during a short-term stay in that country (defined as less than a semester). The focus of the course may be fully interdisciplinary or specifically focused on one aspect of the other nation.Offered as Needed, including Inter-semester and Summer. (UG)

IND 412: SOCIAL ENTREPRENEURSHIP (3)

Fulfills core competencies: Critical Thinking & Creative Problem Solving; Information Literacy; fulfills Research and Presentation requirement; Writing Intensive. This course introduces the student to the field of social entrepreneurship which focuses on creating long-term, sustainable change and impact through mission driven profit and non-profit ventures.

The course will familiarize students with major social entrepreneurs and the challenges that they faced in growing their ventures from an idea to a fully mature organization or company. In addition, the course will encourage students to consider ventures within the context of social problems in areas such as education, community development, economic stability, health and other current issues. Prerequisites: Senior status and permission of academic advisor. Offered As Needed. (Sponsored by the Accounting and Information Systems Department.) (UG)

IND 443: SENIOR PROJECT (3)

Fulfills core competency: Information Literacy; Research and Presentation requirement; Writing Intensive. This course is

intended for students whose major is Individualized Studies, and whose program has been approved. (UG)

IND 448: INTERNATIONAL SERVICE LEARNING (1 – 3)

Fulfills core competency: Civic Responsibility. May also be taken as IND 348 or 448, as determined by student's standing. Students will perform service in another country in a variety of settings, such as schools, community organizations, and social service agencies. Projects will vary depending on student interest. Consultation with the International Studies Program advisor is required. This course may be taken up to three times for credit. (Sponsored by the Modern Language Department.) Offered As Needed. (UG)

HONORS PROGRAM

The honors program meets the intellectual needs of Daemen College's best students, ensuring that their collegiate experience challenges their minds and fosters their potential to contribute both to the community and to society at large. Students who have demonstrated excellence in learning can benefit from honors courses, which examine complex issues from multiple perspectives, use primary sources rather than textbooks, and present special opportunities for research. The program is overseen by the Honors Director, a six-member student governing board elected by members of the honors program, and an Honors Council comprising faculty representing the major academic areas of the College. Oversight includes evaluation of student applications, program assessment, review of proposed new colloquia, judgment of points accumulation, and matters relative to the final honors project

Program Requirements

To graduate with an honors degree, a student must complete 24 hours of honors coursework, including 12 hours of upper division (300-400-level) coursework. Honors coursework may also fulfill requirements in the core, major, or minor. Students entering the program in the first year of college will earn six hours during the first semester through an honors section of the First Year Experience course and Honors Composition. Students may complete honors requirements by selecting courses from the following honors experiences:

1. Contracted Courses: Honors students may receive honors credit for any regular undergraduate class offering by designing an honors contract with the professor. The contract must specify the type, nature, and purpose of additional research and assignments. If it is at all possible, the honors student's work should contribute to the educational experience of the class in general, perhaps through an oral presentation to share the results of her/his research. The honors student must complete the contract in order to receive honors credit for the course. Contract forms are available in the Honors Center.
2. Honors Colloquia: Honors colloquia are offered occasionally, dependent upon curricular restraints and availability of faculty. Honors colloquia typically address topics that represent areas of faculty research and expertise or areas of student interest; they are distinct from a department's usual course offerings. Colloquia are conducted in seminar (rather than in lecture) format and engage students in the advanced study of the topic, using primary texts and academic research methods.
3. Honors Tutorials: In an honors tutorial, the student works one-on-one with a faculty member to design a course of study on a particular topic of student interest that is not a regular course offering. The student and faculty member work together to determine course readings, research methodology, and appropriate assignments.
4. Opportunity for Study Abroad and/or Summer Institutes: Honors students are encouraged to take advantage of opportunities to study abroad and to attend summer institutes on other college campuses. Study abroad courses may be taken for honors credit, subject to the approval of the Global Programs Director and the Honors Council.
5. Honors Project: Each honors student must conduct advanced research appropriate to her/his discipline, produce a project under the direction of a faculty advisor, and respond to the comments of a project committee (usually made up of three faculty members, including the advisor). It is expected that Honors Projects will be presented to the campus community at each year's Academic Festival.
6. Academic Expectations: Each member of the honors program will be expected to maintain a minimum grade point average (3.00 for freshmen and sophomores and 3.20 for juniors and seniors). Those whose average falls below the minimum will incur membership probation.

The Point System

Graduating with the honors designation indicates academic excellence, but it is also meant to reflect a student's involvement in the program throughout a collegiate career. A

points system has been implemented to encourage participation in events and activities beyond academic honors coursework. Event point values may vary depending on time requirements, and may even vary from semester to semester. If the student fails to accumulate the required amount of points in a semester, he or she will be placed on membership probation for the following semester. During a probation semester, the student will continue to attend meetings, complete honors classes or contracts, and earn points. Any student who fails to meet the point requirement for a second time is subject to termination from the honors program.

Student Honors Organization

Honors students oversee their own student organization, supported by the Student Association, to direct student activities on campus, including a film series, speakers, field trips, special campus events, and community service projects. The Student Honors Organization (SHO) elects officers as well as two representatives to the Honors Council. At the end of each academic year, the SHO publishes a newsletter representing the year's accomplishments in honors. At an

annual banquet for students, administrators, and faculty, the SHO presents three awards: a Student Research Award, a Friend of Honors Award, and a Faculty Award for superior teaching.

Benefits for Honors Students

Honors students have access to outstanding teachers in smaller class settings that offer the opportunity for advanced study through the use of primary texts and the development of special experiences to enhance learning. They also receive the following privileges:

1. Priority registration by class rank (junior honors students before juniors, for example)
 1. Special residential accommodations;
 2. Honors facilities such as computers and study space in the Honors Center;
 3. Opportunity for travel to conferences;
 4. National Collegiate Honors Council recognition.
2. Eligibility for existing scholarship programs, as well as encouragement to pursue national scholarships such as Truman, Marshall, Mellon, and Fulbright Scholarships.

ADMINISTRATION

Gary A. Olson, *President*; B.A., Kings College; M.A., University of Connecticut; Ph.D., Indiana University of Pennsylvania.

Michael S. Brogan, *Senior Vice President for Academic Affairs and Dean of the College*; A.S., Erie Community College; B.S., Daemen College; M.S., Ph.D., University at Buffalo; D.P.T., Daemen College.

Emily Burns Perryman, *Vice President for Institutional Advancement*; B.S., State University of New York Fashion Institute of Technology; M.A., State University of New York Empire State College.

Melaine Kenyon, *Vice President of Information Technology/CIO*; B.A., M.A. State University of New York at Buffalo.

Traci Murphy, *Director of Athletics*; B.S., West Chester University; M.S., University of Arkansas.

Greg J. Naylor, *Vice President for Strategic Initiatives*; B.A., M.Ed., State University of New York at Potsdam; Ph.D., University of Virginia.

Robert E. Rood, *Vice President for Business Affairs and Treasurer*; B.S., Canisius College; M.B.A, Ph.D., University at Buffalo.

Presidents Emeriti

- *M. Alphonse Kampshoff, OSF
- *M. Angela Canavan, OSF
- *Robert S. Marshall, Ph.D.
- Martin J. Anisman, Ph.D.

The Board of Trustees

Officers:

- John R. Yurtchuk; *Chair*
- Paul A. Saffrin; *Vice Chair*
- JoEtte Zaccagnino; *Secretary/Treasurer*
- Gary A. Olson ; *President (Ex Officio)*

Members:

- Lana Benatovich
- Catherine M. MePage-Campbell, '84
- Mark Chason
- Dorothy Ferguson
- Scott Friedman
- Terrence Gilbride
- Jo-Anne Grabowski, '73
- Alan Gracie
- John Graves
- Jennifer Gurske-dePerio, '99, '02
- Candace S. Johnson
- Kathy Lawley Best
- Gail Y. Mitchell
- Thomas M. Reynolds
- Shandra Spicer
- Alan H. Turner, II, '93
- Jeffrey A. Wellington
- Arthur G. Wingerter
- Brenda L. Young
- Stephen Zenger

Trustees Emeriti

- **Martin J. Anisman, President Emeritus**
- Thomas W. Bowen
- Thomas Brydges
- Caroline Hassett-Buerk
- Robert M. Chur
- Adrian F. Dedecker, Jr.*
- Dale B. Demyanick
- Leonard Greenfield*
- Edward P. Gueth, Jr.*
- Nedra J. Harrison
- Peter F. Hunt
- Donald B. Hutton

- Hratch Karamanoukian
- William W. Kimmins, Jr.*
- Charles L. Lumsden*
- Lynn Millane*
- Milton Milstein*
- Henry J. Nowak
- Gregory M. Oehler
- Jean R. Oshei*
- Joan Ellis Shatkin*
- M. Angelice Vogt, OSF*
- Paul A. Willax

- Richard Johnston – *Professor Emeritus*
- *Arnold Kieltsch – *Professor Emeritus*
- *Linda Kuechler – *Professor Emeritus*
- *James K.Y. Kuo – *Professor Emeritus*
- Karen Little – *Professor Emerita*
- *Thomas J. Maass – *Professor Emeritus*
- Bruce Marzahn – *Professor Emeritus*
- *John Masterson – *Professor Emeritus*
- Carol Maull – *Professor Emerita*
- *Edward J. McMahon – *Professor Emeritus*
- Dr. Denise Mills – *Professor Emerita*
- James Moran – *Professor Emeritus*
- Dr. Kathleen Murphy – *Professor Emerita*
- *Elizabeth S. O’Neil – *Professor Emerita*
- William Predmore – *Professor Emeritus*
- *M. Vivian Rauch, OSF – *Professor Emerita*
- Charles Reedy – *Professor Emeritus*
- *Charles Sabatino – *Professor Emeritus*
- *M. Francesca Schlang, OSF – *Professor Emerita*
- *Richard S. Schweichler – *Professor Emeritus*
- *John Segmen – *Professor Emeritus*
- Peter Siedlecki – *Professor Emeritus*
- *Wilma Sorohan, OSF – *Professor Emerita*
- John Starkey – *Professor Emeritus*
- Virginia C. Suhalla – *Professor Emerita*
- *Katherine Sullivan – *Professor Emerita*
- Christopher Wilson – *Professor Emeritus*
- Alfred W. Zielonka – *Professor Emeritus*

Faculty Emeriti

- James A. Allen – *Professor Emeritus*
- *Mary Urban Archer, OSF – *Professor Emerita*
- Ellen Banks – *Professor Emerita*
- Denis Barraclough – *Professor Emeritus*
- John Blest – *Professor Emeritus*
- Richard Cimbalo – *Professor Emeritus*
- *Rosalind F. Cramer – *Professor Emerita*
- J. Edward Cuddy – *Professor Emeritus*
- Dr. William DiPietro – *Professor Emeritus*
- Marion Short Elmer – *Professor Emerita*
- *Jeanne File, OSF – *Professor Emerita*
- Joan Gunther – *Professor Emerita*
- *M. Rachel Hooper, OSF – *Professor Emerita*
- Abu Ismail – *Professor Emeritus*

* deceased

ADMINISTRATIVE STAFF

Office of the President

Gary A. Olson, *President*; B.A., Kings College; M.A., University of Connecticut; Ph.D., Indiana University of Pennsylvania.

Amanda Gross, *Chief of Staff*; B.A., Colby College; M.ED., University of Miami.

Sarah Porzucek, *Executive Assistant, Office of the President*; B.A., University of Rhode Island.

Office of the Vice President for Academic Affairs

Michael S. Brogan, *Senior Vice President for Academic Affairs and Dean of the College*; A.S., Erie Community College; B.S., Daemen College; M.S., Ph.D., University at Buffalo; D.P.T., Daemen College.

Jill Aldrich, *Administrative Coordinator for ABA*; B.S., Syracuse University; M.S., St. Cloud State University.

Lee Allard, *Director for Institutional Research*, B.A., University at Dallas; M.A., Vanderbilt University; M.T.S., Vanderbilt Divinity School; M.S., University of Cincinnati College of Medicine; M.S., Ph.D., University of Texas at Dallas;

Carolyn Atherton, *Administrative Assistant for Natural Sciences*; A.A.S., Bryant & Stratton.

Amy Battaglia, *Administrative Associate for Education*.

Lynette Boesken, *Administrative Assistant for Paralegal Studies*; B.A., Valparaiso University.

Susan Bonafede, *Administrative Assistant for Graduate Nursing*; B.A., M.S., St. John Fischer College.

Harrison Cheung, *Circulation Assistant*; M.A., University at Buffalo.

Brittany Collins (Maryniewski), *Degree Audit and Articulation Analyst*; B.A., SUNY Buffalo State.

Alyssa Crofts, *Academic Advisor*; B.S., M.A., The College at Brockport.

Brooke Densing, *Director, CAUSE Program*, B.S., Stony Brook University; M.S.W., University at Buffalo.

Justin Dise, *Archive & Instruction Librarian*; B.A., M.L.S., University at Buffalo.

Mary Dormer, *Assistant Registrar*; B.S., University at Buffalo; M.S., Daemen College.

Justine Duquette, *Coordinator*; B.A., M.B.A., Canisius College.

Sabrina Fennell, *Assistant VP for Student Success*; B.S., SUNY College at Fredonia; M.S., SUNY Buffalo State.

Allison Fischer, *RIC Circulation Assistant*; B.S., Elmira College; M.L.S., M.ED., University at Buffalo.

Christina Fuller, *Degree Audit and Articulation Analyst*; B.S., University at Buffalo.

Deborah Gianturco, *Executive Assistant for Academic Affairs*; A.A.S., Fashion Institute of Technology.

Robyn Gordon, *Clinical Coordinator, PA Program*; B.S., The King's College.

Joseph Hall, *Librarian*; B.A., St. Mary's College of Maryland; M.F.A., George Mason University; PH.D., University at Buffalo.

Audrey Hernandez, *Records and Registration Specialist*; B.S., Canisius College; M.S., Daemen College.

Irene Holohan-Moyer, *Assistant VP for Institutional Effectiveness & Systems Integration*; B.A., M.Ed., Ph.D., University at Buffalo.

Hella Jacob, *Director, Center for Excellence in Teaching and Learning*; M.A. University of Regensburg, Germany; Ph.D. University at Buffalo.

Justin Kennelly, *Evening Operations Librarian*; M.L.S., San Jose State University.

Robin King, *Director, Academic Grants & Sponsored Programs*; B.A., University of Vermont; M.S.W., San Diego State University.

Christine Kramer, *Principal Library Assistant*; B.S., Daemen College.

Margaret Lacki, *Administrative Associate for Student Success Center*; A.A.S., Erie Community College.

Stefanie Lizauckas, *Associate Registrar*; B.S. Westminster College; M.S., Canisius College.

Dorothy Lutgen, *Executive Assistant for Physical Therapy*; B.S., Daemen College.

Annie Printup, *Assistant Director for Institutional Effectiveness & Systems Integration*; B.A., Hobart and William Smith Colleges; M.P.A., Penn State University.

Susan Marchione, *Director of New Program Development & Strategic Initiatives*; B.A., M.S., Canisius College; Ed.D, D'Youville College.

Lindsay Masters, *Coordinator of Learning Center*; B.S., SUNY College at Fredonia; M.S., Canisius College.

Jeffrey Matrachisia, *Reference & Instructional Librarian*; M.L.S., University at Buffalo.

Kara McGuire, *Assistant Director, RIC & Library Services, Circulation/Interlibrary Loan Librarian*; B.A., SUNY Buffalo State; M.L.S., University at Buffalo.

Doris Murphy, CPCU, *Assistant VP for Academic Affairs, Office of Academic Affairs*; A.A.S., Bryant & Stratton College; B.S., M.S., Daemen College.

Mary Anne Neil-Luther, *Administrative Assistant for Business Administration*; A.A.S., Erie Community College.

Rivka Neuhaus, *Administrative Assistant Lakewood Education-Branch Campus*.

Rimma Nisnevich, *Sr. Data Specialist*; Diploma (B.S./M.S.), College of Energy, Belarusian Polytechnic Institute.

Melissa Peterson, *Director, RIC & Library Services*; B.A., Binghamton University; M.A., M.L.S., University at Buffalo.

Kim Petry, *Records Registration Assistant*; A.A.S., Bryant & Stratton.

Michelle Ratzel, *Administrative Coordinator for Dean of Health & Human Services*; A.A.S., Bruant & Stratton.

Elizabeth Renner, *Coordinator, Global Programs*; B.S., M.P.H., Daemen College.

Ann E. Robinson, *Executive Director of Global Programs*; B.A., New York University; Ed.M., Teachers College, Columbia University.

Eann Robinson, *Assistant Director of HEOP*; B.S., SUNY Fredonia; M.A., SUNY Buffalo State College.

Vincenette SanLorenzo, *Director of PA Graduate Services*; B.S., SUNY Buffalo State College.

Jill Schopp, *Administrative Assistant for PA*.

Michelle Semski, *Academic Advisor*, B.A., M.A., Niagara University.

Tiffany Shadden, *Registrar*; B.S., Daemen College; M.B.A., Medaille College.

Phyllis Shroot, *Coordinator, Alternative Certification Program in Special Education in Partnership with Total Testing Inc. (TTI)*; B.A., Stern College, Yeshiva University; M.S., Hunter College.

Peggy Siebold, *Administrative Assistant for Sociology & Social Work*.

Beatrice Slick, *Vision Counselor for Student Success Center*; M.S.W., University at Buffalo.

Susan Slominsky, *Administrative Assistant for Lakewood Education- Branch Campus*; B.S., CUNY City College; M.ED., St. John's University.

Mimi Steadman, *Assistant Vice President for Academic Affairs & Strategic Management*; B.S., Cornell University; M.S., University of Rhode Island; Ph.D., University of California at Berkeley.

Rebecca Stein, *Field Coordinator*; B.A., Touro College; M.S., Adelphi University.

Andrea Sullivan, *Head of Reference & Instruction*; B.A., Daemen College; M.L.S., University at Buffalo.

Devorah Tessler, *Administrative Assistant for Lakewood Education- Branch Campus*.

Rachel Twardowski, *Records and Registration Specialist*; B.S., M.ED., Medaille College.

Joan Wadsworth, *Program Coordinator for Leadership & Innovation*; B.A., Boston College.

Toni Wendland, *Administrative Assistant for ABA*; B.S., Carroll University.

Melissa Wilkerson, *Administrative Assistant for Physical Therapy*; A.A.S., Erie Community College.

Joy Yaskow, *Administrative Assistant for PA*; B.S., University at Buffalo.

Jillian Ziemianski, *Writing Specialist with Student Success Center*; B.A., SUNY Fredonia; M.A., Minnesota State University Mankato.

Office of the Vice President for Strategic Initiatives

Greg J. Naylor, *Vice President for Strategic Initiatives*; B.A., M.Ed., State University of New York at Potsdam; Ph.D., University of Virginia.

Shantina Addison, *Assistant Director of Graduate and Special Programs*; B.S., M.ED., Medaille College.

Brooke Bainbridge, *Admissions Counselor*; B.A., SUNY Buffalo State; M.L.S., University at Buffalo.

Megan Beardi, *Assistant Director of Graduate and Special Programs*; B.A., University at Buffalo; M.S., Daemen College.

Kaylyn Billups, *Transfer Admissions Counselor*; B.A., SUNY College at Fredonia.

Austin Brass, *Director of Undergraduate Admissions*; B.A., University of Pittsburgh; M.S., Canisius College.

Karen Cash, *Special Assistant to the VPSA*; B.S., SUNY Geneseo.

Taylor Chaney, *Admissions Counselor*; B.S., University of Albany.

Michelle Curry, *Admissions Counselor*; B.S., Edinboro University.

Jennifer Diethorn, *Assistant Director of Student Activities*; B.S., Niagara University; M.S., Slippery Rock University.

Tiffany Dillon, *Assistant Director of Career Services*; B.S., Johnson and Wales University; M.S., Medaille College.

Danielle S. Eadie, *Clinical Director of Counseling*; B.A., Canisius College; M.S.W. University at Buffalo.

Ashley Frazier, *Director of the CHIP Center*; B.S., M.S., Daemen College.

Mary Friel, *Enrollment Services Coordinator*; B.S., Daemen College; M.A., Nova Southeastern University.

Julie Harpst, *Assistant Director of Enrollment Research*.

Ian James, *Coordinator of Career Services and Residence Life*, B.S., M.S., University at Buffalo.

Andrea Jeski, *Administrative Assistant for CHIP Center*; B.S., SUNY Buffalo State College.

Jovanny Jimenez, *Undergraduate Admissions Counselor*; B.A., Canisius College.

Stephanie Kresse, *Assistant Director for Counseling Services*; B.A., Canisius College; M.S., University at Buffalo.

Deborah Krzyzanowski, *Admissions Support Specialist*; A.A.S., Villa Maria College.

Heather Maclin, *Director of Student Activities*; B.S., University of Arkansas; M.S., University of Memphis.

Briana McKay, *Admissions Support Specialist*.

Robert Mead-Colegrove, *Assistant Dean for Campus Life*; B.S., SUNY College at Fredonia; M.Ed., University at Buffalo.

Kelly Monkelbaan, *Executive Director of Enrollment Research*; A.A.S., Villa Maria College; B.S., M.S., Daemen College.

Yolanda Morris, *Director of Admissions Events & Special Programs*; B.A., Russell Sage College; M.S., SUNY Buffalo State.

Kimberly Pagano, *Assistant Dean for Student Engagement*; B.A., Canisius College; M.S., Daemen College.

Michael Paglicci, *Coordinator for Student Transition and Campus Programming*; B.S., Niagara University; M.S., Canisius College.

Heidi Popek, *Coordinator of Administrative Services for Enrollment Management*.

Kayla Powell, *Senior Assistant Director of Admissions*; B.S., Houghton College.

Hannah Szablewski, *Office Manager for Student Affairs*; B.A., Canisius College.

Lamark Shaw, *Director of Career Services / Adjunct Professor*; B.S., SUNY Buffalo State; M.A., Medaille College.

Doug Smith, *Director of Campus Safety*; B.S., SUNY Buffalo State.

Kerry L. Spicer, *Dean of Students*, B.S. SUNY Fredonia; M.S., SUNY Buffalo State.

Danielle Vallone, *Director of Conference Services*; B.A., University at Buffalo.

Lynnae Williams-Flood, *Call Center Assistant*; B.A., Allegheny College.

Emilee Yormick, *Director of Housing & Residence Life*; B.A., Medaille College; M.Ed., SUNY Buffalo State College.

Sydney Youngberg, *Undergraduate Admissions Counselor*; B.A., M.S., Alfred University.

Julie Zulewski, *Dean of Enrollment*; B.S., M.S., University at Buffalo.

Office of the Vice President for Business Affairs

Robert E. Rood, *Vice President for Business Affairs and Treasurer*; B.S., Canisius College; M.B.A, Ph.D., University at Buffalo.

Diana Alvarado, *Print Shop Supervisor*; A.A.S., Niagara County Community College.

Lisa Arida, CPA, *Associate VP of Business Affairs and Controller*; B.S., Daemen College.

Peter Bellanca, *Assistant Director of Facilities – Trades*.

Brittney Bundy, *Senior Financial Aid Technician*; B.S., Daemen College.

Steven Chmielewski, *Grants Administration Manager*; B.S., Canisius College.

Heather Colby, *HR Associate*.

Maggie Fage, *Sr. Financial Aid Counselor*; B.A., Hilbert College; M.Ed., University at Buffalo.

Bianca Gowanny, *Payroll & Benefits Coordinator*; B.S., SUNY Buffalo State; M.B.A. Niagara University.

Mary Hartnett, *Purchasing Coordinator*; A.A.S., Bryant & Stratton.

Susan Heater, *Assistant Director of Facilities – Janitorial*.

Jaclyn Herne, *Bookstore Manager*.

Theresa Kolb, *Mailroom Supervisor*.

Robyn Kulczyk, *Accounting Supervisor*; B.S., Hilbert College; M.B.A., St. Bonaventure University.

Russell Leising, *Printing Operator*.

Sandra Looker, *Assistant Director of Financial Aid*; B.F.A., Rochester Institute of Technology; M.Ed., Roberts Wesleyan College.

Samantha Maiarana, *Employment Coordinator*; B.S., M.S., Daemen College.

Cheryl Malczewski, *Print Shop Assistant*.

Tracy Masse-Wells, PHR, *Director of Employee Engagement*; B.S., SUNY Buffalo State.

Theresa Mulholland, *Accounts Payable Clerk & Administrative Assistant*.

Jeffrey Pagano, *Director of Financial Aid*; B.A., SUNY College at Fredonia.

Donald Phillips, *Director of Facilities*.

Eric Price, *Assistant Director of Facilities – Buildings & Grounds*; B.S., Rochester Institute of Technology.

Lisa Rosati, *Bursar*; B.S., Medaille College.

Scott Rowe, *Assistant Director of Financial Aid*; B.A., SUNY College at Geneseo; M.S., SUNY Buffalo State.

Patrick Ryan, *Mailroom Clerk*.

Erin Simson, *Financial Aid Administrative Assistant*; B.A., SUNY Buffalo State College.

Dawn Schimweg, *NYS TAP, Scholarships & Benefits Administrative Assistant*; A.A.S., Erie Community College.

Cheryl Skwark, *Accounting Generalist*; B.M., Mercyhurst College; B.S., Daemen College.

Brenda Twardowski, *Administrative Assistant for Business Office*; A.A.S., Erie Community College.

Lindsay A. Wolfe, *Payroll Director*; B.A., University at Buffalo; M.B.A. P.A., Canisius College.

Melanie Zenicki, *Assistant Bursar*; B.S., M.S., Daemen College.

Office of Institutional Advancement

Emily Burns Perryman, *Vice President for Institutional Advancement*; B.S. Fashion Institute of Technology; M.A., SUNY Empire State College.

Elise Chambers, *Graphic Designer*; B.S., SUNY Buffalo State; M.S., Daemen College.

Christina Francis, *Consumer and Marketing Insights Specialist*; M.B.A., University at Buffalo.

Cameron Garrity, *Graphic Designer*; B.F.A., Daemen College

Kathryn Hammer, *Director of Alumni Relations*; B.F.A., Daemen College; M.S., Canisius College.

Kara Kane, Director of Annual Giving & Stewardship; B.S., Canisius College.

Michael A. Morgan, *Director of Publications*; B.S., SUNY Buffalo State.

Jill Robins, *Associate VP for Advancement & Special Events*; B.A., College of Charleston.

Daniel Robison, *Director of Institutional Communications*; B.A., University of Evansville; M.A., Indiana State University.

David Seifert, *Director of Marketing & Digital Media Specialist*; B.A., Hilbert College.

Joyce Strobel, *Assistant Director of Publications*;

Isaac Williams, Director of Marketing & Digital Strategy; B.A., M.S., University of Phoenix; M.F.A., Full Sail University.

Gina Wiertel, *Advancement Services Coordinator*; B.A., Buffalo State College.

Lauren Zaepfel, *Marketing Assistant*; B.A., Niagara University.

Athletics

Traci Murphy, *Director of Athletics*; B.S., West Chester University; M.S., University of Arkansas.

Stephanie Albano, *Assistant Athletics Director, Head Volleyball Coach*; B.S. University of North Carolina at Chapel Hill; M.S., Canisius College.

Jenepher Banker, *Assistant Athletics Director, Head Coach for Women's Basketball*; B.S., Springfield College; M.S., Iowa State University.

Steve Chasey, *Assistant Athletic Director for Compliance*; B.S., Bowling Green State University; M.S. Columbia University; J.D., Albany Law School of Union University.

Michelle Copolo-Ziemer, *Assistant Athletic Trainer*; M.S., Marshall University.

Hailey Dietrich, *Student-Athlete Success and Community Engagement Coordinator/CAUSE*; B.A., Hobart and William Smith Colleges; M.A., Canisius College.

Daniel Dolan, *Head Women's Soccer Coach*.

Katherine Eschner, *Strength & Conditioning Coach & AWC Manager*; B.S., Slippery Rock University of Pennsylvania.

Don Gleason, *Head Coach Men's Volleyball*, B.S./M.E. Rochester Institute of Technology.

Ryan Grandits, *Assistant Men's B-ball Coach & Athletics Operations*; M.S., Daemen College.

Pete Gratien, *Head Coach Men's & Women's Cross Country/Track/Field*; B.S., Le Moyne College.

Michael MacDonald, *Sr. Associate Athletic Director, Head Coach, Men's Basketball*; B.A., St. Bonaventure University; M.S., Canisius College.

Jon Metz, *Head Coach, Women's Triathlon*; B.S., Florida International University; Ed.M., SUNY Buffalo State; Ed.D., D'Youville College.

Michael Miranto, *Associate Athletic Director for Communications*; B.A., SUNY Buffalo State.

Zachary Morris, *Assistant Athletic Trainer & Strength/Conditioning*; B.S., Canisius College.

Carrie Racsummerger, *Head Coach Women's Bowling*; B.S., SUNY Empire State College; M.S., Daemen College.

Karen Roehling, *Senior Woman Administrator, Assistant Athletic Trainer*; B.S., Ithaca College; M.S., Canisius College.

Jeffrey Sage, *Assistant Athletic Director for Sports Medicine & Performance*; B.S., The College at Brockport; M.S., California University of Pennsylvania.

Bediako Swan, *Head Coach Men's Soccer*; B.S., Davis and Elkins College; M.S., West Virginia University.

Alexis Wayne, *Director of Athletic Operations & Communications*; B.S., M.A., Niagara University.

Office of Information Technology

Melaine Kenyon, *Vice President of Information Technology/CIO*; B.A., M.A. State University of New York at Buffalo.

Ryan Ackley, *Assistant Vice President for Information Management*; B.S., St. Bonaventure University.

Rachel Alvarez, *IT Administrative Coordinator and Assistant to CIO*; B.A., Daemen College.

David Balcerzak, *Information Systems Analyst*; B.S., SUNY Buffalo State.

Matthew Biehl, *IT Specialist & Multimedia Technician*; B.A., SUNY Buffalo State.

Michael Cooke, *Technical Support Specialist*; B.A., University of Massachusetts.

Marc Doull, *Network Administrator*; B.S., M.B.A., SUNY at Buffalo.

Kathryn Dubrey, *Junior Developer*; B.A., Niagara University.

Eric Hill, *Senior Instruction Designer*; B.S., University of Pennsylvania; M.ED., Framingham State University; M.S., University of North Carolina Charlotte.

Christen Ann Kelly, *Associate Director of Technology Support*; B.A., University at Buffalo.

Brian Kenline, *Director of Technology Support*.

Allen Luxenberg, *Branch Campus Technical Support Coordinator*.

Brien Pacholec, *Junior Developer*; B.A., Ithaca College; M.B.A., Daemen College.

Christopher Pack, *Assistant Vice President for Systems & Infrastructure*; B.S., SUNY Buffalo State.

Sterlyn Rojas, *Technical Support Specialist*; B.S., University of Buffalo.

Peter Schilke, *Director of Instructional Design*; B.S., SUNY Buffalo State; M. ED., University of Mary Washington.

Angela Stockman, *Instructional Designer*; B.A., SUNY College at Fredonia; M.ED., SUNY Buffalo State College.

Christian Valerio, *Technical Support Specialist*; A.S., Bryant & Stratton.

Thomas P. Wojciechowski, *Executive Director of Web Communications*; B.F.A., University at Buffalo; M.S., Daemen College.

John Zaepfel, *Director of Web Development*; B.A., University at Buffalo.

Christina Zytariuk, *Junior Systems Administrator*; B.A., University at Buffalo.

Office of Diversity & Inclusion

Tiffany Hamilton, *Chief Diversity Officer & Director of Arthur O. Eve H.E.O.P.*; B. S., SUNY College at Fredonia; M.S., SUNY Buffalo State.

Dasia Morman, *Assistant Director of Diversity & Inclusion*; B.S., M.S., SUNY Buffalo State College.

Paul Muccigrosso, *Director of Veteran Services*; B.S., SUNY Empire State College; M.S.W., University at Buffalo; M.B.A., Medaille College.

FACULTY

Abitbol Avtzon Sarah

Assistant Professor, Education – Brooklyn

B.A., M.A. Yeshiva University, M.S., Ed.S. Columbia University, Ph.D. Walden University.

Abowitz, Nechama

Adjunct Faculty, Education – Brooklyn

B.A., Thomas Edison State College; M.S., Adelphi University;

Abrams, Debra S

Adjunct Faculty, Business Administration

B.S., Purdue University; M.B.A., Butler University.

Adler, Marc A

Adjunct Faculty, Leadership & Innovation

B.A., M.B.A., M.A., University at Buffalo.

Adler, Tzivia E

Adjunct Faculty, Education – Brooklyn

B.S., Touro College.

Ali, Samuel J

Adjunct Faculty, Physician Assistant

B.S., M.S., Daemen College.

Aliotta, Donna M

Adjunct Faculty, Nursing – Undergraduate

B.S., M.S., Daemen College.

Alter, Malka R

Adjunct Faculty, Education – Brooklyn

B.A., M.S., Touro College; Doctoral Program.,

Anderson, Jerica L

Adjunct Faculty, Physical Therapy

B.S., D.P.T., Daemen College.

Anthony, Greta F

Adjunct Faculty, Leadership & Innovation

M.S., Daemen College, B.A. University at Buffalo

Artman, Margaret A

Assistant Professor, English

B.A., M.A., University of Dayton; Ph.D., University of Wisconsin-Milwaukee.

Attwood, Kristopher M

Adjunct Faculty, Master of Public Health

B.S., University of Rhode Island; M.S., M.A., Ph.D., University at Buffalo.

Atwell, Emily

Assistant Professor, Sociology & Social Work

B.A., Bates College; M.S.W., Columbia University; D.S.W., University at Pennsylvania.

Babcock, Jeanine M

Adjunct Faculty, Education – Amherst

B.S., M.S., SUNY Buffalo State.

Bain-Lucey, Jonus W

Adjunct Faculty, Applied Behavior Analysis

B.S., SUNY Geneseo; MS Ed., Hunter College, Board Certified Behavior Analyst; NYS Licensed Behavior Analyst.

Baker, Hadassah

Adjunct Faculty, Education – Brooklyn

B.A. Touro College; M.S. City College of New York.

Baker, John G.

Adjunct Faculty, Psychological Sciences

B.A., Canisius College; M.A., University at Buffalo; Ph.D., University at Buffalo.

Ball, Lisa S

Adjunct Faculty, Nursing – Graduate

B.S., University of Western Ontario; M.S., Ph.D., University at Buffalo.

Bartlo, Carol

Assistant Professor, Business Administration

B.A., Central Michigan University; M.B.A., Canisius College; D.B.A. candidate, Liberty University.

Barwell, Jennifer

Assistant Professor, Physician Assistant

B.S., M.S., Daemen College.

Bass, Janeen M
Adjunct Faculty, Nursing – Undergraduate
B.S., M.S., Daemen College.

Bauer Malicki, Ann Marie
Adjunct Faculty, Nursing – Undergraduate
B.S., M.S., University at Buffalo; D.N.P., Daemen College.

Bauer, Elizabeth Marie
Adjunct Faculty, Psychological Sciences
B.A., Daemen College; M.S.W., SUNY at Buffalo; LMSW.

Bauer, Meghan
Adjunct Faculty, Psychological Sciences
B.S., M.A., SUNY at Buffalo (ABD).

Baumann, Daniel D
Adjunct Faculty, Accounting – Brooklyn
B.S., Touro College; M.A., Yeshivat Mikdash Melech.

Begalle, Rebecca L
Assistant Professor, Athletic Training
B.S., Canisius College; M.S., Plymouth State University;
Ph.D., University of North Carolina at Chapel Hill.

Behrens, Torsten
Medical Director, Physician Assistant
B.A., M.D., University at Buffalo.

Bell, Rose
Associate Professor, Nursing – Graduate
B.S. D'Youville College, M.S. University of South Florida,
PhD University of Hawaii

Besch, Rebecca R
Assistant Professor, Athletic Training
B.S., Canisius College; M.S., California University of
Pennsylvania.

Bessel Matteson, Diane R
Associate Professor, Sociology & Social Work
B.A., M.A., Ph.D., University at Buffalo; M.S.S.A., Case
Western Reserve University.

Blankschaen, Kurt M
Assistant Professor, Philosophy & Religion

B.A., University of Dayton; M.A., Arizona State University;
M.A., University of Kansas; Ph.D., Boston University.

Boggs, Ryan G
Assistant Professor, Physical Therapy
B.S., D.P.T., Daemen College; D.S.c., Rocky Mountain
University.

Bogulski, Jennifer A
Clinical Assistant Professor, Physical Therapy
B.S., D.P.T., Daemen College.

Bossert, Nicholas P.
Adjunct Faculty, Physician Assistant
B.S., M.S., Daemen College.

Botknecht, Aryeh
Adjunct Faculty, Accounting – Brooklyn
M.S., Farleigh Dickinson University; M.S., Baruch College.

Brandjes, Christian M
Associate Professor, Visual & Performing Arts
B.A., University of Vermont; M.F.A., Brandeis University.

Brehm, Ashley P
Assistant Professor, Applied Behavior Analysis
B.S., Gannon University; M.S.Ed., Canisius College; BCBA
Certificate Program, Florida Institute of Technology; Board
Certified Behavior Analyst; NYS Licensed Behavior Analyst.

Brennan, Samantha
Adjunct Faculty, Physical Therapy
B.S., D.P.T., Daemen College.

Brenner, Jodi L
Adjunct Faculty, Education – Brooklyn
A.A.S., Kingsborough Community College; B.S., SUNY
Empire State College; M.S., Brooklyn College; S.A.S, Baruch
College.

Brodhead, Josette
Associate Professor, Nursing – Undergraduate
A.A., Miami Dade Community College; B.S.N., Columbus
State University; M.S.H.S., Independence University; M.S.N.,
Mansfield University; Ph.D., Capella University.

Brown, Mark
Associate Professor, Education – Amherst
B.S., Canisius College; M.S., SUNY Buffalo State; Ph.D.,
University of Cincinnati.

Buczowski, Glenn
Adjunct Faculty, Physician Assistant
B.S., Daemen College.

Buono, Julie L
Adjunct Faculty, Physical Therapy
B.S., Daemen College.

Buszka, Sharlene G
Associate Professor, Business Administration
B.S., M.B.A., University at Buffalo; PH.D., Oxford Graduate
School, Tennessee.

Buttaccio, Rebecca R
Adjunct Faculty, Physician Assistant
B.S., M.S., Daemen College.

Campbell, Elizabeth A
Assistant Professor, History & Political Science
B.A., University of California at Berkeley; M.A., Ph.D.,
University of Washington.

Cantwell, Nancy
Professor, English
B.A., University of Maine; A.M., Ph.D., University of Illinois
at Urbana-Champaign.

Carballada, Claudia
Adjunct Faculty, Visual & Performing Arts
MFA, Claremont Graduate University

Carman, Erin
Assistant Professor, Sociology & Social Work
B.A., M.S.W., J.D., University at Buffalo.

Carver, Lisa Ann
Adjunct Faculty, Education – Amherst
B.S., M.S. SUNY Buffalo State

Case, Clay E
Adjunct Faculty, Physical Therapy
B.S., D.P.T., Daemen College.

Castonguay, Anna
Adjunct Faculty, Applied Behavior Analysis
B.A., State University of New York College at Geneseo; M.A.,
Ball State University; Organizational Behavior Management
Certificate, Florida Institute of Technology; Board Certified
Behavior Analyst; Licensed Behavior Analyst in NY and MA.

Cercone, Marco
Adjunct Faculty, Paralegal Studies
B.A., Duquesne University; M.P.A., George Washington
University; J.D., University at Buffalo.

Cessario, Lynda F
Adjunct Faculty, Nursing – Undergraduate
B.S., University at Buffalo; M.S., D'Youville College; Ph.D.,
University at Buffalo.

Chakravarti, Nirupama
Adjunct Faculty, Mathematics
M.S. University at Buffalo

Chrapowicz, Lisa M
Adjunct Faculty, Education – Amherst
AAS Trocaire College, B.S. Medaille College, M.S. SUNY
Buffalo State

Chrem, Elisa D
Adjunct Faculty, Education – Brooklyn
B.S., M.S., M.A., Brooklyn College.

Cianfrini, Dominic M
Adjunct Faculty, Physician Assistant
B.S., M.S., Daemen College.

Cody, Amanda J
Adjunct Faculty, Student Success Center
B.S., M.S., Daemen College; A.A.S., Trocaire College.

Coleman, Thomas J
Adjunct Faculty, Physical Therapy
B.S., D.P.T., O.M.P.T., Daemen College.

Collignon, Robert J
Adjunct Faculty, Visual & Performing Arts
B.F.A., M.F.A. coursework, SUNY at Buffalo.

Conklin, Elizabeth
Adjunct Faculty, Master of Public Health
B.S., Ithaca College; M.P.H., University of Albany.

Connolly, Kristen L
Adjunct Faculty, Sociology & Social Work
B.S., Hilbert College; M.S., SUNY Buffalo State College.

Coyle-Lenz, Christina
Assistant Professor/Program Director, Leadership & Innovation
B.S., M.B.A., M.S., SUNY Buffalo State.

Coyne, Margarita F
Adjunct Faculty, Leadership & Innovation
B.S., University at Buffalo; M.S., Daemen College.

Crandall, Jacquelyn
Adjunct Faculty, Physical Therapy
B.S., D.P.T., Daemen College.

Cweiber, Chaya S
Adjunct Faculty, Education – Brooklyn
B.A., Empire State College; M.S., Adelphi University.

Czajka, Gregory A
Assistant Professor, Physician Assistant
B.A., Canisius College; B.H.Sc., Hahnemann Medical College;
M.P.A.S., University of Nebraska.

Dalley, Hamish S
Associate Professor, English
B.A., University of Otago, New Zealand; Ph.D., Australian
National University.

Damato, Brandon
Adjunct Faculty, Psychological Sciences
B.A., Daemen College; M.A., Medaille College; LMHC-P.

D'Amore, Domenic
Associate Professor, Natural Sciences
B.S., State University of New York at Geneseo; Ph.D., State
University of New Jersey at Rutgers.

Daniels, Cassandra M
Assistant Professor, Sociology & Social Work
B.S., SUNY Buffalo State; M.S.W., University at Buffalo.

Dare, Jonathan D
Adjunct Faculty, Mathematics
B.A., Canisius College; M.A., University at Buffalo.

Dawson, Steven
Assistant Professor, Sociology & Social Work
B.S., Empire State College; M.S.W., New York University;
D.S.W., University of Pennsylvania.

DeShazor, Tawanda
Adjunct Faculty, Education – Brooklyn
B.S. University of Pittsburgh; M.S. St. Joseph's University.

Doering, Torsten
Associate Professor, MIS/Accounting/MBA program
Dipl. Ing., Cologne University of Applied Sciences; Dipl. Wirt.
Ing., Niederrhein University of Applied Sciences; M.B.A.,
Ph.D., University at Buffalo.

Donofrio, Michael S
Adjunct Faculty, Psychological Sciences
B.A., University of Memphis; M.S., University of Memphis;
M.A., University at Buffalo.

Doyle, Kenneth
Instructor, Visual & Performing Arts
Certificate, Classical Animation Studies, Irish School of
Animation, Dublin.

Dreyer, Immacolata
Instructor, Sociology & Social Work
B.A., Daemen College; M.S.W., University at Buffalo.

Dunkle, Susan Marie
Associate Professor, Education – Amherst
A.S. Erie Community College; B.S. Canisius College; MSED
D'Youville College; Ed.D. D'Youville College

Edsberg, Laura
Professor, NHS Research Center
B.S., Cornell University; M.S., Ph.D., University at Buffalo.

Ehrenpreis, Shoshana
Assistant Professor, Education – Brooklyn
B.A., Thomas Edison State College; M.S., Adelphi University;
Ph.D., Capella University.

Emer, Denise
Associate Professor, Psychological Sciences
B.A., Psychology, Cornell University; M.A., Ph.D., University at Buffalo.

Engelberg, Franklin
Instructor, Education – Brooklyn
B.A., Hofstra University; M.S., Ed.D., Yeshiva University.

Englard, Baruch S
Adjunct Faculty, Accounting – Brooklyn
M.B.A.

Farbstein, Sara
Instructor, Education – Brooklyn
B.S., M.S., Touro College; Ph.D., Capella University.

Favaro, Laura M
Clinical Assistant Professor, Physical Therapy
B.S., M.S., Ithaca College; D.P.T., D’Youville College.

Field, Joette
Adjunct Faculty, Leadership & Innovation
B.S., M.S., SUNY Buffalo State.

Fiori, Melissa
Associate Professor, Modern Languages
B.A., Bucknell University; M.A., Middlebury College; Ph.D., Pennsylvania State University.

Fischer, Dov
Adjunct Faculty, Accounting – Brooklyn
Ph.D., University of Colorado at Boulder.

Fisher, Michele
Adjunct Faculty, Physician Assistant
B.S., Daemen College; M.S., University at Buffalo.

Flint, Michele
Associate Professor, MIS/Accounting
B.S., Utica College of Syracuse University; M.B.A., St. Bonaventure University; Ed.D., University of Rochester.

Ford, Gregory
Associate Professor, Physical Therapy
B.S., M.S., D.P.T., Daemen College; Ph.D., University at Buffalo.

Fox, Mary H
Visiting Professor, Education – Brooklyn
B.A. University of Maryland, M.A. George Washington University, Ph.D. Florida State University

Franjoine, Mary Rose
Associate Professor, Physical Therapy
B.S., M.S., D.P.T., Daemen College.

Frederick, John S
Adjunct Faculty, Leadership & Innovation
B.S., M.S., SUNY Buffalo State; Ed.D., University at Buffalo.

Frey, Mary E
Adjunct Faculty, Nursing – Undergraduate
A.A.S., Niagara County Community College; B.S., M.S., Daemen College.

Frisicaro-Pawlowski, Erica
Associate Professor, English
B.A., Nazareth College; M.A., Duquesne University; Ph.D., University of Wisconsin-Milwaukee.

Fulcher, Terry A
Adjunct Faculty, Leadership & Innovation
B.S., M.S., Daemen College.

Gallson, Geoffrey D
Adjunct Faculty, MIS/Accounting
B.A., M.B.A., SUNY at Buffalo.

Garfunkel, Chaya S
Adjunct Faculty, Education – Brooklyn
B.A., M.S., Mercy College.

Gelen, Michael E
Adjunct Faculty, Visual & Performing Arts
JD, Univeristy at Buffalo

Gongola, Dina
Instructor, Education – Brooklyn
B.A., Thomas A. Edison State College; M.S., Adelphi University; Ph.D., Walden University.

Good, Jonathan
Associate Professor, Natural Sciences

BSc (Hons), Ph.D., University of St. Andrews; GCHEd,
University of Queensland.

Gordon, Robyn
Clinical Coordinator, Physician Assistant
B.S., The King College.

Gorin, Golda
Adjunct Faculty, Education – Brooklyn
B.A., M.S., College of Staten Island; Ed. Admin. Pgm., College
of St. Rose.

Gravino, Joseph
Adjunct Faculty, Physical Therapy
B.S., D.P.T., Daemen College.

Griffis, Mark B
Adjunct Faculty, Visual & Performing Arts
B.S., University at Buffalo.

Grodek, Adam
Adjunct Faculty, History & Political Science
B.S., Brock University; M.S., University of Florida; M.S.,
University of Wisconsin-Madison; M.A. Lee University.

Grossberg, Jeffrey I
Adjunct Faculty, Education – Brooklyn
B.T.L., Beth Medrash Govohva, B.S., M. S., Touro College,

Guglielmi, Sarah E
Adjunct Faculty, Health Promotion
B.M.E., University of Delaware; M.M.S.E., University of
Delaware.

Gunther, Robert
Associate Professor, Natural Sciences
B.S., University of Miami; Ph.D., University of California at
Los Angeles.

Haberstro, Philip L.
Adjunct Faculty, Master of Public Health
B.S., SUNY Brockport.

Hall, Jeremy
Math Coordinator, Mathematics
B.S., SUNY College at Fredonia; M.S., Emory University.

Hall, Mary A
Associate Professor, Nursing – Undergraduate
B.S., UNC Chapel Hill; M.S., Duke University; Ph.D., Walden
University.

Hammer, Brian W
Instructor, Visual & Performing Arts
B.S., Daemen College; M.A., University at Buffalo.

Hanna-Blais, Joy E
Associate Professor, Psychological Sciences
B.A., Vassar University; M.A., Ph.D., University of Rochester.

Harris, Penina M
Adjunct Faculty, Education – Brooklyn
B.A., Adelphi University; M.A., Daemen College.

Hart, Sarah A
Adjunct Faculty, Modern Languages
Ph.D., University at Buffalo.

Harvey, Steven J
Adjunct Faculty, Leadership & Innovation
B.S., M.S.Ed., Ph.D., University at Buffalo.

Heather Putney
Adjunct Faculty, Visual & Performing Arts
MS, Buffalo State College

Heidinger, Colleen E
Adjunct Faculty, Entrepreneur program
B.S., Babson College.

Heimovits, Elizabeth B
Adjunct Faculty, Education – Brooklyn
B.A., M.A. Mercy College.

Held, Sharon
Associate Professor, Physical Therapy
B.S., D.P.T., Daemen College; M.S., University at Buffalo.

Henry, Victoria
Adjunct Faculty, Physician Assistant
B.S., M.S., Daemen College.

Herbstman, Baila
Adjunct Faculty, Education – Brooklyn

B.S., Empire State College; M.S., Rutgers University.

Herman, Noah P

Adjunct Faculty, Visual & Performing Arts

BFA, Daemen College

Hibschweiler, Intisar Q

Professor, Mathematics

B.S., M.S., University of Jordan, Amman; Ph.D., State

University of New York at Albany.

Hickman, Michelle A

Assistant Professor, Applied Behavior Analysis

B.S., SUNY College at Cortland; M.A., Ph.D., The Ohio State

University, Board Certified Behavior Analyst-Doctoral; NYS

Licensed Behavior Analyst.

Hitchcock, Nicole

Adjunct Faculty, Health Promotion

M.A., Empire State College.

Hobba-Glose, Janice E

Associate Professor, Nursing – Undergraduate

B.S., Roberts Wesleyan College; M.S.N., University at Buffalo;

D.N.S., The Sage Colleges.

Hossain, Lori K

Adjunct Faculty, Student Success Center

B.S., M.A., Southeast Missouri State University.

Huff, Grace

Assistant Professor, MIS/Accounting

B.S., California State University at Sacramento; M.S., Canisius

College; D.B.A.. candidate, George Fox University.

Inglis, Lisa

Clinical Assistant Professor, Physical Therapy

B.S., McMaster University; M.S. /P.T., University of Toronto;

D.P.T., University of South Dakota.

Innus, Cara M

Associate Professor, Physician Assistant

B.S., Daemen College; M.P.A.S., University of Nebraska

Johnson, Tyra R

Adjunct Faculty, Global & Local Sustainability

B.S., University of Wisconsin; M.B.A., University at Buffalo.

Johnston, Danielle

Assistant Professor, Physician Assistant

B.S., M.S., Daemen College.

Jones, Michael L

Assistant Professor, Visual & Performing Arts

B.F.A., Virginia Commonwealth University; B.F.A., California

Institute of the Arts; M.F.A., Goddard College.

Joyal, Aaron

Assistant Professor, Business Administration

B.S., Embry Riddle Aeronautical University; M.B.A.,

University of Central Florida; Ph.D. University of Memphis.

Kalinowski, Douglas

Associate Professor, Natural Sciences

B.S., Syracuse University; Ph.D., University of Illinois at

Urbana-Champaign; Post-doctoral research associate,

University of Vermont.

Kashino, Colleen M

Assistant Professor, Physical Therapy

B.A., M.A., Ph.D., University at Buffalo.

Katz, Marc

Instructor, Education – Brooklyn

B.A., M.A., M.S., Touro College; Ed.D., Northcentral

University.

Kaukus, Arlene F

Adjunct Faculty, Leadership & Innovation

B.A., SUNY Buffalo State; M.S., Case Western Reserve

University; M.B.A., University at Buffalo.

Kegler, Kevin

Professor, Visual & Performing Arts

B.A., SUNY Buffalo State; M.A., University at Buffalo.

Kegler, Kyla A

Adjunct Faculty, Visual & Performing Arts

MFA, University at Buffalo; MA, University of Berlin

Kelley, Shawn

Professor, Philosophy & Religion

B.A. College of the Holy Cross; Ph.D., Vanderbilt University.

Kelly, Casey A
Assistant Professor, Visual & Performing Arts
B.F.A., Daemen College; M.F.A., Rochester Institute of Technology.

Kelly, Christina M
Assistant Professor, Physical Therapy
B.S., D.P.T., Daemen College.

Kelly, Karen A
Adjunct Faculty, Nursing – Undergraduate
A.A.S. Erie Community College, B.S. Canisius College, M.S. Daemen College

Kershaw, Martha E
Assistant Professor, Nursing – Undergraduate
B.S., Niagara University; M.S., Daemen College; EdDc, Concordia University.

Kieliszek, Karen
Adjunct Faculty, Nursing – Undergraduate
B.S., M.S., University at Buffalo; D.N.P., Daemen College.

Kirk, Allyson L
Associate Professor, Physician Assistant
B.S., D'Youville College; M.P.A.S., University of Nebraska.

Klementowski, Patricia D
Adjunct Faculty, Nursing – Graduate
B.S., Niagara University, M.S., University at Buffalo.

Knapp, Vicki M
Assistant Professor, Applied Behavior Analysis
B.S., Western Michigan University; M.S., Eastern Michigan University; Ph.D., University of Kansas; Board Certified Behavior Analyst-Doctoral; NYS Licensed Behavior Analyst.

Kolodziej, Theresa
Director of Clinical Education, Physical Therapy
B.S., D.P.T., Daemen College; M.S., Ph.D., University at Buffalo.

Kotwicki, Kellie M
Assistant Professor, Applied Behavior Analysis
B.A., M.S., Canisius College; BCBA Certificate Program, Florida Institute of Technology; Board Certified Behavior Analyst; NYS Licensed Behavior Analyst.

Lamarca, Jillian C
Adjunct Faculty, Physician Assistant
M.S., Daemen College

Landon, P Lynne
Adjunct Faculty, Natural Sciences
B.A., M.A., University of Nebraska at Omaha.

Latchford, Sarah L
Assistant Professor, Physician Assistant
B.S., D'Youville College; M.P.A.S, University of Nebraska.

Law, Jeffrey J
Associate Professor, Natural Sciences
B.S., Edinboro University of Pennsylvania; M.S., Texas Tech University; Ph.D., Pennsylvania State University.

Lawrence, Teresa A
Adjunct Faculty, MIS/Accounting
B.A., M.Ed., Ph.D., SUNY at Buffalo

Lazewnik, Rochel
Assistant Professor, Education – Brooklyn
B.A., Thomas Edison State College; M.S., Long Island University; Ph.D., University of Cincinnati.

Liddell, Kristi L
Coordinator of Chemistry Instrumentation, Natural Sciences
B.S., St. John Fisher College; Ph.D., Pennsylvania State University.

Litzman, Shterna
Adjunct Faculty, Education – Brooklyn
B.A., M.S., Touro College.

Longson, Philip T
Assistant Professor, Visual & Performing Arts
B.A. Hons, University of Lincoln UK; M.F.A., Edinburgh College of Art, Scotland.

Lower, Jonathan
Adjunct Faculty, History & Political Science
B.A., M.A., Kent State University.

Lu, Wencan
Adjunct Faculty, Nursing – Graduate
B.S., Shanghai Maritime Institute; A.A.S., Erie Community

College; B.S., Niagara University; M.S., D'Youville College;
D.N.P., Daemen College.

Lupien, Shannon P

Assistant Professor, Psychological Sciences

B.A., Saint Michael's College; M.A., Ph.D., University at
Buffalo.

Luppino-Gholston, Kristen

Assistant Professor, Sociology & Social Work

B.A., Boston College; M.S.W., University at Buffalo.

Lusk, Douglas E

Adjunct Faculty, Paralegal Studies

B.S., Utah State University; J.D., University of LaVerne
College of Law.

MacDonald, Mike

Adjunct Faculty, Business Administration

B.A. St. Bonaventure University, M.S., Canisius College

Malcomson, Kathleen

Adjunct Faculty, Education – Brooklyn

B.A., Queens College; M.S., Hunter College.

Malinenko, Stephanie

Associate Professor, Health Promotion

B.S., SUNY Buffalo State; M.B.A., Medaille College.

Maloney, James

Adjunct Faculty, Education – Amherst

B.A. SUNY Buffalo State, M.S. Bowling Green

Mandel, Feiga

Adjunct Faculty, Education – Brooklyn

B.A., College of Staten Island; Dual M.S., College of Staten
Island.

Maslin, Eric J

Adjunct Faculty, Education – Brooklyn

B.A., M.S., Touro College.

Matthews, Lynn

Associate Professor, Athletic Training

B.S., West Virginia University; B.S., University at Buffalo;
M.S., Bradley University; D.P.T., Daemen College.

Mazzone, Margaret A

Clinical Assistant Professor, Physical Therapy

B.S., SUNY Health Science Center at Syracuse; M.S., Daemen
College; Ph.D., University at Buffalo.

McAfee III, Paul H

Adjunct Faculty, MBA program

B.A., University of Maryland; M.B.A. University of Rochester.

McCabe, Helen

Associate Professor, Education – Amherst

B.A. Middlebury College, M.A. Washington University in St.
Louis, Ph.D. Indiana University

McKinstry, Nina M

Adjunct Faculty, Nursing – Undergraduate

M.S. Daemen College

McMillen, Deborah L

Adjunct Faculty, Nursing – Undergraduate

B.S., M.S., Daemen College.

McNair, Antoinette

Adjunct Faculty, Nursing – Undergraduate

B.S., M.S., Daemen College.

Meadows, Gregory P

Adjunct Faculty, Visual & Performing Arts

BA SUNY Fredonia

Mendel, Whitney E

Assistant Professor, Master of Public Health

M.S.W., Ph.D., University at Buffalo.

Merlo, Joshua

Adjunct Faculty, Philosophy & Religion

B.A., M.A., Franciscan University of Steubenville; M.A.,
University of Buffalo; PhD, University of Buffalo (ABD).

Merriam, Deborah H

Associate Professor, Nursing – Graduate

B.S., Roberts Wesleyan College; M.S., Canisius College; M.S.,
Daemen College; D.N.S., The Sage Colleges.

Messinger, Penny

Associate Professor, History & Political Science

B.A., Marshall University; M.A., Ph.D., Ohio State University.

Mihai, Claudiu
Associate Professor, Mathematics
B.S., University of Bucharest; M.S., Ph.D., Louisiana State University.

Miller, Katie L
Adjunct Faculty, Physician Assistant
M.S., SUNY College at Cortland, M.S. Daemen College

Miodownik, Cheryl S
Instructor, Education – Brooklyn
B.S., Baruch College; M.S., Adelphi University; Ph.D., Ferkauf Graduate School of Psychology, Yeshiva University.

Montross, Caitlyn M
Assistant Professor, Natural Sciences
B.S., M.S., Ph.D., University at Buffalo.

Morace, Robert
Professor, English
B.A., M.S., SUNY College at Cortland; Ph.D., University of South Carolina.

Morris, Marlene D
Adjunct Faculty, Education – Brooklyn
B.A., St. Francis College; M.A., Columbia University; C.A.S., Brooklyn College.

Morton, Julie
Adjunct Faculty, Nursing – Undergraduate
A.A.S. Alfred State University, B.S. Gannon University, M.S. Daemen College

Moskowitz, Alan S
Adjunct Faculty, Education – Brooklyn
B.A., M.S., Touro College.

Murphy, Kathleen
Adjunct faculty, Natural Sciences
B.S., Central Michigan University; Ph.D., University of Vermont. Post-doctoral research: Rensselaer Polytechnic Institute.

Mussett, Neil J
Adjunct Faculty, Leadership & Innovation
B.A., Franciscan University of Steubenville; M.A., University at Buffalo.

Napolitano, Deborah A
Assistant Professor, Applied Behavior Analysis
B.A., Western Connecticut State University; M.A., Ph.D., University of Kansas; Board Certified Behavior Analyst-Doctoral; NYS Licensed Behavior Analyst.

Neustadt, Rosalyn
Adjunct Faculty, Education – Brooklyn
B.A., Excelsior College; M.S., Daemen College.

Newsom, Erica A
Adjunct Faculty, Nursing – Undergraduate
B.S. Buffalo State College, M.A. Medaille College

Niewiczzyk, Paulette M
Associate Professor, Health Promotion
B.S., SUNY Buffalo State; M.P.H., Ph.D., University at Buffalo.

Nigro, Mark
Adjunct Faculty, MIS/Accounting
B.A., Buffalo State College, M.B.A., Canisius College

Niland, Bridget
Associate Professor, Business Administration
B.A., Ed.M., J.D., University at Buffalo.

Nosek, Cheryl L
Professor, Nursing – Graduate
B.S., University at Albany; M.S., D.N.S., University at Buffalo.

Ostwald, Christina M
Adjunct Faculty, Master of Public Health
M.S., Roberts Wesleyan College.

Parker, Michael
Instructor, Visual & Performing Arts
B.F.A., Carnegie Mellon University; M.F.A., University at Buffalo.

Parshall, Lisa
Professor, History & Political Science
B.S., University of Wisconsin; M.A., Ph.D., University at Buffalo.

Pascal, Harry B
Adjunct Faculty, Accounting – Brooklyn

M.B.A., University of Chicago.

Patrone, Vanessa B

Assistant Professor, Applied Behavior Analysis
B.A., SUNY Geneseo; M.A., University of Maryland Baltimore
County; Board Certified Behavior Analyst; NYS Licensed
Behavior Analyst.

Patterson, Joel

Associate Professor, Physician Assistant
B.A., Canisius College; B.S., Daemen College; M.P.A.S.,
University of Nebraska.

Peckruhn, Heike

Assistant Professor, Philosophy & Religion
B.Th., Bienenberg Theological Seminary; M.A., Eastern
Mennonite University; Ph.D., Iliff School of
Theology/University of Denver.

Peikes, Meyer J

Adjunct Faculty, Accounting – Brooklyn
Ph.D., Columbia University.

Pellow, Linda M

Adjunct Faculty, English
B.S., SUNY at Fredonia; M.Ed., University at Buffalo.

Peltz, John S

Assistant Professor, Psychological Sciences
B.A., Middlebury College; M.A., Tufts University; M.A.,
Ph.D., University at Rochester.

Peterson, Shirley A

Professor, English
B.A., M.A., Syracuse University; Ph.D., University of
Delaware.

Petrus, Mallory L

Adjunct Faculty, Physical Therapy
D.P.T., Daemen College.

Pfenninger, Sarah E.

Adjunct Faculty, Education – Amherst
B.A. University of New York Potsdam, MS.Ed University of
New York Potsdam, Ph.D University at Buffalo

Phillips, Margaret

Associate Professor, Paralegal Studies
B.A., Columbia University, Barnard College; J.D., University
at Buffalo School of Law.

Pleshkewych, Alex

Adjunct Faculty, Natural Sciences
B.S., Kansas State University; M.S., Emporia State University;
Ph.D., Wayne State University.

Poepsel, Dennis L

Assistant Professor, Psychological Sciences
B.A., William Jewell College; M.S., University of Central
Missouri; Ph.D. , University of Arkansas.

Policella, Michael E

Clinical Assistant Professor, Physical Therapy
D.P.T., University at Buffalo.

Predmore, William R

Adjunct Faculty, Core Curriculum
B.S., St. John Fisher College; M.A., Ph.D. candidate, Catholic
University of America.

Priore, Jennifer

Clinical Assistant Professor, Physical Therapy
B.S., M.S., D.P.T., Daemen College.

Putney, Heather

Adjunct Faculty, Education – Amherst
B.S. Daemen College; M.S. SUNY Buffalo State

Raleigh, Sarah

Adjunct Faculty, Nursing – Undergraduate
B.S., Northern Arizona University; M.S., D.N.P, University of
Arizona.

Ramos, Diane M

Associate Professor, Natural Sciences
B.S., M.S., Ph.D., University at Buffalo.

Redmond, Timothy J

Adjunct Faculty, History & Political Science
B.A., Canisius College; M.A., Ph.D., University at Buffalo.

Reed, Dawn M

Adjunct Faculty, Business Administration

B.A., M.A. . Empire State College, State University of New York

Rejman, Karol S
Adjunct Faculty, Nursing – Graduate
B.S., M.S., Ph.D., University at Buffalo.

Rhinehart, Mary C
Adjunct Faculty, Nursing – Undergraduate
B.S., M.S., Daemen College.

Roberts, Tamara L
Adjunct Faculty, Education – Amherst
B.S., M.S., SUNY Buffalo State.

Rodriguez, Tito A
Adjunct Faculty, Business Administration
B.S., Polytechnic Institute of New York University; M.S.,
Massachusetts Institute of Technology; M.B.A., University of
Pennsylvania.

Rohring, Pamela S
Adjunct Faculty, Education – Amherst
B.A., Gallaudet University; M.S., Canisius College.

Roland, Stacy J
Assistant Professor, Business Administration
B.S. Cornell University; M.B.A., Providence College; D.B.A.
candidate, George Fox University.

Ross, Michael D
Associate Professor, Physical Therapy
B.S., Daemen College; M.S., University of Dayton; M.H.Sc.,
and D.H.Sc., University of Indianapolis.

Rotella, Heidi S
Adjunct Faculty, Education – Amherst
B.S., SUNY Buffalo State; M.A., University of Maryland;
M.A., Medaille College.

Roth, Kelly M
Adjunct Faculty, Natural Sciences
B.S., SUNY Geneseo; M.S., SUNY at Fredonia; M.S., Ph.D.,
University of Rochester.

Rothstein, Sara R
Adjunct Faculty, Education – Brooklyn

B.A., College of Staten Island; M.S., Touro College.

Rudra, Carole B
Adjunct Faculty, Master of Public Health
Ph.D., University of Washington; M.P.H., Emory University
Rollins.

Ruggiero, Devon R
Adjunct Faculty, Education – Brooklyn
B.A., SUNY at New Paltz; M.S., Brooklyn College; M.S.,
Adelphi University.

Rumfola, Jennifer
Adjunct Faculty, Applied Behavior Analysis
B.S., Nazareth College of Rochester; M. A., State University of
New York at Buffalo; Professional Development Course
Sequence in ABA, Florida Institute of Technology; Board
Certified Behavior Analyst; NYS Licensed Behavior Analyst.
NY Permanent Certificat

Rusin, Mary Lou
Adjunct Faculty, Nursing – Graduate
B.S., M.S., Ed.D., University at Buffalo.

Russell, Cynthia
Lab Coordinator, Natural Sciences
B.S., John Carroll University; M.A., University at Buffalo.

Ryan, Diane P
Adjunct Faculty, Nursing – Graduate
B.S., D’Youville College; M.S., Ph.D., University at Buffalo.

Sadler, Joanne
Assistant Professor, Education – Amherst
B.S., M.S., Ph.D., University at Buffalo.

Saltino, Molly N
Adjunct Faculty, Mathematics
B.A., Daemen College.

Samuel, Ethel
Adjunct Faculty, Education – Brooklyn
B.S., Touro College; M.S., College of Staten Island.

Sanders, Alexandra B
Adjunct Faculty, Nursing – Undergraduate
A.A.S., Trocaire College; B.S., M.S., Daemen College.

Sankoh, Joseph Sahr
Associate Professor, History & Political Science
B.A., M.A., SUNY College at Cortland; M.A.I.S., Fairleigh Dickinson University; Ph.D., University at Buffalo.

Schachner Seeve, Evelyn
Assistant Professor, Education – Brooklyn
B.A., Touro College; M.A., Ph.D., Hofstra University.

Schafer, Tara L
Adjunct Faculty, Leadership & Innovation
B.A., M.S., Daemen College.

Schapiro, Leah
Adjunct Faculty, Education – Brooklyn
B.A. Excelsior College; M.S. Daemen College

Scheid Liberg, Jennifer L
Assistant Professor, Physical Therapy and Health Promotion
B.S., University of Western Ontario; M.S., University of Toronto; Ph.D., Pennsylvania State University; Postdoctoral research: University at Buffalo.

Schenk, Ronald
Adjunct, Physical Therapy
B.S., M.S., Ithaca College; M.S., Ph.D., University at Buffalo.

Schiferle, Marlene E
Adjunct Faculty, Nursing – Undergraduate
M.S. Daemen College

Schmidt, Pamela H
Adjunct Faculty, Nursing – Undergraduate
B.S., Daemen College, M.S., University at Buffalo.

Schneider, Rachael E
Adjunct Faculty, Applied Behavior Analysis
Rachael Schneider B.A., Medaille College; M. A., The Chicago School of Professional Psychology of Professional Psychology; Board Certified Behavior Analyst; NYS Licensed Behavior Analyst.

Schochet, Sholom
Adjunct Faculty, Accounting – Brooklyn
Doctor of Business, Grenoble Ecole de Management.

Schwartz, Andrew
Adjunct Faculty, Education – Brooklyn
B.A. Yeshiva University; M.S., Touro College.

Schwartz, Florence F
Adjunct Faculty, Education – Brooklyn
B.A., M.S. College of Staten Island; M.S. St. John’s University

Selkowitz, Robert I
Assistant Professor, Natural Sciences
B.A., University at Buffalo; M.A., Ph.D., University of Rochester.

Shanahan, Daniel J
Assistant Professor, Entrepreneur program
B.A., SUNY Buffalo State; M.A., University at Buffalo.

Sharp-Price, Karen B
Adjunct Faculty, Business Administration
B.A., Daemen College.

Shields, Bruce
Associate Professor, Education – Amherst
B.S., Slippery Rock University; M.A., University at Missouri; M.Ed., Ph.D., University at Buffalo.

Shimonov, Joseph
Adjunct Faculty, Education – Brooklyn
B.A., M.S, Touro College.

Showers, Rachel
Adjunct Faculty, Nursing – Graduate
A.A.S. Niagara Community College, B.S. Roberts Wesleyan College, M.S. D’Youville College

Shroot, Phyllis
Program Coordinator, Education – Brooklyn
B.A. Yeshiva University; M.S., Hunter College.

Shulman, Julian Jacob
Adjunct Faculty, Education – Brooklyn
B.T.L, Ner Talmud Rabbinical College; M.S., Brooklyn College; MBA, Loyola College; Doctorate, Ner Talmud Rabbinical College.

Shutts, Gregg
Professor, Physician Assistant

B.S., SUNY College at Cortland; Physician Associate Graduate Certificate, Yale University School of Medicine; M.S., SUNY Buffalo State; Ed.D., D'Youville College.

Siefert, George

Associate Professor, Sociology & Social Work

B.S., SUNY College at Brockport; M.S.S.W., San Diego State University; Ph.D., University at Buffalo.

Siemens, Joshua S

Adjunct Faculty, Business Administration

B.S., M.S., Daemen College.

Simpson, Robert P

Adjunct Faculty, Paralegal Studies

Rochester Institute of Technology; J.D., University at Buffalo.

Slaby, Julie Ann

Visiting Instructor, English

B.A., University of Maryland; M.A.T. English, The Citadel.

Slaughter, Brie Anne

Adjunct Faculty, Physician Assistant

M.S., Daemen College

Slish, Andrea D

Adjunct Faculty, Natural Sciences

B.S., Emmanuel College; M.S., University at Buffalo.

Sloan, Pessy J

Associate Professor, Education – Brooklyn

B.A., Touro College; M.A., Ph.D., Hofstra University.

Smesko, Sally Ann

Assistant Professor, Natural Sciences

B.S., Daemen College; Ph.D., University at Buffalo.

Spahn, Elizabeth A

Adjunct Faculty, Mathematics

B.A., Daemen College; M.A., University at Buffalo.

Spengler, Thomas

Adjunct Faculty, Education – Amherst

M.S. Toledo, M.S. Daemen College

Stamm, Meegan M

Instructor, Sociology & Social Work

B.A., College of the Holy Cross; M.S.W., Boston University.

Stein, Rebecca F

Brooklyn Field Coordinator, Education – Brooklyn

B.A., Touro College; M.S. Adelphi University.

Stergion, Jennifer P

Adjunct Faculty, Paralegal Studies

B.S., M.S., SUNY Buffalo State; J.D., University at Buffalo.

Stiles, Meri

Associate Professor, Sociology & Social Work

B.A., M.S.W., Ph.D., University at Buffalo.

Stoklosa, Suzanne

Adjunct Faculty, Nursing – Graduate

B.S., M.S. Daemen College

Stoyanovski, Diane

Adjunct Faculty, MIS/Accounting

B.S., Nazareth College; M.B.A., St. Bonaventure University.

Strickler, Krysta L

Adjunct Faculty, Education – Amherst

B.S., M.S., Daemen College

Styn, Gary

Assistant Professor, Physician Assistant

B.A., M.D., University at Buffalo.

Surace, Anthony F

Assistant Professor, Athletic Training

B.S., Canisius College; M.Ed., East Stroudsburg University

Swan-Kilpatrick, Jennifer

Adjunct Faculty, Entrepreneur program

B.A., SUNY Buffalo State; M.A., University at Buffalo.

Swartz, Derrick J

Chemistry Lab Coordinator, Natural Sciences

B.S., B.A., SUNY Buffalo State; M.S., Clarkson University.

Szilagyi, Alicia

Adjunct Faculty, Education – Amherst

B.A. SUNY Brockport, M.S. Daemen College

Tajes, Dorinda A
Adjunct Faculty, Education – Brooklyn
B.A. St. Joseph's College; M.S. Touro College.

Talebi, Norollah
Associate Professor, Mathematics
B.S., Iran University of Technology; M.A., Ph.D., University at Buffalo.

Tandon, Aakriti A
Associate Professor, History & Political Science
B.A., University of North Texas; M.A., Ph.D., University of Arizona.

Taydus, Kathy S
Adjunct Faculty, Nursing – Undergraduate
B.S. Clarion University of Pennsylvania, M.S. St. Joseph's College, DNP Waynesburg University

Telford, Kevin
Associate Professor, Modern Languages
B.A.(Honours), University of Liverpool; M.A., Ph.D., University of Georgia.

Terryberry, Karl
Professor, Physician Assistant
B.A., Houghton College; M.A., Ph.D., University of South Carolina.

Tinkey, Ashley L
Assistant Professor, Visual & Performing Arts
B.F.A., Daemen College; Graduate Certificate, Sheridan College.

Tower, Gretchen L
Visiting Assistant Professor, Nursing – Graduate
A.A.S., NCCC; B.S.N., M.S.N., Post Master's Certificate in Acute Care, University at Buffalo.

Treadway, Darren C
Associate Professor, Business Administration
B.S., Concord College; M.B.A., Virginia Tech; Ph.D., Florida State University.

Turner, Christina
Adjunct Faculty, Master of Public Health

B.S., Daemen College; M.A., Medaille College.

Turoldo, Mark D
Adjunct Faculty, Physician Assistant
B.S., M.S., Daemen College.

Tutuska, Justine
Associate Professor, Health Promotion
B.A., State University of New York at Oswego; M.P.H., San Diego State University; Diploma, NY Institute of Massage.

Valazza, Veronica A
Assistant Professor, Nursing – Undergraduate
B.S., M.S.N., M.B.A., Western Governors University; D.N.P., Capella University.

Van Houten, John Edward
Adjunct Faculty, Visual & Performing Arts
MFA, University at Buffalo

Vaughn, Caila
Adjunct Faculty, Master of Public Health
M.P.H., and Ph.D., University at Buffalo.

Volpe, Erica A
Adjunct Faculty, Nursing – Undergraduate
A.A.S. Erie Community College, B.S. University at Buffalo, M.S. Daemen College

Walsh, Laurie
Associate Professor, Paralegal Studies
B.S., J.D., University at Buffalo; M.S., Daemen College.

Walter, Mary
Adjunct Faculty, Education – Amherst
B.S., M.S., SUNY Buffalo State.

Walters, James M
Adjunct Faculty, MBA program
B.A., M.B.A., University at Buffalo.

Ward, Matthew
Associate Professor/Div Dean, Natural Sciences
B.A., Hiram College; Ph.D., University of Pittsburgh; Post-doctoral research: Furman University.

Warren, Mark D
Assistant Professor, Philosophy & Religion
B.A., Texas Tech University; M.A., Ph.D., University of Miami, Florida.

Waterhouse, Robert
Associate Professor, Visual & Performing Arts
BA Hons, University of Essex; MA, Ph.D. University at Buffalo

Watts, Laura
Associate Professor, Visual & Performing Arts
B.F.A., University of Kansas; M.A., Ph.D., Temple University.

Wegst, Karen M
Assistant Professor, Education – Amherst
B.A., M.S., Canisius College.

Weinstein Krown, Esther M
Adjunct Faculty, Education – Brooklyn
B.A., M.S. Syracuse University

Welgoss, Eugene N
Adjunct Faculty, Student Success Center
B.S., M.S., SUNY Buffalo State.

Wendland, Jay L
Associate Professor, History & Political Science
B.A., Carroll University; M.A., Ph.D., University of Arizona.

Wesley, Charles R
Associate Professor, English
B.S., M.S., SUNY Fredonia; Ph.D., Binghamton University.

Whitsell, Kelly A
Adjunct Faculty, Nursing – Undergraduate
B.S., M.S., Daemen College.

Whitton, Steve A
Adjunct Faculty, Leadership & Innovation
B.A., Haverford College; Ph.D., University of Wisconsin-Madison.

Whorley, Sarah B
Assistant Professor, Natural Sciences
B.S., University of California-Riverside; M.S., Eastern Michigan University; Ph.D., Fordham University.

Wiener, Zahava S
Assistant Professor, Education – Brooklyn
B.A., Yeshiva University; M.A., Ph.D., Fordham University.

Wilhite, Sandra F
Adjunct Faculty, Education – Amherst
M.S., SUNY Buffalo State.

Wilton, Andrew J
Assistant Professor, Sociology & Social Work
B.A., M.S.W., University at Buffalo.

Winter, Joseph F
Adjunct Faculty, Leadership & Innovation
B.S., Daemen College; M.B.A., Canisius College.

Wise, Andrew
Professor, History & Political Science
B.A., University of Missouri – Columbia; M.A., Ph.D., University of Virginia.

Wolfley, Gregory M
Adjunct Faculty, Physician Assistant
B.S., Daemen College; M.P.A.S., University of Nebraska.

Woodworth, Julie A
Adjunct Faculty, Nursing – Undergraduate
B.S., Daemen College; M.S., D’Youville College; Ph.D., Nova Southeastern University.

Wright, Elizabeth
Associate Professor/Div Dean, Education – Amherst
B.A., Binghamton University; M.S.W., J.D., University at Buffalo.

Wrotniak, Brian H
Program Director, Master of Public Health
B.S., Daemen College; M.S., University of Indianapolis; Ph.D., University at Buffalo.

Young, Brenda
Professor, Natural Sciences
A.B., Miami University; M.S., University of Central Florida; Ph.D., University of South Carolina. Post-doctoral research: Plymouth Marine Lab, England; University of Minnesota; University of Wisconsin; LEED AP, United States Green Building Council.

Zupnik, Naomi R
Adjunct Faculty, Education – Brooklyn

B.A., Queens College; M.S., Adelphi University.

df

ACCREDITATION AND INSTITUTIONAL POLICIES

Daemen College is authorized by the Board of Regents of the State of New York to award degrees and certificates for programs registered with the New York State Board of Regents.

Accreditation

Daemen College is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, (267) 284-5000. Email: info@msche.org, Spanish: españolinfo@msche.org. The Middle States Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2013 and the U.S. Department of Education (USDE).

Bachelor of Science (B.S.) programs in **Accounting** and **Business Administration** and dual **(B.S./M.S.)** degrees in **Accounting/ Professional Accountancy** and in **Business Administration/International Business** are accredited by the International Accreditation Council for Business Education (IACBE), 11374 Strang Line Road, Lenexa, Kansas 66215, USA, (913) 631-3009, fax (913) 631-9154, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2011. E-mail: iacbe@iacbe.org.

The **Athletic Training** dual degree programs **(B.S./M.S. Health Promotion/Athletic Training; B.S./M.S. Natural Science/Athletic Training)** are accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184, (512) 733-9700, toll free (844) 462-2283. CAATE is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2014.

Baccalaureate Educator Preparation programs are currently pursuing accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP), P.O. Box 7511 Fairfax Station, VA 22039-9998. Email: aaqep@aaqep.org. Pursuant to the Regulations (52.21) of the New York Commissioner of Education, the educator preparation programs offered by Daemen College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Nursing baccalaureate (B.S.) programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020, email: info@acenursing.org. ACEN is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), September 2011, and the U.S. Department of Education (USDE).

Bachelor of Science (B.S.) degree and Certificate in Paralegal Studies are approved by the American Bar Association, Standing Committee on Paralegals, 321 N. Clark Street, Chicago, IL 60654-7598, (312) 988-5000, Hotline (800) 285-2221. American Bar Association, Council of the Section of Legal Education and Admissions to the Bar is recognized by the U.S. Department of Education (USDE).

The clinical doctorate in **Physical Therapy (DPT)** is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association (APTA), APTA Headquarters Accreditation Dept., 1111 North Fairfax Street, Alexandria, VA, 22314-1488, (703) 684-2782, (800) 999-2782, fax (703) 684-7343, email: accreditation@apta.org. CAPTE, an accrediting body for professional programs for the physical therapist, is recognized by the Council for Higher Education Accreditation (CHEA), September 2012, and the U.S. Department of Education (USDE). Note: CAPTE accredits only programs that prepare students to sit for licensure examinations. The M.S. – Fellowship Program in Orthopaedic Manual Physical Therapy is credentialed by the APTA and has met the clinical guidelines of the American Academy of Orthopaedic Manual Physical Therapists (AAOMPT).

The **Physician Assistant Studies program (B.S./M.S., M.S.)** is accredited by the *Accreditation Review Commission on Education for the Physician Assistant* (ARC-PA) has granted **Accreditation-Continued** to the Daemen College Physician Assistant Program sponsored by Daemen College. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2023. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/wp-content/uploads/2020/09/Accreditation-History-Daemen-College-46.pdf>.

The **Social Work baccalaureate and masters (MSW) programs** are accredited by the Commission on Accreditation Council on Social Work Education (CSWE), 1701 Duke Street, Suite 200, Alexandria, VA, 22314-3457, (703) 683-8080, fax (703) 683-8099, email: info@cswe.org. CSWE is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2003.

Distance Education Approval

Daemen College is approved by the New York State Education Department (NYSED) for participation in the State Authorization Reciprocity Agreements. The National Council for State Authorization Reciprocity Agreements, commonly known as SARA, provides a voluntary, regional approach to state oversight of postsecondary distance education. For more information about SARA, visit their website at <https://nc-sara.org/>.

Affiliations

- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities
- Association of Governing Boards
- Commission on Independent Colleges and Universities
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent Colleges and Universities
- National Collegiate Athletic Association (NCAA) Division II
- P2 Collaborative of WNY, Inc.
- Western New York Consortium of Higher Education
- Western New York Service Learning Coalition

Availability Statement and Procedures to Review Accrediting and Licensing Documents

Accrediting and Licensing documents are available for inspection. Requests should be in writing and sent to the:

Office of the President/Daemen College
4380 Main Street, Amherst, NY 14226-3592

Consumer Information

Here is a link to our webpage with Consumer Information

The following offices of Daemen College have been designated to disseminate consumer information:

- Office of Enrollment Management
- Office of Financial Aid
- Office of Institutional Research

- [Office of the Registrar](#)
- [Office of Student Accounts](#)

Complaints

Daemen College is committed to serving its students effectively and responsively. Students with questions or concerns should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible.

If the matter remains unresolved at the department/unit level, students should bring their complaint to the attention of the Dean of the pertinent academic division, the Dean of Students, the Bursar, or the Assistant Vice President for Student Success, as applicable. The Student Dispute Resolution Procedure or the Grievance Procedure in Discrimination and Harassment Cases (both contained in the Daemen College Student Handbook) will be followed when applicable.

Students who are unsure of whom to contact or who need further guidance may contact the Assistant Vice President for Student Success, Sabrina Fennell, in the Student Success Center, Research and Information Commons, Daemen College, 4380 Main St., Amherst, NY 14226, telephone: 716.839.8228 for assistance.

Nondiscrimination & Equal Opportunity Policy

Daemen College is committed to compliance with its obligations under Title IX of the Educational Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, the Age Discrimination in Employment Act, Executive Orders, the New York State Human Rights Law, and other applicable anti-discrimination laws. It is the policy of Daemen College to provide all students, applicants, and employees an equal access to all programs and facilities without regard to sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or

any other characteristic protected by federal or New York State law. Furthermore, the College will not discriminate against any individual with respect to the application of College policies, or the criteria for the successful completion of any course or program on the basis of sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law.

Furthermore, the College will not discriminate against any individual with respect to the application of College policies, or the criteria for the successful completion of any course or program on the basis of sex, sexual orientation, gender, race, color, creed, religion, veteran or military status, national origin, age, disability, familial status, marital status, domestic violence victim status, status as an ex-offender, arrest record, predisposing genetic characteristics or genetic information, or any other characteristic protected by federal or New York State law.

Every person in the Daemen College community is required to be familiar with and act in accordance with this policy. This includes administrators, faculty, staff, students, contractors, and vendors. All violations of this policy will be addressed and, where appropriate, discipline will be administered. Any person or entity found in willful violation of this nondiscrimination policy shall be subject to termination, expulsion, or contract termination as appropriate.

The College President has assigned day-to-day responsibilities for the implementation and administration of this policy to the Chief Diversity Officer, Tiffany Hamilton, , who is the College's Equal Opportunity and Affirmative Action Officer. Any questions concerning this policy and any complaints of discrimination should be communicated to the EOAA Officer, Tiffany Hamilton, Duns Scotus Hall, Room 118, telephone 716.566.7880, thamilto@daemen.edu.

A complaint of discrimination may also be filed with the Office for Civil Rights (OCR) of the U.S. Department of Education. Complaints are to be filed within 180 calendar days of the alleged act of discrimination and may be made to the New York regional office of OCR:

New York Office
Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500
Telephone: 646-428-3900
FAX: 646-428-3843; TDD: 877-521-2172
Email: OCR.NewYork@ed.gov

Accommodation of Students with Disabilities

Daemen College complies with the Rehabilitation Act of 1973, the Americans with Disabilities Act, and applicable state and local laws providing for nondiscrimination against qualified individuals with disabilities. This policy applies to participation in all College programs and activities. Daemen College will also provide reasonable accommodations for qualified individuals with disabilities so that they may participate at a level equivalent with that of non-disabled students. In this connection, Daemen College has established an accommodation assessment procedure for evaluation of requested accommodation in light of legal guidelines. It is Daemen College's policy to:

- Ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the admissions process and that qualified students with disabilities are treated in a nondiscriminatory manner with respect to all services, programs and activities.
- Keep all medically related information confidential in accordance with the requirements of the Rehabilitation Act, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act.
- Provide qualified applicants and students with disabilities with reasonable accommodation, except where such an accommodation would create an undue hardship on the College.
- Notify individuals with disabilities that the College provides reasonable accommodations to qualified individuals with disabilities by including this policy in the College Catalog and the Student Handbook.

PROCEDURE FOR REQUESTING AN ACCOMMODATION

If a qualified applicant for admission to the College or a student of the College anticipates a need for an accommodation to complete a course of study or to participate in a College program or activity (student housing, etc.), the request for accommodation should be brought to the attention of the Director of Disability Services. Where the disability or the need for an accommodation is not obvious, the individual may be required to provide current evidence of the disability and the limitations that require accommodation. The Director of Disability Services will discuss with the applicant or student the limitation resulting from the disability and the potential reasonable accommodations that the College might make. The Director may also consult as needed with the College's 504/ADA Officer (the Assistant Vice President for Student Success). The College has established specific guidelines for the documentation of disabilities; the guidelines may be obtained from the College's 504/ADA officer, the Disability Services Office, or from the College's website. The Director, in conjunction with the appropriate faculty, the 504/ADA Coordinator, and, if necessary, a professional evaluator retained by the College, will determine the feasibility of the requested accommodation, considering various factors including, but not limited to, the nature and the cost of the accommodation and whether the accommodation will impact the fundamental nature of the course or program. The applicant/student will be informed of the College's decision on the accommodation request. If a student is not satisfied with the determination made by the College with respect to the request for accommodation, the student may file a grievance pursuant to the College's Grievance Procedure in Discrimination Cases, a copy of which may be found in the Student Handbook.

PROCEDURE FOR RECEIVING APPROVED ACCOMMODATIONS

The Director of Disability Services will give the student an Accommodation Form specifying the accommodations approved by the College. It is the student's right and

responsibility to request approved accommodations in College programs, activities, or services. In keeping with the College's nondiscrimination policy, accommodations are to be made only at the request of the student, not assumed or imposed by other parties. The student shall present the Accommodation Form to the appropriate faculty member or administrator to substantiate a request for accommodation. Accommodations should not be provided to students without evidence that the accommodation has been approved by the College. A student lacking such documentation should be referred to the Director of Disability Services according to the above procedure for requesting an accommodation. Should any problem arise in securing an approved accommodation, the student should bring the problem to the immediate attention of the 504/ADA Officer, who will assist in resolving the matter. In addition, any member of the College community with questions or concerns about the College's disability policy and procedures should contact the 504/ADA Officer. Retaliation against students, applicants, or employees for exercising their rights under this policy is strictly prohibited and will not be tolerated. Claims of retaliation should be reported to the 504/ADA Officer (Assistant Vice President for Student Success), Research & Information Commons, telephone (716) 839-8228.)

Student Rights Under the Family Educational Rights

and Privacy Act (FERPA Policy)

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), Daemen College has adopted a policy that protects the confidentiality of student educational records and grants third party access to such records only with the student's consent or under other limited conditions. The College may publish certain directory information, such as the student's name, address (including email), telephone number, date and place of birth, major field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status (includes advance registration data, anticipated graduation year, class status), resident status (commuter or resident), degrees and awards received, and the most recent educational institution attended by the student, unless advised in writing by the student not to do so. The College policy also grants students access to their records, except, where applicable, for the financial information of their parents. A procedure has been established whereby students can challenge the content of their educational records, and if appropriate, provide a written explanation to be placed into their records. To review the full policy, see the Student Handbook (online) or contact the Registrar's Office.

ACADEMIC PROGRAMS

DAEMEN
COLLEGE

ACCOUNTING

Contact Information

phone: (716) 839-8329

daemen.edu/accounting

Chair

Dr. Sharlene G. Buszka

(716) 839-8428

Degrees Offered

- [Bachelor of Science in Accounting](#)
- [Bachelor of Science in Accounting/Master of Science in Professional Accountancy](#)

The B.S. Accounting/M.S. Professional Accountancy is a 150-hour program registered with the New York Board of Accountancy to meet the educational requirements for the CPA exam in New York State.

Minor

- [Accounting](#)

Certificate

- [Accounting](#)

Mission Statement

The mission of the Accounting program is to prepare students with the essential intellectual qualities for success through targeted studies in accounting and business, experiential learning, and broad-based education necessary for ethical and professional accomplishment. We will also guide students in

the development of personal qualities and norms that support success in a competitive global environment.

Student Learning

Outcomes

Upon completion of the Undergraduate Accounting Program:

1. Students will acquire appropriate content knowledge with an awareness of situational and global context.
2. Students will acquire business skills and awareness of ethical conduct that are appropriate to a professional environment.
3. Students will develop effective communication skills including research and writing skills to allow them to identify, analyze, apply, and communicate relevant information for decision-making.
4. Through active learning opportunities, students will develop an awareness of how they may apply their knowledge and skills within various organizational settings and environments.

Master's Student Learning

Outcomes:

In addition to the student learning outcomes noted above, students in the master's portion of the B.S./M.S. in Professional Accountancy will be able to:

1. Students will produce, analyze, and apply accounting and business information for management decision-making using advanced accounting theories and concepts.
2. Students will apply quantitative and technology-based skills to effectively support business decisions.
3. Students will evaluate, analyze, and communicate accounting and business issues in an advanced global

context.

4. Students will be able to gather information and conduct research necessary to access, understand, apply, and communicate relevant accounting information.
5. Students will be able to integrate ethical concepts to inform business decisions.
6. Students will demonstrate the ability to apply knowledge of accounting and business concepts and functions in an integrated manner.

Linda Eckert Kuechler & Herbert B Eckert Memorial Scholarship

The award is made to a senior level accounting major who has been accepted into the 150 hour professional accountancy program at Daemen College. Recipients are expected to be in good academic standing, to progress through the program on a full-time basis, and to exemplify ethical standards. An essay addressing why ethical behavior is good business is required of applicants. Further details may be obtained from the Department Chair.

BACHELOR OF SCIENCE IN ACCOUNTING/MASTER OF SCIENCE IN PROFESSIONAL ACCOUNTANCY

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS Requirements

• ACCOUNTING/BUSINESS ADMINISTRATION: 60 CREDITS

- ACC225 Financial Accounting (3) – CT
- ACC226 Managerial Accounting (3)
- ACC311 Intermediate Accounting I (3)
- ACC312 Intermediate Accounting II (3)
- ACC315 Cost Accounting (3)
- ACC318 Income Tax Theory (3)
- ACC360 Nonprofit Accounting (3)
- ACC415 Advanced Accounting Problems (3)
- ACC420 Auditing (3)
- ACC490 Accounting Theory & Professional Ethics (3) — RP; WI; IL
- BA350 Business Law I (3)
- BA351 Business Law II (3)
- FIN325 Corporate Finance (3)
- FIN: 3 credits in a Finance Elective
- MGQ221 Business Statistics I (3) – QL
- MGQ427 Managerial Decision Making (3)

- MGT208 Principles of Management (3)
- MIS280 Computer Studies and Problem Solving (3) — CT
- MIS295 Accounting Information Systems (3)
- MKT209 Principles of Marketing (3)

• REQUIREMENTS OUTSIDE OF THE MAJOR: 3 CREDITS

- CFE97 Coop Prep Seminar (0)-prerequisite to the Coop Field Experience
- 3 credits: CFE4XX Cooperative Field Experience (See below [Additional Pertinent Information](#) section for further details.)

• CORE CURRICULUM: 45 CREDITS

- CMP101 English Composition (3) — CS; IL; WI
- ECO201 Principles of Microeconomics (3) — CT
- ECO202 Principles of Macroeconomics (3) — CT
- IND101 Sustainable & Critical Relationships (3)
- MTH131 Calculus & Mathematics for Business and Social Science Majors (3) — CT; QL (See below [Additional Pertinent Information](#) section for further details.)
- **Core Electives:** 30 credits

• FREE ELECTIVES: 12 CREDITS

- With the exception of Management Information Systems (MIS), and Management – Quantitative (MGQ), courses offered by the Accounting and Information Systems Department are not allowed. Accounting and Information Systems course designations are: ACC, FIN, HSM. Courses used to fulfill the free electives may but are not required to have a competency.

**TOTAL BS PROGRAM
REQUIREMENTS = 120**

CREDITS

Additional Required Courses For Students Pursuing The BS/MS, Accounting/Professional Accountancy

- ACC618 Advanced Taxation (3)
- ACC620 Advanced Auditing (3)
- ACC630 Global Financial Reporting & Statement Analysis (3)
- ACC650 Directed Research in Accounting (3)
- FIN601 Global Monetary System & Capital Markets (3)
- MGT501 Global Competitive Framework (3)
- MGT502 Ethics for Professionals in a Multicultural World (3)
- MGT503 Comparative Management (3)
- MGT504 Operational & Technological Issues in Global Business (3)
- MKT507 Strategic Planning for the Global Market (3)

TOTAL BS/MS PROGRAM REQUIREMENTS = 150 CREDITS

Transfer Policy

A student transferring from a two-year college or from a four year school with a non-registered Accounting program may be limited to transferring the following accounting courses provided they have been assessed as meeting Daemen's stated levels of competence for comparable work: ACC225; ACC226; ACC315. A transfer student who originally enters another major at Daemen and transfers into the Accounting program will need to undergo a re-evaluation of any transfer of accounting courses to meet the above requirements.

Graduation Requirements

1. Minimum grades of C must be achieved in the following: ACC225; ACC226; ACC311; ACC312; ACC315; ACC318; ACC415; ACC360; ACC420; ACC490; BA350; BA351;CMP101; ECO201; ECO202; FIN325; 3-credit Finance elective; MGQ221; MGQ427; MGT208; MIS280; MIS290; MKT209. Students will be allowed to retake the previous courses only once to earn the required minimum grade of C.
2. **BS/MS:** Overall grade point averages (GPA) of 3.00 in **both** the undergraduate and the graduate portions of the program.

Pursuit Of The BS/MS, Accounting/Professional Accountancy

For those students applying to the BS/MS program, an overall grade point average (GPA) of 3.00 is required. Students with a GPA of less than 3.0 who wish to pursue the BS/MS program should consult with the Accounting Program Chair regarding conditional acceptance. Students who are conditionally accepted will be allowed to take 3 of the required graduate courses while still being a major in the BS, Accounting program. If minimum grades of B are achieved in each of the 3 graduate courses, the student will file the Change of Major form with the Registrars office and will be accepted as a matriculating student in the BS/MS program.

Students who wish to pursue the dual-degree BS/MS Accounting/Professional Accountancy program will begin studies as a major in the BS, Accounting program and must formally apply for a change to the dual degree program by completing a Change of Major form with the Registrars office. This change will generally occur upon completion of the Sophomore year.

BS/MS Program Structure

The BS/MS program is a dual degree program. No single degree conferral is granted. Both the BS and MS degrees are conferred upon successful completion of all requirements of the BS/MS curriculum.

Additional Pertinent Information

1. **CAREER FIELD EXPERIENCE (CFE):** Three (3) credits are required and must be taken in the Senior year of the undergraduate portion of the academic program. Students may complete additional career field experiences for a maximum of 9 credits earned through CFE. Requirements for participation in CFE are: successful completion of CFE97 Coop Prep Seminar (0 credits); **and** a minimum grade point average (GPA) of 2.5 **and** successful completion of Intermediate Accounting I & II (ACC311 & ACC312)

with a minimum 'C' grade, **and** permission of an Accounting faculty member. Students may petition the Accounting Chair to waive the CFE requirement if they have comparable, relevant work experience.

2. **MATHEMATICS:** Depending upon math background, a student may be required to complete lower-level math courses before enrollment in the required MTH131. Therefore, students who must take additional math courses are encouraged to begin math studies as early as possible.

Suggested Course Sequence

Access the *suggested* course sequence for the [BS/MS, Accounting/Professional Accountancy](#) program from the Program Plans option available on the Accounting/Information Systems department and the Registrar's web pages.

B.S./M.S. ACCOUNTING/PROF ESSIONAL ACCOUNTANCY

Access the complete curriculum for the [BS/MS Accounting/Professional Accountancy](#), from the Accounting/Information Systems Department section of the Daemen catalogue.

Following is a *suggested* course sequence for your program. Courses may be offered as indicated and/or at other times. Consult your Advisor for further direction and planning.

Course Loads

YEARS 1 THROUGH 4: Undergraduate tuition rates apply. Maximum of 18 credits allowed.

YEAR 5: Graduate tuition rates and terms apply.

Mathematics

Depending upon Math background, a student may be required to complete lower-level Math courses before enrollment in the required MTH131. Therefore, students who must take additional math courses are encouraged to begin math studies as early as possible.

Year 1

LEARNING COMMUNITIES are generally completed in the first year (LC1 in the 1st semester; LC2 in the 2nd semester)

FIRST SEMESTER

- ACC225 Financial Accounting (3)

- CMP101 English Composition (3)
- IND101 Sustainable & Critical Relationships (3)
- MIS280 Computer Studies & Problem Solving (3)
- CORE ELECTIVES (3)
- Total Credits (15)

SECOND SEMESTER

- ACC226 Managerial Accounting (3)
- MIS295 Accounting Information Systems (3)
- MTH131 Calculus & Math for Business & Social Sciences (3)
- CORE ELECTIVES (6)
- Total Credits (15)

Year 2

FIRST SEMESTER

- ACC318 Income Tax Theory (3)
- CFE97 Career Preparation Seminar (0)*
- ECO201 Principles of Microeconomics (3)
- MGQ221 Business Statistics I (3)
- MKT209 Principles of Marketing (3)
- CORE ELECTIVE (3)
- Total Credits (15)

SECOND SEMESTER

- ACC315 Cost Accounting (3)
- ECO202 Principles of Macroeconomics (3)
- MGT208 Principles of Management (3)
- CORE ELECTIVES AND/OR FREE ELECTIVES (6)
- Total Credits (15)

*CFE97 may be taken in either semester

Year 3

FIRST SEMESTER

- ACC311 Intermediate Accounting I (3)
- FIN325 Corporate Finance (3)
- CORE ELECTIVES AND/OR FREE ELECTIVES (9)
- Total Credits (15)

SECOND SEMESTER

- ACC312 Intermediate Accounting II (3)
- ACC360 Nonprofit Accounting (3)
- Finance Elective – undergraduate level (#'s 100-499)
(3)
- ACC618 Advanced Taxation (3)
- CORE ELECTIVES AND/OR FREE ELECTIVES (6)
- Total Credits (18)

Year 4

FIRST SEMESTER

- ACC415 Advanced Accounting Problems (3)
- ACC420 Auditing (3)
- BA350 Business Law I (3)
- MGQ427 Managerial Decision Making (3)
- MGT501 The Global Competitive Framework (3)
- CORE ELECTIVES AND/OR FREE ELECTIVES (3)
- Total Credits (18)

SECOND SEMESTER

- ACC490 Accounting Theory & Professional Ethics (3)
- ACC620 Advanced Auditing (3)
- BA351 Business Law II (3)
- CFE4__ Career Field Experience (3)
- CORE ELECTIVES AND/OR FREE ELECTIVES (6)
- Total Credits (18)

Year 5

FIRST SEMESTER (summer session)

- ACC630 Global Financial Reporting and Strategic Analysis (3)
- ACC650 Directed Research in Accounting (3)
- MGT502 Ethics for Professionals in a Multicultural World (3)
- Total Credits (9)

SECOND SEMESTER

- MGT507 Strategic Planning for the Global Market (3)
- MGT503 Comparative Management (3)
- FIN601 Global Monetary System and Capital Markets (3)
- MGT504 Operational and Technology Issues in Global Business (3)
- Total Credits (12)

ACCOUNTING MINOR

(OPEN TO ALL STUDENTS)

Note: 12 credits must be completed at Daemen College.

Requirements (18 credits)

Students may earn a minor in Accounting by completing the following courses with a minimum 'C' grade:

- ACC225 Financial Accounting (3)
- ACC226 Managerial Accounting (3)
- ACC311 Intermediate Accounting I (3)
- ACC312 Intermediate Accounting II (3)
- ACC315 Cost Accounting (3)
- 3 credits in an Accounting elective

ACCOUNTING CERTIFICATE

CONSUMER INFORMATION ON DAEMEN WEBSITE:

ACCOUNTING CERTIFICATE OFFERING ON THE MAIN

CAMPUS

CONSUMER INFORMATION ON DAEMEN WEBSITE:

ACCOUNTING CERTIFICATE OFFERED OFF-SITE IN

BROOKLYN, NY

Required Courses

- ACC225 Financial Accounting (3)
- ACC226 Managerial Accounting (3)
- ACC311 Intermediate Accounting I (3)
- ACC312 Intermediate Accounting II (3)
- ACC315 Cost Accounting (3)
- ACC318 Income Tax Theory (3)
- ACC415 Advanced Accounting Problems (3)
- ACC420 Auditing (3)
- FIN325 Corporate Finance (3)

- Accounting/Information Systems/Business Administration Elective: 3 credits TOTAL
CERTIFICATE REQUIREMENTS = 30

Requirements for Completion of the Certificate Program

- **A minimum of 18 credits must be completed at Daemen.**
- A minimum grade of C earned in all courses, thereby resulting in a minimum cumulative GPA of 2.00.
- Filing of an Application for Certificate form with the Registrar's Office in the first week of the final term (Fall, Spring, or Summer) prior to program completion. Forms are available upon request from the Accounting Program Office. **NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.**
- Certain courses are taken in sequence, therefore, the certificate program will require more than one year to complete.

Accounting

ACC 225: Financial Accounting

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Fundamentals of financial accounting including assets, liabilities, equity, revenue, expenses will be covered as well as financial reporting and accounting theory. The accounting cycle with emphasis on transaction analysis, accruals, annual closing, and creation of financial statements for service, merchandising, and manufacturing operations will be studied. Problems supplement the theory, principles and management applications. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Pre-req: MTH 124 or equivalent. (UG)

ACC 226: Managerial Accounting

3 Credit Hour(s)

A continuation of ACC 225 with emphasis on the expansion and advanced application of the accounting model to corporations. In addition, there is an introduction to the use of accounting information and financial analysis in management decision-making settings. Problems supplement the theory, principles, and management application. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisite: ACC 225 minimum grade of C or better required. (UG)

ACC 311: Intermediate Accounting I

3 Credit Hour(s)

Study of generally accepted accounting principles, emphasizing financial statement presentation and an in-depth study of accounting for current and long-term assets as well as related revenues, expenses, reserves, and allowances. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisite: ACC 226. (UG)

ACC 312: Intermediate Accounting II

3 Credit Hour(s)

A continuation of ACC 311, focusing on liabilities, stockholder's equity, earnings per share, derivatives, and analytical procedures. Theoretical discussion of generally accepted accounting principles. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisite: ACC 311. (UG)

ACC 315: Cost Accounting

3 Credit Hour(s)

Analysis of costs and their use in the managerial functions of an enterprise. Topics include principles of cost accounting for inventory valuation and income determination, standard costs and budgets. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisite: ACC 226. (UG)

ACC 318: Income Tax Theory

3 Credit Hour(s)

This course focuses on the responsibilities and skills required of professional accountants in the preparation of tax returns for individuals and provides primary content for the professional accounting component of the degree program. Coursework also addresses ethics, finance, economics, computer information systems, and the legal environment of business. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisite: ACC 226. (UG)

ACC 360: Nonprofit Accounting

3 Credit Hour(s)

Nonprofit accounting involves the study of specialized accounting principles used by a wide range of organizations including hospitals, governmental units such as school districts and agencies, cultural and charitable organizations, colleges and universities, as well as other non-profits. (UG)

ACC 415: Advanced Accounting Problems

3 Credit Hour(s)

Advanced approach to generally accepted accounting principles applied to business activities. Problem-solving techniques and discussions of opinions of the Financial Accounting Standards Board as they relate to advanced topics such as mergers, acquisitions, minority interests, intercompany transactions, consolidated financial reporting, and other topical matters. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisites: ACC 312. (UG)

ACC 420: Auditing

3 Credit Hour(s)

This course focuses on the responsibilities of professional accountants and related audit objectives and methodologies in the conduct of independent audits and provides primary content (Generally Accepted Auditing Standards (GAAS) and Public Company Accounting Oversight Board (PCAOB)) for the professional accounting component of the degree program. Coursework also addresses ethics, finance, business statistics in auditing, economics, computer information systems, and the legal environment of business. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisite: ACC 312. (UG)

ACC 430: Forensic Investigations

3 Credit Hour(s)

Application of theory is an important aspect of forensic accounting. In this course, a number of case studies will be analyzed that require the application of skills learned in ACC 325 Introduction to Forensic Accounting and MIS 428 Forensic Accounting Data Analysis Techniques. The topics of these case studies will include what is commonly referred to as the fraud tree: asset misappropriation, corruption schemes, financial statement fraud schemes and other fraud schemes. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade . Prerequisite: ACC 325. (UG)

ACC 490: Accounting Theory and Professional Ethics

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement. Writing Intensive. This is the capstone course for the Accounting curriculum. This course integrates the practical applications and theoretical concepts covered in previous accounting courses with ethical issues facing the profession. Class discussions, textbook reading, outside reading, projects, case studies, and other educational experiences will be used to explore this complex area of study. This class provides a fundamental study and critical evaluation of 'business ethics' in light of recent developments in the accounting profession. Professional, analytical writing constitutes a major element of this course. Accounting majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Prerequisites: ACC 312. (UG)

Finance

FIN 325: Corporate Finance

3 Credit Hour(s)

This course focuses on the principles of managing finance in all forms of corporate entities, emphasizing value creation by financial managers. Specific topics include an overview of the financial system, the determinants of firm value, securities' markets and valuation, the value of the firm, and investment decisions. In addition, coursework addresses ethics, accounting, business statistics, economics, computer information systems, and legal environment of business components of the common professional business core. Prerequisite: ACC 226. (UG)

FIN 328: Investments

3 Credit Hour(s)

A study of investment principles, including the determination of objectives and a constructive approach to the attainment of these objectives. Securities markets, real estate, banking and insurance form the nucleus of the course. Prerequisite: ACC 226. (UG)

Management - Quantitative

MGQ 221: Business Statistics I

3 Credit Hour(s)

Fulfills Quantitative Literacy requirement. An introductory business statistics course that focuses on data collection, presentation, and analysis. Topics covered include descriptive and inferential statistics with exploratory data analysis, probability distributions, sampling distributions, and confidence intervals hypothesis testing and linear regression. A microcomputer package will be used for analyzing selected data sets. Prerequisite: MTH 97 (or adequate competence as determined by mathematics placement). (UG)

MGQ 310: Project Management

3 Credit Hour(s)

This course provides students with fundamental techniques and principles related to project management, following the national standards for project management. This course encompasses the study of project management, paying particular attention to the ten knowledge areas: initiation, scope, schedule, cost quality, resources communications, risk, procurement, and stakeholder management as they relate to the five process groups of initiating, planning, execution, monitoring and controlling, and closing of projects. Examples and student initiated projects and project simulations are utilized to emphasize the integrated relationships. Through the merger of technical skills, general management skills, and project management skills for successful project completion is emphasized. The content of this course includes and extends the body of knowledge elements required for completion of the Certified Associate in Project Management Institute (PMI). For further information, see: <https://www.pmi.org>. Prerequisites: MGT 208, MGQ 221. (UG)

MGQ 360: Production and Operations Management

3 Credit Hour(s)

An introduction to the design, planning, and control of systems that create goods and services. Topics include Total Quality Management, Just-in-Time, capacity planning, scheduling, facility layout, project management, and inventory management. Prerequisites: MGQ 221. (UG)

MGQ 427: Managerial Decision Making

3 Credit Hour(s)

An introduction to some of the important models and problem-solving techniques used in business decision-making. Topics include Business Analytics, linear programming, and excel solver; transportation, HR, inventory, forecasting, pricing, break-even and financial decision models. Concepts are applied to develop and evaluate alternate solutions to business problems and to support business decisions. Prerequisites: MGQ 221 and ACC226 (UG)

Management Information Systems

MIS 280: Computer Studies and Problem Solving

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This is an intensive introductory computer course for majors in the Accounting and Business programs. Topics include the fundamentals of information processing including computer hardware concepts, operating systems, program management, electronic spreadsheets, and word processing. Emphasis is placed on analysis of business problems using PC software. (UG)

MIS 295: Accounting Information System

3 Credit Hour(s)

Accounting information systems are a subsystem of management information systems that processes financial transactions. It is more about critical thinking and judgment rather than journal entries. Its purpose is to provide internal reporting to managers for use in planning and controlling current and future operations and for non-routine decision making. It also impacts external reporting to outside parties such as to stockholders, creditors, and government agencies. In addition, students will become proficient in the use of advanced EXCEL techniques and become familiar with XBRL and Quickbooks. Prerequisites: ACC 225 and MIS 280. (UG)

ATHLETIC TRAINING

Contact Information

phone: (716) 839-8367

daemen.edu/athletictraining

Chair

Lynn Matthews

(716) 839-8367

Degrees Offered

- [BS/MS, Health Promotion/Athletic Training](#)
- [BS/MS, Natural Sciences/Athletic Training](#)
- [MS, Direct Entry, Athletic Training](#)

Mission and Goals

The Athletic Training Program (ATP) Mission and Goals in combination with the Mission and Goals of Daemen College and the following professional documents have guided the construction, implementation, and ongoing assessment of our Athletic Training Program.

- Board of Certification (BOC) Role Delineation Study
- BOC Standards of Professional Practice
- Commission on Accreditation of Athletic Training Education (CAATE) standards
- National Athletic Trainers Association (NATA)
- NATA Code of Ethics
- NATA Athletic Training Educational Competencies
- New York State Education Department Requirements

Athletic Training Program Mission Statement

The mission of the Athletic Training Program at Daemen College is to develop students to be exceptionally skilled practitioners who engage in critical decision-making and demonstrate the highest level of professionalism in service to others. Athletic training students gain knowledge and experience through a rigorous and comprehensive academic and clinical curriculum in preparation for life and leadership in an evolving and diverse world.

Athletic Training Program Goals

1. Students will demonstrate facility with evidence-based practices to guide their clinical judgment and decision-making.
2. Students will engage in patient-centered care including identification of cultural/diversity factors; goal identification; and use of culturally competent techniques.
3. Students will make necessary adjustments to their clinical practice based on evidence/patient feedback related to quality improvement.
4. Students will accurately reflect patient information within electronic medical record systems and/or other documentation.
5. Students will participate in interprofessional education and practice and advocate for the role of Athletic Trainers within patient-based collaboration.
6. Students will demonstrate strong professional responsibility especially as it relates to ethical practice in the Athletic Training field.
7. Students will be prepared to successfully challenge the BOC exam during their final semester of a multidimensional CAATE accredited entry-level curriculum that includes didactic, laboratory, and diverse clinical education experiences.
8. Faculty will implement high quality instruction.
9. Clinical preceptors will facilitate high quality clinical education experience.
10. Alumni will engage in life-long learning and contribute to the profession.

BACHELOR OF SCIENCE IN HEALTH PROMOTION/MASTER OF SCIENCE IN ATHLETIC TRAINING

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS, Health Promotion, Health & Fitness Specialization

1. MAJOR AND SPECIALIZATION: 84 CREDITS

• MAJOR: 52 CREDITS:

- **Biology:**
 - BIO109/L General Biology I (3/1)
 - BIO110L General Biology II Lab (1)

NOTE: BIO110 Lecture counts toward Core.
BIO110L counts toward the major.

- **Chemistry –SELECT ONE:**
 - CHE101/L General Chemistry (3/1) — CT
for lecture only

- CHE110/L Chemistry I (4/0)

NOTE: Students selecting CHE110/L will also need to complete CHE111/L Chemistry II as part of the free electives.

- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH509/L Gross Anatomy (6/0)
- ATH510/L/511/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH523/L Foundational Concepts in Rehabilitation (4/0)
- ATH580 Research Methods (3) – ILIT; RP; WI
- ATH590 Athletic Training: Practical Application I (3)
- PHY201/L Physics I (3/1)
- HPR/MGT-219 Health Systems Management (3)
- HPR320 Community Health Education & Disease Prevention (3) – CT
- **SELECT ONE**
 - HPR208 Health Promotion & Education (3) – CT
 - EDU203 Learning Theory (3) – allowed on case by case basis per advisor
- **SELECT ONE**
 - HPR313 Principles of Health Behavior Change (3)
 - PSY308 Health Psychology (3) – CT

• SPECIALIZATION: 32 CREDITS:

- Anatomy & Physiology:
 - BIO330/L General Anatomy (4/0)
 - BIO340/L General Physiology (4/0)
- ATH101 Introduction to Athletic Training (1)
- ATH201 Seminar in Athletic Training (2)
- BIO117 Human Nutrition (3)
- HPR200 CPR and Emergency Health Care (2)
- HPR301/L Physiology of Exercise and Cardiopulmonary Assessment (3/0)
- HPR317/L Human Motion: Principles & Perspectives (4/0)

- HPR332/L Current Concepts in Strength & Conditioning (3/0)
- HPR340/L Musculoskeletal Fitness Assessment (3/0)
- HPR350/L Fitness Training & Exercise Prescription (3/0)

2. CORE: 45 CREDITS:

- BIO110 General Biology II (3) – CT
- CMP101 English Composition (3) – CS; ILIT; WI
- CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; UD; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH134 Pre Calculus (3) – CT, QL
- NSC310 Biostatistics (3) – CT
- PSY103 Introduction to Psychological Science (3) – CI
- 3 credits in any Service Learning course or SL Add-On course(s) – SL
- **Core Electives:** 21 credits

3. FREE ELECTIVES: 3 CREDITS:

Courses offered by the Health Promotion Department, as well as any other Daemen course offerings selected in consultation with one's advisor, are acceptable.

Courses used to fulfill the free electives may but are not required to have a competency.

MS, Athletic Training: 38 credits

- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2)
- ATH513 Pathology and Clinical Examination III: Concussion (1)
- ATH515 Exercise Testing and Prescription (2)
- ATH520/L Therapeutic Agents (3/0)
- ATH522 General Medical Conditions (4)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)

- ATH592/593/594 Athletic Training: Practical Application II/III/IV (3/3/3)
- PH595 Cultural Competency and Health Disparities (3)

TOTAL PROGRAM REQUIREMENTS: BS (132); MS (34) = 166 CREDITS

Program Structure

Degrees are conferred separately for this BS/MS program. No MS will be conferred without completion in full of the complete BS/MS curriculum.

First-Year Student Admission Criteria

1. All students admitted as first-years who remain in good academic standing and fulfill all program requirements will be guaranteed progression into the graduate portion of the dual degree program.
2. All students must complete all the requirements for a baccalaureate degree by the end of the first year (year four) of the Athletic Training Program.
3. Minimum First-Year Admission Criteria include: High School average of 85 and SAT score of 1030 and/or ACT score of 21.
4. Students wishing to pursue Athletic Training, but not meeting the first-year criteria for admission into the designated Health Promotion/AT major may apply for admission into the Health Promotion Program (upon meeting entry requirements for that degree program) and may then be re-evaluated for Athletic Training upon fulfilling entry requirements.
5. Admittance into the Athletic Training Program is a competitive process. All who apply for the Athletic Training Program may not be admitted.

PLEASE NOTE: Students in Health Promotion/AT will be required to submit standardized test scores for first-year admittance considerations.

Transfer Student Admission Criteria

1. Selection process for transfer student admission to the Athletic Training Program is based on space availability, level of performance in meeting the prerequisite coursework requirements (grades/GPA) and number of credits completed at Daemen College.
2. Students may enter the Athletic Training Program at any point as pre-Athletic Training Program students (years 1, 2, or 3). Transfer students will be accepted as Health Promotion/AT majors based on previous academic performance and space availability. Transfer students will complete requirements for the Bachelor of Science in the Health Promotion program and upon fulfillment of requirements (see below) may apply for the Master of Science in Athletic Training Program.
3. Minimum Admission Criteria for the Health Promotion/AT major include: 2.75 overall GPA and 2.75 prerequisite GPA in previous college course credits to be transferred. If a student transfers in fewer than 24 credits, high school requirements will be used to determine eligibility (see high school requirements above).
4. Students wishing to pursue Athletic Training, but not meeting the criteria for admission into the Health Promotion/AT major pool, will not be guaranteed progression to the Master of Science Athletic Training Program.
5. For further detailed information regarding transfer applications, contact the Admissions Office.

Progression into the Athletic Training Program

Students apply to progress to the Athletic Training Program in the Spring semester of Year 3. Students must complete the requirements stipulated below by the final day of the Spring semester classes prior to the start of the Athletic Training Program.

1. Applicants for progression must earn a letter grade of C or better in all courses required by the major.
2. Applicants for progression must possess a cumulative grade point average (GPA) of 2.75 at the end of the pre-Athletic Training Program course work, and earn a letter grade of C or better in the following: CMP101, CMP315, NSC310, PSY103.
3. Applicants for progression must possess a minimum 2.75 GPA and earn a letter grade of C or better in the following prerequisite courses (lectures and labs): BIO 109/L-110/L, BIO117, BIO330/L, BIO340/L, CHE101/L (or CHE110/L-111/L), HPR200, HPR301/L, HPR317/L, HPR332/L, HPR340/L, HPR350/L, PHY201/L.
4. Grades earned in courses transferred into Daemen will be included in the AT Department's calculation of overall and prerequisite GPAs.
5. Applicants for progression who earns a grade below C in any science course taken at Daemen College must repeat that course at Daemen College.
6. Applicants for progression may repeat any required science course only once and may repeat no more than 3 required science courses. A maximum of 3 course repeats are allowed regardless of whether the course was repeated to elevate the grade above a C or simply to elevate the grade in order to elevate the GPA.

NOTE:

- Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:
 - evaluation of the applicant's last 60 credit hours;
 - evaluation of the applicant's Athletic Training Program Admission interview.
- Conditional Acceptance may be considered if an applicant:
 - is in his/her final semester of a Bachelor degree program;
 - is in the process of completing prerequisite coursework or other requirements;
 - is deficient in no more than one (1) prerequisite course. That course must be successfully completed

by the start of his/her first fall semester of the Athletic Training program.

Other Requirements

1. Applicants for progression must submit an Athletic Training Program application.
2. Applicants for progression must submit documentation of at least 50 hours of athletic training clinical observation, 15 of which must be in the Daemen College Athletic Training Room. Students must submit verification of Blood Borne Pathogen training prior to starting observation hours in the Daemen College Athletic Training Room.
3. Applicants for progression must submit two character references (one must be from a BOC Certified Athletic Trainer).
4. Applicants for progression must submit copies of current CPR/AED and First Aid cards.
5. Applicants for progression must submit a signed Technical Standards Verification form.
6. Selected applicants for progression (based on GPA, clinical observation hours, and references) will be invited for a personal interview.
7. If granted admittance to progress, students must submit a Letter of Intent to progress to the Athletic Training Program.

Requirements for Continuance in the Program

Detailed information on policies relative to academic requirements to maintain good academic standing in the program is available from the Athletic Training Department and is also published in the [Athletic Training Student Handbook](#).

Graduation Requirements

BS PORTION OF THE PROGRAM (BS, HEALTH PROMOTION, HEALTH & FITNESS SPECIALIZATION):

1. All students must have a minimum grade of C or better in all courses in the Health Promotion portion of the curriculum. This includes all courses under the Major and the Specialization.
2. All students must have a cumulative grade point average (GPA) of 2.00.

MS PORTION OF THE PROGRAM (MS, ATHLETIC TRAINING):

1. All students must satisfactorily complete all requirements of the Athletic Training Department.
2. All students must complete a minimum of 800 clinical education experience hours.
3. All students must have a cumulative grade point average (GPA) of 2.75.
4. All students must earn a letter grade of C or better in all Athletic Training Program courses.

Suggested Course Sequence

Access the suggested course sequence for the [BS/MS, Athletic Training](#) from the Athletic Training Department web page or the Program Plans site on the Registrar's web page.

PLEASE NOTE

Daemen College reserves the right to make changes to the Athletic Training curriculum, program entrance criteria, and/or program and graduation requirements. Detailed information on minimum grade requirements and other requirements for good academic standing in the Athletic Training Program is available from the Health Promotion and Athletic Training departments. A minimum grade of C or "Pass" (for courses graded as Pass/Fail) in all courses is required in the Athletic Training Program. All enrolled students must meet all requirements if changed or amended by Daemen College.

BACHELOR OF SCIENCE IN NATURAL SCIENCE/MASTER OF SCIENCE IN ATHLETIC TRAINING

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Requirements for the BS Portion of the BS, NS/AT Curriculum: 137 credits

1. MAJOR: 92 credits

- BCH317 Bio-Organic Chemistry Lecture (3)
- BIO109/L-110/L General Biology I-II (3/1; 3/1) — CT
- BIO330/L-340/L General Anatomy; General Physiology (4/0; 4/0)
- ATH523/L Foundational Concepts in Rehabilitation (4/0)
- CHE110/L-111/L Chemistry I-II (4/0; 4/0)
- PHY201/L-202/L Physics I-II (3/1; 3/1)
- ATH101 Introduction to Athletic Training (1)
- ATH201 Seminar in Athletic Training (2)
- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH509/L Gross Anatomy (6/0)

- ATH510/L Pathology and Clinical Examination I (4/0)
- ATH511/L Pathology and Clinical Examination II (4/0)
- ATH580 Research Methods (3) – ILIT, RP, WI
- ATH590 Athletic Training: Practical Application I (3)
- HPR301/L Physiology of Exercise and Cardiopulmonary Assessment (3/0)
- HPR317/L Human Motion: Principles and Perspectives (4/0)
- NSC342 Biomaterials (3)
- BIO117 Human Nutrition (3)
- HPR200 CPR and Emergency Health Care (2)
- **SELECT ONE:**
 - HPR208 Health Promotion & Education (3) – CT
 - EDU203 Learning Theory (3)
 - PT312 Principles of Teaching and Learning (3) — ILIT
- **SELECT THREE:**
 - Natural & Health Science Electives: **Select 9 credits from the listing below.**

2. CORE: 45 credits

- CMP101 English Composition (3) — CS; ILIT; WI
- CMP315 Advanced Composition for Health Professionals (3) — CS; ILIT; UD; WI.
- IND101 Sustainable & Critical Relationships (3)
- MTH134 Pre-Calculus (3) — CT; QL
- PSY103 Introduction to Psychological Science (3) — CI
- NSC 310 Biostatistics (3)
- Service Learning (3) – CR
- **SELECT FOUR:**
 - **Humanities & Social Sciences:** 12 credits
The 12 credits in Humanities and Social Sciences count as core only if they have a competency.
 - **Core Electives:** 12 credits

MS, Athletic Training: 38 credits

- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2/0)

- ATH513 Pathology and Clinical Examination III: Concussion (1)
- ATH515 Exercise Testing and Prescription (2)
- ATH520/L Therapeutic Agents (3/0)
- ATH522 General Medical Conditions (4)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)
- ATH592/593/594 Athletic Training: Practical Application II/III/IV (3/3/3)
- PH595 Cultural Competency and Health Disparities (3)

TOTAL PROGRAM REQUIREMENTS: BS (137); MS (34) = 171 credits

NATURAL SCIENCE OR HEALTH SCIENCE ELECTIVES

Please refer to your online program evaluation for the list of Natural Science electives.

A minimum grade of C is required. Note that some courses have prerequisites (consult course descriptions in Student Planning or the Daemen catalog).

HUMANITIES AND SOCIAL SCIENCE REQUIREMENTS

In order to assure sufficient breadth and depth of understanding of a liberal arts education, students will complete a minimum of 6 credits of studies in at least two areas in humanities and social sciences in addition to composition studies. Therefore, a student must complete 4 courses (12 credits) total in Humanities/Social Sciences: 2 courses taken in one designated area of Humanities/Social Sciences, and 2 courses taken in another designated area in Humanities/Social Sciences (Example: 2 courses taken in History [HST – formerly HIS], and 2 courses taken in Psychology [PSY]). Humanities/Social Science course designations are: Economics (ECO); Fine Arts (Art [ART], Theatre [THA]); Foreign Languages (Chinese [CHI], French [FRE], Italian [ITA], Spanish [SPA]); History (HST – formerly HIS); Humanities; Literature (LIT); Music; Philosophy (PHI); Political Science (PSC)–formerly

Government (GVT); Psychology (PSY); Religious Studies (REL); Sociology (SOC).

Program Structure

1. This program leads to multiple degrees. Degrees are conferred separately: the BS, upon completion of all baccalaureate requirements; the MS AT upon completion of the entire BS and MS AT requirements.
2. The Biology minor is earned as part of the BS, Natural Science major, Health Science specialization.
3. Prior to the start of the Athletic Training Program (Year 4), all course work referenced in the first 3 years must be completed in full

First-Year Student Admission Criteria

1. All students admitted as freshmen who remain in good academic standing and fulfill all program requirements will be guaranteed progression into the graduate portion of the dual degree program.
2. All students must complete all the requirements for a baccalaureate degree by the end of the first year (year four) of the Athletic Training Program.
3. Minimum Freshmen Admission Criteria include: High School average of 90 and SAT score of 1080 and/or ACT score of 21.
4. Students wishing to pursue Athletic Training, but not meeting the freshmen criteria for admission into the designated NATSCI/AT major may apply for admission into the NAT SCI Health Science (upon meeting entry requirements for that degree program) and may then be re-evaluated for Athletic Training upon fulfilling entry requirements.
5. Admittance into the Athletic Training Program is a competitive process. All who apply for the Athletic Training Program may not be admitted.

PLEASE NOTE: Students in Natural Science/AT will be required to submit standardized test scores for first-year admittance considerations.

Transfer Student Admission Criteria

1. Selection process for transfer student admission to the Athletic Training Program is based on space availability, level of performance in meeting the prerequisite coursework requirements (grades/GPA) and number of credits completed at Daemen College.
2. Students may enter the Athletic Training Program at any point as pre-Athletic Training Program students (years 1, 2, or 3). Transfer students will be accepted as NATSCI/AT majors based on previous academic performance and space availability. Transfer students will complete requirements for the Bachelor of Science in the Natural Science, Health Science program and upon fulfillment of requirements (see below) may apply for the Master of Science in Athletic Training Program.
3. Minimum Admission Criteria for the NATSCI/AT major include: 75 overall GPA and 2.75 prerequisite GPA in previous college course credits to be transferred. If a student transfers in fewer than 24 credits, high school requirements will be used to determine eligibility (see high school requirements above).
4. Students wishing to pursue Athletic Training, but not meeting the criteria for admission into the NATSCI/AT major pool, will not be guaranteed progression to the Master of Science Athletic Training Program.
5. For further detailed information regarding transfer applications, students may contact the Admissions Office.

Progression into the Athletic Training Program

Students apply for progression to the Athletic Training Program in the Spring semester of Year 3. Students must complete the requirements stipulated below by the final day of the Spring semester classes prior to the start of the Athletic Training Program.

1. Applicants for progression must earn a letter grade of 'C' or better in all courses required by the major.
2. Applicants for progression must possess a cumulative grade point average (GPA) of 2.75 at the end of the pre-Athletic Training Program course work, and earn a letter grade of 'C' or better in the following: CMP101, CMP315, NSC310, PSY103.
3. Applicants for progression must possess a minimum 2.75 GPA and earn a letter grade of 'C' or better in the following prerequisite courses (lectures and labs): PHY201/L-202/L, BIO109/L-110/L, BIO117, BIO330/L, BIO340/L, CHE110/L-111/L, HCS200, HCS301/L, HCS317/L.
4. Grades earned in courses transferred into Daemen will be included in the overall and prerequisite GPAs.
5. Applicants for progression who earns a grade below C in any science course taken at Daemen College must repeat that course at Daemen College.
6. Applicants for progression may repeat any required science course only once and may repeat no more than 3 required science courses. A maximum of 3 course repeats are allowed regardless of whether the course was repeated to elevate the grade above a C or simply to elevate the grade in order to elevate the GPA.

NOTE:

- Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:
 - evaluation of the applicant's last 60 credit hours
 - evaluation of the applicant's Athletic Training Program Admission interview
- Conditional Acceptance may be considered if an applicant:
 - is in his/her final semester of a Bachelor degree program.
 - is in the process of completing prerequisite coursework or other requirements.
 - is deficient in no more than one (1) prerequisite course. That course must be successfully completed by the start of his/her first fall semester of the Athletic Training program.

Other Requirements

1. Applicants for progression must submit an Athletic Training Program application.
2. Applicants for progression must submit documentation of at least 50 hours of athletic training clinical observation, 15 of which must be in the Daemen College Athletic Training Room.
3. Applicants for progression must submit two character references (one must be from a BOC Certified Athletic Trainer).
4. Applicants for progression must submit copies of current CPR/AED and First Aid cards.
5. Selected applicants for progression (based on GPA, clinical observation hours, and references) will be invited for a personal interview.
6. Applicants for progression must submit a signed Technical Standards Verification form.
7. If granted admittance to progress, students must submit a Letter of Intent to progress to the Athletic Training Program.

Requirements for Continuance in the Program

Detailed information on policies relative to academic requirements to maintain good academic standing in the program is available from the Athletic Training Department and is also published in the [Athletic Training Student Handbook](#).

Graduation Requirements

BS portion of the Program (BS, NAT SCI Health Science):

1. All students must have a minimum grade of C or better in all courses in the Natural Science portion of the curriculum. This includes all courses under the Major and MTH 134.
2. All students must have a cumulative grade point average (GPA) of 2.00.

MS portion of the Program (MS, Athletic Training):

1. All students must satisfactorily complete all requirements of the Athletic Training Department.
2. All students must complete a minimum of 800 clinical education experience hours.
3. All students must have a cumulative grade point average (GPA) of 2.75.
4. All students must earn a letter grade of C or better in all Athletic Training Program courses.

Suggested Course Sequence

Access the suggested course sequence for the, [BS/MS Natural Sciences AT program](#), from the Athletic Training Department web page or the Program Plans site on the Registrar's web page.

PLEASE NOTE

Daemen College reserves the right to make changes to the Athletic Training curriculum, program entrance criteria, and/or program and graduation requirements. Detailed information on minimum grade requirements and other requirements for good academic standing in the Athletic Training Program is available from the Health Promotion and Athletic Training departments. A minimum grade of C or "Pass" (for courses graded as Pass/Fail) in all courses is required in the Athletic Training Program. All enrolled students must meet all requirements if changed or amended by Daemen College.

DIRECT ENTRY MS, ATHLETIC TRAINING

ATHLETIC TRAINING (65 CREDITS):

- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2)
- ATH509/L Gross Anatomy (6/0)
- ATH510/L-511/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH513 Pathology and Clinical Examination III (1)
- ATH515/L Exercise Testing and Prescription (2/0)
- ATH520/L Therapeutic Agents (3/0)
- ATH522 General Medical Conditions (4)
- ATH523/L Foundational Concepts in Rehabilitation (4/0)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)
- ATH580 Research Methods (3)
- ATH590/592/593/594 Athletic Training: Practical Application I/II/III/IV (3/3/3/3)
- PH595 Cultural Competency and Health Disparities (3)

MS: TOTAL PROGRAM REQUIREMENTS = 64 CREDITS

Admissions Requirements

1. Baccalaureate degree.
2. Minimum overall GPA of 2.75.
3. Completion of the following prerequisite courses with a minimum grade of C and combined prerequisite GPA of 2.75: anatomy with lab (4 credits); physiology with lab (4 credits); exercise physiology (3 credits); kinesiology/biomechanics (3 credits); nutrition (3 credits); chemistry with lab (4 credits); physics with lab (4 credits); psychology (3 credits); statistics (3 credits).

4. Applicants must submit documentation of at least 50 hours of athletic training exposure under the supervision of a BOC Certified Athletic Trainer, with 15 of these hours being in a traditional Athletic Training setting such as a high school or college. Applicants may use the Daemen [Athletic Training Student Observation Record Form](#) available on the Athletic Training website or submit a letter signed by a BOC Certified Athletic Trainer with dates, number of hours, and setting.
5. Applicants must submit 2 character references (one must be completed by a BOC Certified Athletic Trainer). Applicants may use the [Graduate Reference report](#) available on the Daemen Athletic Training website.
6. Applicants must submit a biographical sketch (brief, no greater than 2 pages double spaced, narrative describing your goal/philosophy related to a personal, academic, professional and service development, interest in athletic training, and/or relevant background in another allied health profession).
7. Applicants must submit copies of current CPR/AED and First Aid certification.
8. Applicants must submit a signed Technical Standards Verification form.
9. Applicants must submit a resume.
10. Submit [Application materials](#) through ATCAS.

NOTE:

Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:

- evaluation of their last 60 credit hours
- evaluation of their Athletic Training Program Admission interview

Conditional Acceptance may be considered if an applicant:

- is in his/her final semester of a Bachelor degree program.
- is in the process of completing prerequisite coursework or other requirements.
- is deficient in no more than one (1) prerequisite course. That course must be successfully completed by the start

of his/her first fall semester of the Athletic Training Program.

Requirements for Continuance in the Program

Detailed information on policies relative to academic requirements to maintain good academic standing in the program is available from the Athletic Training Department and is also published in the [Athletic Training Student Handbook](#).

Graduation Requirements

1. All students must satisfactorily complete all requirements of the Athletic Training Department.
2. All students must complete a minimum of 800 clinical education experience hours.
3. All students must have a cumulative grade point average (GPA) of 2.75.
4. All students must earn a letter grade of C or better in all Athletic Training Program courses.

Suggested Course Sequence

Use this link to access the suggested course sequence for the [Direct Entry MS, Athletic Training](#).

Athletic Training

ATH 101: Introduction to Athletic Training

1 Credit Hour(s)

This is the first in a sequence of two courses designed to introduce students to the profession of athletic training. Topics will include the history of the athletic training profession, the sports medicine team, scope of practice, professional organizations, and roles of other health care professionals. (UG)

ATH 201: Seminar in Athletic Training

2 Credit Hour(s)

This course is the second in a sequence of two courses designed to introduce students to the professional phase of the athletic training curriculum. Topics will include athletic training room policies and procedures, risks associated with physical activity, an introduction to medical terminology, principles of therapeutic communication, and sociocultural issues. Prerequisite: ATH 101. (UG)

ATH 500: Introduction to Emergency Athletic Care

3 Credit Hour(s)

This lecture/lab course will present the roles and responsibilities of the Athletic Trainer and Sports Medicine Team and the basic principles in the prevention, recognition, and care of acute, traumatic and exertional athletic injuries/illnesses. Topics will include: risk management, blood-borne pathogen training, life-threatening conditions, CPR/AED certification, head and spine injury management (stabilization and equipment removal), musculoskeletal injury, selected taping/wrapping techniques, environmental considerations, and sudden medical illnesses. Students will be expected to recognize unsafe environments and develop critical thinking strategies to act appropriately during athletic emergencies. Students will also demonstrate emergency care skill consistent with National Athletic Trainers' Association position statements. Prerequisite: Admission into the Athletic Training Program. Students must pass ATH 509/L with a C or better in order to progress to ATH 500. (GR)

ATH 500L: Intro to Emergency Athletic Care Lab

0 Credit Hour(s)

This lecture/lab course will present the roles and responsibilities of the Athletic Trainer and Sports Medicine Team and the basic principles in the prevention, recognition, and care of acute, traumatic and exertional athletic injuries/illnesses. Topics will include: risk management, blood-borne pathogen training, life-threatening conditions, CPR/AED certification, head and spine injury management (stabilization and equipment removal), musculoskeletal injury, selected taping/wrapping techniques, environmental considerations, and sudden medical illnesses. Students will be expected to recognize unsafe environments and develop critical thinking strategies to act appropriately during athletic emergencies. Students will also demonstrate emergency care skill consistent with National Athletic Trainers' Association position statements. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 501: Foundations of Athletic Training

2 Credit Hour(s)

This lecture/lab course is designed to prepare students to critically evaluate the association between physical activity and musculoskeletal injury and use clinical decision-making skills to appropriately apply a variety of supportive and protective devices for the head, torso, upper and lower extremity. Students will develop the necessary skills to appropriately choose and properly fit protective athletic equipment (e.g. helmet and shoulder pads) and properly apply preventative taping, wrapping, splinting, bracing and orthoses. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 501L: Foundations/Athletic Training Lab

0 Credit Hour(s)

This lecture/lab course is designed to prepare students to critically evaluate the association between physical activity and musculoskeletal injury and use clinical decision-making skills to appropriately apply a variety of supportive and protective devices for the head, torso, upper and lower extremity. Students will develop the necessary skills to appropriately choose and properly fit protective athletic equipment (e.g. helmet and shoulder pads) and properly apply preventative taping, wrapping, splinting, bracing and orthoses. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 502: Foundations of Athletic Training II

2 Credit Hour(s)

This course addresses a variety of topics to further develop the students' understanding of the scope of the Athletic Trainer's duties and the complexities involved in the daily operations of an Athletic Training facility. A combination of lecture, case studies and reflection of clinical educational experiences will allow for insightful peer engaged discussions. Topics will include: legal practice, professional ethics, cross-cultural awareness, inter-professional relationships, facility principles, budgeting process, integrated injury management, imaging, rehabilitation phases, psychosocial/emotional response to injury, and injury documentation and the use of electronic medical records. Prerequisite: Admission into the Athletic Training Program and ATH 501 AND ATH-501L. (GR)

ATH 509: Gross Anatomy

6 Credit Hour(s)

This lecture/lab course is designed to focus on the detailed structure and function of the human neuromusculoskeletal system. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function across the life span will be presented. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Specific anatomical content will be presented on a regional basis, and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 509L: Gross Anatomy Lab

0 Credit Hour(s)

This lecture/lab course is designed to focus on the detailed structure and function of the human neuromusculoskeletal system. The relationships of normal and abnormal embryological and developmental processes to gross anatomical structure and to movement and function across the life span will be presented. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Specific anatomical content will be presented on a regional basis, and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations. Prerequisite: Admission into the Athletic Training Program. Students must pass ATH 509/L with a C or better in order to progress to ATH 500. (GR)

ATH 510: Pathology and Clinical Examination I

4 Credit Hour(s)

This lecture/lab course is the first in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the neck, upper back, low back, lower extremities, reproductive organs, and abdominal region. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the low back and lower extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine. Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L. (GR)

ATH 510L: Pathology and Clinical Examination Lab I

0 Credit Hour(s)

This lecture/lab course is the second in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the head and upper extremities. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the head, neck, upper back, and upper extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, posture analysis, gait analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine. Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L and ATH 510 and ATH 510L. (GR)

ATH 511: Pathology and Clinical Examination II

4 Credit Hour(s)

This lecture/lab course is the second in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the head and upper extremities. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the head, neck, upper back, and upper extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, posture analysis, gait analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine. Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L and ATH 510 and ATH 510L. (GR)

ATH 511L: Pathology and Clinical Examination II Lab

0 Credit Hour(s)

This lecture/lab course is the second in the sequence of two courses designed to give the athletic training student the necessary information to identify specific injuries and illnesses associated with the head and upper extremities. Topics include mechanism of injury/etiology, pathology, tests and measures, and referred pain patterns of the head, neck, upper back, and upper extremities. Students will acquire basic knowledge and skills regarding palpation, range of motion, posture analysis, gait analysis, manual muscle testing, neurological and special tests. Students will develop clinical decision making skills through the integration of evidence-based medicine. Prerequisite: Admission into the Athletic Training Program and ATH 509 and ATH 509L and ATH 510 and ATH 510L. (GR)

ATH 512: Advance Concepts in Rehabilitation

2 Credit Hour(s)

This course is designed to build upon students' foundational rehabilitation knowledge. The future athletic trainer will learn to assess human movement patterns during a variety of activities, identify dysfunction, contributing factors, and implement therapeutic corrective exercise techniques. Topics include an examination of the central and peripheral nervous systems; motor control and learning; causes of movement dysfunction, including biopsychosocial components; and evidence-based selection of movement assessment and corrective exercise interventions. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 513: Pathophysiology & Clinical Examination I Examination II: Concussion

1 Credit Hour(s)

This lecture/lab course is the third in the sequence of three courses designed to give the athletic training student the necessary information to identify and manage concussion. Topics include an introduction to brain anatomy; etiology, pathophysiology, signs, symptoms and effects associated with concussion. Concussion assessment and evaluation tools, return-to-play protocols, treatment and rehabilitation of individuals who have sustained concussions will be examined. Discussions will include concussion risk, trends, and research across different populations. Prerequisite: Admission into the Athletic Training Program and ATH 510, ATH 510L, ATH 511, ATH 511L (GR)

ATH 515: Exercise Testing and Prescription Fitness Assessment & Training

2 Credit Hour(s)

This course is designed to bridge the gap from sports medicine rehabilitation to optimal movement and performance. The future athletic trainer will learn to develop and implement exercise programs to improve performance and mitigate the risk for long-term health conditions in varied populations. Topics include training theories and adaptations, exercise testing, program development, the use of Biometrics in program design, and injury prevention programs. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 515L: Exercise Testing and Prescription Lab

0 Credit Hour(s)

This course is designed to bridge the gap from sports medicine rehabilitation to optimal movement and performance. The future athletic trainer will learn to develop and implement exercise programs to improve performance and mitigate the risk for long-term health conditions in varied populations. Topics include training theories and adaptations, exercise testing, program development, the use of Biometrics in program design, and injury prevention programs. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 520: Therapeutic Agents

3 Credit Hour(s)

This lecture/lab course is designed to prepare the future athletic trainer to critically select, provide rationale for, and skillfully apply therapeutic agents. Indications and contraindications relative to the selection and use of each modality are emphasized. Theory, principles, and methods of direct interventions will be discussed in lecture; associated psychomotor skills will be practiced and evaluated in lab. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 520L: Therapeutic Agents Lab

0 Credit Hour(s)

This lecture/lab course is designed to prepare the future athletic trainer to critically select, provide rationale for, and skillfully apply therapeutic agents. Indications and contraindications relative to the selection and use of each modality are emphasized. Theory, principles, and methods of direct interventions will be discussed in lecture; associated psychomotor skills will be practiced and evaluated in lab. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 522: General Medical Conditions

4 Credit Hour(s)

This course is designed to prepare the future athletic trainer to recognize the signs and symptoms of diseases and illnesses of the body systems and to know when to refer to other medical professions. Topics include etiology, pathology, assessment, and risks associated with common diseases, impairments, and physical disabilities. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 523: Foundational Concepts in Rehabilitation

4 Credit Hour(s)

This lecture/lab course introduces the foundational concepts and principles of a comprehensive rehabilitation program. including determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress, development of criteria for progress and return to competition and the physiological effects of trauma/wound is designed to enhance the student's assessment skills and to provide a foundation of appropriate exercise principles and rehabilitation techniques specific to athletic participation and the physically active. Topics will include planning, implementing, and evaluating the efficacy of therapeutic exercise and rehabilitation programs. (GR)

ATH 523L: Foundational Concepts in Rehabilitation Lab

0 Credit Hour(s)

This lecture/lab course introduces the foundational concepts and principles of a comprehensive rehabilitation program. including determination of therapeutic goals and objectives, selection of therapeutic exercises, methods of evaluating and recording rehabilitation progress, development of criteria for progress and return to competition and the physiological effects of trauma/wound is designed to enhance the student's assessment skills and to provide a foundation of appropriate exercise principles and rehabilitation techniques specific to athletic participation and the physically active. Topics will include planning, implementing, and evaluating the efficacy of therapeutic exercise and rehabilitation programs. (GR)

ATH 524: Sports Nutrition

2 Credit Hour(s)

This course discusses the physiological processes of digestion, absorption, and assimilation of food, fluids, nutritional supplements, herbs, and ergogenic aids specific to the energy needs for sports participation and the physically active. Topics include weight loss/gain, body composition, performance, illness, injury, and eating disorders. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 525: Organization and Administration in Athletic Training

3 Credit Hour(s)

This course focuses on management, administration, leadership, and professional responsibilities associated with providing health care in an athletic training room, health care facility, and related venues that provide health care to athletes and others involved in physical activities. Topics include athletic training room design, budget, organization and administration of pre-participation physical exams, components of a medical record, regulations, insurance, personnel management, athletic training practice acts and registration, professional responsibility, continuing education, governing bodies, scope of practice, community awareness, and preparation for the Board of Certification (BOC) exam. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 530: Psychosocial Aspects in Athletic Training

3 Credit Hour(s)

Psychosocial Aspects in Athletic Training (3) This course addresses a variety of integrated psychosocial topics involving the patient, the health care professional, and response to injury. Topics include motivation, self confidence, personality traits, emotional response to injury, interpersonal and cross-cultural communication. Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 580: Research Methods

3 Credit Hour(s)

Fulfills core competency: Information Literacy; Writing Intensive. Meets Research and Presentation requirements. This course will explore the variety in research design and statistics commonly used in clinical research, further developing student analytical skills needed to support professional evidence-based practice in athletic training. Students will evaluate the merit and relevance of published research to the practice of athletic training from the perspective of experimental methodology and design. Students will select a topic of interest related to athletic training, conduct a review of the literature, define a research question, and prepare and present a report to their peers. Students will complete Collaborative Institutional Training Initiative (CITI training). Prerequisite: Admission into the Athletic Training Program. (GR)

ATH 582: Research Seminar II

1 Credit Hour(s)

This is the second in the sequence of two research seminar courses. Students will collect data, perform data analysis, and write the results, and discussion sections for their athletic training research projects. Students will revise and refine their final research project, develop a presentation, and present their findings. This is directed study under the supervision of a faculty research mentor. Additionally, students will demonstrate evidence based medicine through problem based learning scenarios in class. Prerequisite: Admission into the Athletic Training Program and ATH 581. (GR)

ATH 590: Athletic Training: Practical Application I

3 Credit Hour(s)

This course is the first of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: general health and fitness assessment; environmental conditions assessment; and recognition of emergencies and acute injury care. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Program and ATH 500 and 500L. (GR)

ATH 592: Athletic Training: Practical Application II

3 Credit Hour(s)

This course is the second of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: taping, wrapping, bracing, protective equipment fitting; clinical assessment, diagnosis and therapeutic intervention of the lower extremity and spine; and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum of 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Program and ATH 590. (GR)

ATH 593: Athletic Training: Practical Application III

3 Credit Hour(s)

This course is the third of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills, and abilities including: clinical assessment, diagnosis and therapeutic intervention of the upper extremity, lower extremity, head, neck, thorax, spine, and patients with common illnesses; psychosocial motivational strategies; recognition and referral of mental health disorders; and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete minimum of 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Program and ATH 592. (GR)

ATH 594: Athletic Training: Practical Application IV

3 Credit Hour(s)

This course is the fourth of four required athletic training clinical education courses. Athletic training students will be evaluated on clinical integration proficiency of knowledge, skills and abilities including: comprehensive therapeutic intervention, clinical examination and diagnosis of musculoskeletal injury and common illnesses and conditions; psychosocial strategies (recognition, management and referral); and professional communication and documentation strategies. Additionally students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete minimum of 200 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Education Program, ATH 593. (GR)

ATH 595: Athletic Training: Optional Summer Practical Application

0 Credit Hour(s)

This course is an optional athletic training clinical education course reserved for students who will be completing a summer athletic training educational experience. Students will be expected to build upon their acquired knowledge to actively engage in facilitated integration of skills and abilities previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students will explore evidence-based practice and reflect upon their clinical experiences to facilitate critical thinking and clinical decision making skills development. Students must complete a minimum of 50 and a maximum of 500 clinical hours. Prerequisite: Admission into the Athletic Training Program. (GR)

BUSINESS ADMINISTRATION

Contact Information

phone: (716) 839-8329
daemen.edu/business

Chair

[Dr. Sharlene G. Buszka](#)
(716) 839-8432

Degrees Offered

- [Bachelor of Science in Business Administration](#)
 - Program Delivery: Offered In-person and online format depending on program acceptance.

Specializations

BS Business Administration includes the following Specializations:

- [General Business](#)
- [Human Resource Management](#)
- [International Business](#)
- [Marketing](#)
- [Operations and Supply Chain Management](#)
- [Social Entrepreneurship](#)
- [Sport Management](#)

Minors

Open to **all** undergraduate students:

- [General Business](#)
- [E-Commerce/Web Design](#)

Open to **Accounting and Business Administration majors only** or students who have completed the General Business minor

- [Human Resource Management](#)
- [International Business](#)
- [Marketing](#)
- [Sport Management](#)

Certificate

- [Human Resource Management](#)

Business Administration Mission Statement

The Business Administration program equips an engaged and diverse community of learners with business skills to become ethical and successful leaders in an interconnected business world.

Business Administration Intended Student Learning Outcomes:

The Business Administration program is designed to help students achieve the following student learning objectives. Students will provide evidence of having achieved an understanding of core business concepts by:

1. Students will acquire appropriate content knowledge with an awareness of situational and global context.
2. Students will acquire business skills and awareness of ethical conduct that are appropriate to a professional environment.
3. Students will develop effective communication skills including research and writing skills to allow them to identify, analyze, apply, and communicate relevant information for decision-making.
4. Through active learning opportunities, our students will develop an awareness of how they may apply their knowledge and skills within various organizational settings and environments.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

- MAJOR AND SPECIALIZATION/TRACK: 59 CREDITS

• MAJOR: 44 CREDITS

- ACC225 Financial Accounting (3) – CT
- ACC226 Managerial Accounting (3)
- BA101 Introduction to Business Administration (1)
- BA201 Introduction to International Business (3) – CI
- BA211 Effective Business Communications (3) – WI
- BA303 Business Professional and Personal Horizons (1)
- BA350 Business Law I (3)
- BA443 Proseminar (3) – ILIT; RP; WI
- FIN325 Corporate Finance (3)
- MGQ221 Business Statistics I (3) – QL
- MGT208 Principles of Management (3)
- MGT321 Organizational Behavior & Theory (3)
- MIS280 Computer Studies and Problem Solving (3) – CT
- MKT209 Principles of Marketing (3)
- Business Electives: 6 credits

• SPECIALIZATION: 15 CREDITS

Select one from the following specializations. Note that some courses may fulfill core competencies and/or other core requirements. (Competency and/or other core requirements are indicated after the course title.) Consult the course descriptions available in the College catalog and accessible from the course schedules published on the Daemen web site.

• GENERAL BUSINESS

- 15 credits in business electives or any Paralegal Studies courses (with the exception of PAR-460 Paralegal Senior Project, which is not allowed to count in the General Business specialization) selected with advisor's approval.

• HUMAN RESOURCE MANAGEMENT

- MGT302 Labor Relations (3)
- MGT306 International Management (3)
- MGT312 Human Resource Management (3)
- MGT410 Seminar in Human Resource Management (3) –ILIT
- Business Elective (3)-advisor-approved

• INTERNATIONAL BUSINESS

- BA201 – Introduction to International Business (3)* – CI
- **Select either:** ECO333 International Economics (3) **OR** ECO343 Global Economic Geography (3) – CR
- MGT306 International Management (3)
- MKT210 E-Commerce (3)MKT310 Foreign Markets of International Business (3)
- * Another appropriate course may be substituted with the authorization of the Business Administration Chair.

• MARKETING

- MKT302 Physical Distribution Management (3)
- **Select either:** MKT310 Foreign Markets of International Business (3) **OR** MKT313 Customer Relations (3) *
- MKT312 Promotional Strategies (3)

- MKT335 Market Research (3)
- MKT420 Marketing Planning & Strategy (3)
— IL
- * Another appropriate course may be substituted with the authorization of the Business Administration Chair.

• OPERATIONS AND SUPPLY CHAIN MANAGEMENT

- ACC 315 Cost Accounting (3)
- MKT302 Physical Distribution Management (3)
- MGQ 310 Project Management (3)
- MGQ 360 Production and Operations Management (3)*
- MGQ 427 Managerial Decision Making (3)*
- MGT312 Human Resource Management (3)
- NOTE: *MGQ360 and MGQ427 Managerial Decision Making (3) should be taken as the Business Math requirement and the opposite course will be taken as the specialization elective. Only three of these credits will fall under the specialization.

• SOCIAL ENTREPRENEURSHIP

- BA/HPR352 Grant Writing (3) CS;WI
- BA/SUST344 Sustainable Business Practices (3)
- ENTR201 The Entrepreneurial Mindset (3) CT
- IND412 Social Entrepreneurship (3)-CT; IL; WI; R&P
- MGT/HPR 311 Non-Profit Management (3) CI; ME

• SPORT MANAGEMENT

- BA405 Legal Issues in Sport Management (3) — CT
- MGT260 Introduction to Sport Management (3) — CT
- MGT302 Labor Relations (3)
- MGT312 Human Resource Management (3)
- MKT402 Sport Marketing (3)
- NOTE: It is strongly recommended that students in the Sport Management specialization complete 3 credits in MGT261 & MGT361 as their practicum I &

practicum II as part of their Career Field Experience.

• ADDITIONAL REQUIREMENTS OF THE MAJOR: 7 CREDITS

- **BA202** Professional Branding and Sustainability (1)
- **BA340** Internship Facilitation (1)
- **Internship:** 2 credits in an upper- level Career Field Experience is required of all Business Administration majors. Students must possess a minimum grade point average (GPA) of 2.5, and complete **BA 202** to enroll in an internship. Students must enroll in BA340 & CFE301 or CFE401 in the same semester. Students may petition the Department Chair to waive the Career Field Experience requirement if they have comparable work experience, but will have to complete another 3 credit hour course as a substitute.

• Select one:

- MGQ360 Production & Operations Management (3)
- MGQ427 Managerial Decision Making (3)
- MTH131 Calculus & Mathematics for Business and Social Sciences (3) –CT; QL
- NOTE: Students planning to pursue a graduate degree in Business are advised to take MTH131. If MTH131 is taken, it will count as part of the 45 CORE credits, thereby INCREASING required Free Electives from 9 to 12 credits.

• CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- ECO201 Principles of Microeconomics (3) — CT
- ECO202 Principles of Macroeconomics (3) — CT
- IND101 Sustainable & Critical Relationships (3)
- **Core Electives:** 33 credits

• FREE ELECTIVES: 9 CREDITS

With the exception of Economics (ECO), Management Information Systems (MIS), Quantitative Management

(MGQ) and Paralegal Studies (PAR), courses offered by the Accounting/Information Systems and Business Administration Department are not allowed. Courses used to fulfill the free electives may but are not required to have a core competency. **NOTE:** An additional 3 credits of Career Field Experience may be counted as part of the 9 free elective credits.

1. Minimum grades of C must be achieved in the following: ACC225; ACC226; BA101; BA201; BA202; BA211; BA303; BA350; BA443; CMP101; ECO201; ECO202; FIN325; MGQ221; MGT208; MGT321 , MIS280; MKT209, AND all courses in the specialization.
2. An overall grade point average (GPA) of 2.00.

TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS

Graduation Requirements

Suggested Course Sequence

Access the *suggested course sequence* for the [BS, Business Administration](#), from the Accounting and Business Administration Department web page or the Program Plans site on the Registrar's web page.

E-COMMERCE / WEB DESIGN MINOR

Open to all students

REQUIREMENTS (15 CREDITS):

IND/ART125 Introduction to Visual Literacy or ART103
Foundation Design 1 (3)

ENTR201 The Entrepreneurial Mindset (3)

MKT210 E-Commerce (3)

MKT312 Promotional Strategies (3)

ART320 Graphic Design III (3)

GENERAL BUSINESS MINOR

Open to all students

REQUIREMENTS (15 CREDITS,
12 OF WHICH MUST BE TAKEN

AT DAEMEN):

- ACC225 Financial Accounting (3)
- MGT208 Principles of Management (3)
- MIS280 Computer Studies & Problem Solving (3)
- MKT209 Principles of Marketing (3)
- BA350 Business Law I (3)

HUMAN RESOURCE MANAGEMENT MINOR

Limited to students
majoring in a program
sponsored by the
Accounting and Business
Administration Department

or to any students who
have completed the General
Business minor

**REQUIREMENTS: (9 CREDITS,
ALL OF WHICH MUST BE
COMPLETED AT DAEMEN
COLLEGE)**

- MGT302 Labor Relations (3)
- MGT306 International Management (3)
- MGT312 Human Resource Management (3)

INTERNATIONAL BUSINESS MINOR

Limited to students
majoring in a program
sponsored by the
Accounting and Business
Administration Department
or to any students who

have completed the General
Business minor.

**REQUIREMENTS: (15 CREDITS,
6 OF WHICH MUST BE
COMPLETED AT DAEMEN):**

- BA201 Introduction to International Business * (3)
- BA220 Diversity and Cross Cultural Management (3)
- ECO333 International Economics (3) **Or** ECO343
Global Economic Geography (3)
- MKT210 E-Commerce (3)
- Foreign Language or Cultural Studies Requirement (3)

*Another appropriate course may be substituted with the
authorization of the Business Administration Chair.

MARKETING MINOR

Limited to students
majoring in a program
sponsored by the
Accounting and Business
Administration Department
or to any students who
have completed the General
Business minor

**REQUIREMENTS: (12 CREDITS,
6 OF WHICH MUST BE**

COMPLETED AT DAEMEN COLLEGE)

- MKT310 Foreign Markets of International Business (3)
- MKT312 Promotional Strategies (3)
- MKT302 Physical Distribution Management (3)

**SELECT 3 CREDITS IN A
MARKETING ELECTIVE WITH
THE APPROVAL OF THE
BUSINESS ADMINISTRATION
CHAIR.**

RECOMMENDED ELECTIVES:

- HSM295 Health Systems Marketing (3)
- MKT335 Market Research (3)
- MKT402 Sport Marketing (3)
- MKT420 Marketing Planning and Strategy (3)

SPORT MANAGEMENT MINOR

Limited to students
majoring in a program
sponsored by the
Accounting and Business
Administration Department
or to any students who

have completed the General
Business minor

**REQUIREMENTS: (12 CREDITS,
6 OF WHICH MUST BE
COMPLETED AT DAEMEN
COLLEGE)**

- BA405 Legal Issues in Sport Management (3)
- MGT260 Introduction to Sport Management (3)
- MKT402 Sport Marketing (3)
- 3 credits in Sport Management studies selected with the approval of the Business Administration Chair.

Recommended course options:

- BA351 Business Law II (3)
- MGT302 Labor Relations (3)
- MGT312 Human Resource Management (3)

HUMAN RESOURCE MANAGEMENT CERTIFICATE

Consumer Information is available on the Daemen website.

Required Courses

- BA211 Effective Business Communications (3)
- BA220 Diversity and Cross-Cultural Management (3)
- BA350 Business Law 1 (3)
- MGT208 Principles of Management (3)
- MGT302 Labor Relations (3)
- MGT306 International Management (3)
- MGT312 Human Resource Management (3)
- MGT321 Organizational Behavior and Theory (3)
- MGT410 Seminar in Human Resource Management (3)
- MIS280 Computer Studies and Problem Solving (3)
- Human Resource related Elective (3)*

* An advisor approved HR related course; acceptable electives include PR322 and PSY210.

TOTAL CERTIFICATE
REQUIREMENTS = 33 CREDITS

Requirements For Completion Of The Certificate Program:

- A minimum of 18 credits must be completed at Daemen.
- A minimum grade of C earned in all courses, thereby resulting in a minimum cumulative GPA of 2.00.
- Filing of an Application for Certificate form with the Registrar's Office in the first week of the final term (Fall, Spring, or Summer) prior to program completion. Forms are available upon request from the Business Administration Program Office. **NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.**

Business Administration

BA 101: Introduction to Business Administration

1 Credit Hour(s)

This course is designed as an introduction to business for first year business students, transfer students or other students considering a business major. Students will be introduced to the field of business which will include an overview of the functional specialization areas, industries within which business professionals are employed and the related career opportunities, industries and organization cultures by completing a number of relevant personality and interest assessments. Additionally, students will be introduced to faculty, coursework, learning modalities, and professional expectations and standards with the Business Administration department. (UG)

BA 201: Introduction to International Business

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The course introduces students to key factors relevant to international management on both organizational and socioeconomic levels. Macroeconomic influences such as international politics, economics, culture, and foreign competition are described and analyzed to highlight their importance for globally operating organizations. (UG)

BA 202: Professional Branding and Sustainability

1 Credit Hour(s)

This course will immerse students in the professional branding and sustainability process that is becoming even more important as people are required to re-purpose their careers due to global and technological changes in the workforce. Through reading, online research and one-on-one consultation, students will be exposed to the professional skills necessary to develop and sustain a career that may include multiple positions, fields, companies and industries over decades of employment. The initial context for this course will be the student internship, then will project to future job placement and long term career transitions. The course is limited to Business, Accounting and Paralegal students. For Sophomores through Seniors, but preferably taken during second semester Sophomore year or first semester Junior year, the semester before internship. There will be individual meeting times scheduled with professor. Pre-requisite for CFE requirement Prereq: BA 101 (UG)

BA 211: Effective Business Communications

3 Credit Hour(s)

Writing Intensive. The ability to communicate effectively is ranked as one of the most important skills needed by employers. It has also been shown to have a high direct correlation with income. This course is a study of the analysis and practical application of effective communication in the business environment. The course will develop and reinforce written, oral and interpersonal communications skills necessary in a diverse and technological culture. Prerequisites: C or better in CMP 101. (UG)

BA 220: Diversity and Cross-Cultural Management

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This course focuses on how cultural backgrounds affect a person's behavior during cross cultural communications. The student learns to identify how culture plays a role in the dynamics of a workplace, either domestic or foreign, as well as in other situations. Through readings, videos and class application activities the student learn how to effectively interact people of diverse cultural backgrounds. Prerequisite: Minimum grade C in CMP 101. (UG)

BA 303: Business Professional and Personal Horizons

1 Credit Hour(s)

This course is designed as the complement to BA 101 and BA 202 for Business Administration seniors to assist in their transition to the world beyond the undergraduate college setting. Students will be encouraged to reflect on their past personal, academic and professional growth while a student. The focus will then shift to planning for life beyond the undergraduate academic environment. Many decisions must be made relative to long term career planning, job search and graduate study. Resume writing, identifying references, the graduate school application process, GREs GMATs and LSATs, professional certifications and future financial planning are topics to be covered to assist with this process. Work-life balance issues will also be presented to help students thoughtfully consider the choices and trade-offs working professionals must make. (UG)

BA 304: Contract Law

3 Credit Hour(s)

Cross-listed as PAR 304. This course provides an introduction to the law of contracts, including analysis of the basic elements of contract formation, defenses to contract performance, breach of contract and remedies, drafting and interpretation of contracts. Students will develop their legal analysis and legal writing skills through practical projects typically required in law offices. Writing projects will require legal research. Ethics will be discussed throughout the semester relating to specific legal scenarios. Prerequisites: PAR 201 or permission of instructor. (UG)

BA 305: Real Property Law

3 Credit Hour(s)

Cross-listed as PAR 305. This course is an introduction to real estate law and practice. Students will be required to not only learn the basic law but to problem-solve and draft documents that are typical to legal practice in this area, and will develop their legal analysis and legal writing skills. The course covers New York Real Estate statutes and the areas of law include property rights, types of land ownership/estates, easements, agreements for sale and closings, financing, conveyancing. Students will do a real estate closing as their final project. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

BA 314: Health Policy

3 Credit Hour(s)

Cross-listed as HPR 314. This course examines the policies of the current U.S. healthcare delivery system. The history and evolution of the U.S. health care infrastructure and recent policy changes. The former and current service delivery structure will be outlined, as well as advancements, and gaps/limitations in the provisions and delivery of care. The types of health care facilities, services, agencies and personnel that constitute the US health care system and the response of the system to the changing health care needs of the population will be explored. Class discussions will be centered on: managing the increasing demands on the health care system by a rapidly growing population affected by the epidemic of multiple chronic diseases; balancing population-based health care needs while delivering high quality health care and improving access to health care services in a cost-containment environment. Social, political, economic, legal and ethical issues as they relate to health care policy will be discussed. (UG)

BA 340: Internship Facilitation

1 Credit Hour(s)

This course provides students with department faculty facilitation and support throughout their required internship. Students will meet face-to face with the instructor at the beginning of the internship in order to discuss the department internship project, expected professional behavior and overall internship goals and requirements. There will be weekly online communication throughout the internship using Blackboard to monitor progress, learning or possible issues or challenges faced at the internship worksite. At the end of the internship, there will be a second face-to-face debriefing meeting between instructor and students to discuss final project and conduct an internship learning and satisfaction exit survey. Corequisite: CFE-301 or CFE-401; (UG)

BA 344: Sustainable Business Practices

3 Credit Hour(s)

Fulfills core competency: Contextual Integration; Moral and Ethical Discernment. Cross-listed as SUST 344 and IND 344. This course will introduce the concepts of sustainable business practices and corporate social responsibility. Sustainable business is a paradigm shift from a management style of maximizing profit at any cost. Sustainable business aims to restore and maintain environmental quality and develop social equity, while pursuing long term profitability. (Sponsored by the BA Global and Local Sustainability program.) Prerequisites: Sophomore status or permission of instructor. (UG)

BA 350: Business Law I

3 Credit Hour(s)

An introduction to the American legal system. Exploration of the law of personal and real property, contracts and the law of sales under the Uniform Commercial Code. Prerequisites: Junior status. (UG)

BA 351: Business Law II

3 Credit Hour(s)

Emphasis will be placed on negotiable instruments, business organizations, agency and employment, and secured interests. Prerequisite: BA 350. (UG)

BA 352: Grant Writing

3 Credit Hour(s)

Fulfills core competency: Communication Skills, Writing Intensive. Cross listed with HPR 352. This course provides an overview of the role of grants and contracts in an organization's budget. Students will learn to plan grant projects, locate sources of funding, give effective presentations about their projects, and develop written grant proposals. (UG)

BA 403: Business and Corporate Law

3 Credit Hour(s)

Cross-listed as PAR 403. This course is an introduction to the law of corporations and requires students to problem-solve and analyze the different types of corporate forms found in legal practice. Students will learn New York corporate law including statutes covering the formation, operation, and dissolution of various kinds of business organizations. The areas of law include sole proprietorships, corporations, partnerships, the law of agency and employment agreements. Students will develop their legal analysis and legal writing skills. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

BA 405: Legal Issues in Sport Management

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course provides an understanding of the law as it applies to professional and amateur sport organizations, including analysis of contract law, administrative law, antitrust law, labor law, and tort liability. Prerequisites: BA 350 for business students, Junior status for all other students. (UG)

BA 406: Bankruptcy Law

3 Credit Hour(s)

Cross-listed as PAR 406. This course is an introduction to the law of bankruptcy and requires students to apply the bankruptcy statutes to a variety of factual situations. Students will learn the federal bankruptcy statutes, and topics include voluntary and involuntary liquidations, discharge of debts, exemptions, creditor claims, trustee functions, reorganizations, and Chapters 7, 11, 12 and 13 plans. Students will develop their legal analysis and writing skills. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

BA 443: Proseminar

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement; Writing Intensive. This course includes an introduction to scholarly research, exploration of corporate action and strategic initiatives and analysis of corporate financial information through an ethics and social responsibility integrated project and strategic business plan proposal. Current literature on various business ethics topics is also examined. The course will develop written and oral research presentation skills. Business majors must earn a minimum of a C grade. If they do not earn the required final grade, they will be allowed to repeat the course only once to earn the minimum grade. Pre-req FIN 325 and Senior Status (UG)

Economics

ECO 201: Principles of Microeconomics

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Introduction to fundamentals of supply and demand, elasticity, equilibrium and economic behavior under pure competition and monopoly. (UG)

ECO 202: Principles of Macroeconomics

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A look at inflation and unemployment, the Keynesian Model, the determination of output and employment and fiscal policy within the context of the Keynesian Model. Prerequisite: ECO 201 or permission of instructor. (UG)

ECO 213: Economics of Inequality

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course covers the full spectrum of the distribution of income from the disadvantaged to the advantaged. It discusses various ways to measure inequality and the distribution of income. It also investigates the theoretical explanations of the causes of inequality, and presents some techniques that may be used to overcome inequality. (UG)

ECO 333: International Economics

3 Credit Hour(s)

This course looks at the modern theory of international trade, its qualifications and possible alternatives. Prerequisites: ECO 201 and ECO 202. (UG)

ECO 343: Global Economic Geography

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. An examination of the basic principles which determine the location of economic activities. Consideration of the impact of contemporary changes in resources and populations on the international economic order. Prerequisites: ECO 201 and ECO 202. (UG)

Management

MGT 101: Intercollegiate Athletics Experience

1 Credit Hour(s)

This course is offered in a seminar-style format for first year student-athletes to aid with the adjustment to college while helping these students develop a better understanding of intercollegiate athletics and the role of athletics staff at Daemen College. This course focuses on a variety of topics that will impact the student-athlete during their studies at Daemen College including scheduling, travel and representing the College on Campus and the Western New York Community. (UG)

MGT 111: Recreation and Facility Management

3 Credit Hour(s)

The operation and management of recreational sport and sport facilities is an important part of the sport industry. This foundation course emphasizes the study of recreation & facility management, including relevant marketing and human resource topics, and strategic management within this sector of the sport industry. (UG)

MGT 208: Principles of Management

3 Credit Hour(s)

This course is designed to introduce students to the major principles, theories and issues pertaining to the management of organizations, including organizational behavior and human resource management. It will provide a basic foundation for future studies in management. Major topic areas will include the role and scope of management, decision-making, planning, organizing, leading and controlling. (UG)

MGT 219: Introduction to Health Systems Management

3 Credit Hour(s)

Cross-listed with HPR 219. An introduction to the structure and function of the health care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs, and utilization; issues in health care workforce, institution, and system organization; general issues in policy, reimbursement, and regulation; and broad community and organizational considerations in health. (UG)

MGT 260: Introduction to Sport Management

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A comprehensive introduction to the field of sport management which covers sport management specializations, required skills, and career opportunities. (UG)

MGT 261: Sport Management Practicum I

1 Credit Hour(s)

A directed work experience practicum in a sport industry setting. The course will allow students to develop knowledge, values and beginning practice skills appropriate for entry-level positions through industry work experience guided by Daemen faculty. Prerequisite: Sophomore status and Business Administration Sport Management majors only. (UG)

MGT 302: Labor Relations

3 Credit Hour(s)

This course will provide a comprehensive overview of the general nature of the labor-management relationship as it currently exists in the U.S. today. A historical and legal background will be provided as well as a review of labor contract contents and administration. A number of real-life arbitration cases will be reviewed to enhance understanding of course concepts. Prerequisites: JUNIOR STATUS (UG)

MGT 306: International Management

3 Credit Hour(s)

This course delineates the key frames of reference for understanding global human resource management by discussing various functional human resource management (HRM) areas and their implementation in the global arena, and by focusing on a number of countries and the HRM processes and cultural issues typical of their foreign affiliates. Prerequisites: MGT 208 & Junior Status (UG)

MGT 311: Non Profit Management

3 Credit Hour(s)

Cross listed as HPR 311. This course will explore the fundamentals of founding and leading a nonprofit organization. Learners will gain critical knowledge about the nonprofit sector, board leadership, fundraising, volunteer management, donor cultivation, and marketing. Nonprofit Management will help students understand the operations management, finances and development, laying a foundation for success in a variety of roles within a nonprofit organization. (UG)

MGT 312: Human Resource Management

3 Credit Hour(s)

This course will provide an understanding of the policies and practices of human resource management. Specific emphasis will be on recruitment, selection, training, appraisal and compensation of personnel. Considerable attention will be given to the issue of equal employment opportunity and other areas of legislation that affect this field. Prerequisites: MGT 208 & Junior Status (UG)

MGT 321: Organizational Behavior and Theory

3 Credit Hour(s)

An in depth examination of theories and practices relating to human behavior in organizations. Three levels of behavior will be examined; individual, group and organizational. Some topics included are employee personality, attitudes, job satisfaction, motivation, leadership, power, group processes and organizational culture. Prerequisites: MGT 208 and Junior status. (UG)

MGT 361: Sport Practicum II

1-6 Credit Hour(s)

This course will facilitate knowledge and value development for sport management students while practicing skills appropriate for entry-level positions in the sport industry. This is achieved through work experiences guided by Daemen faculty and staff and also by various sport industry personnel. Prerequisite: MGT 261 (UG)

MGT 410: Seminar in Human Resource Management

3 Credit Hour(s)

Fulfills Core Competency: Information Literacy. This is the final course in the HR Management sequence. It reviews and integrates previously covered theoretical concepts and applications within the context of HR ethics, current issues and events. Students will be required to read articles within the HR field and reflect on the state of current HR practice. In addition, students will be provided exposure to significant HR legal and administrative practices in order to prepare them for working as a professional in the field of HR. Students will also complete HR related case studies, conduct an organizational HR ethics audit, and develop and present one or more HR related training classes for a group of their peers. Prerequisite: MGT 302, MGT 306, MGT 312 and Senior Status. (UG)

MGT 501: The Global Competitive Framework

3 Credit Hour(s)

Success in the global marketplace depends first upon understanding international economic and business developments, and then applying this knowledge to the process of gaining a global competitive advantage. This course examines the evolving competitive characteristics of the global economy, including the new World Trade Organization (WTO) rules, technological development, the globalization of business activities, the advent of specific regional trading blocs, the rise of newly industrializing nations as major competitors in selected industries, and the various ways industries develop and sustain international competitiveness. Students examine these issues by exploring the effects on business decision making of key economic and business concerns in the United States, the European Union, the Centrally Planned Economies, and Japan and the Pacific Basin region (including China). (GR)

MGT 502: Ethics for Professionals in a Multicultural World

3 Credit Hour(s)

As business becomes increasingly internationalized and a global economy further develops, ethical issues that affect business in the international arena have also become of increasing importance. This course specifically addresses the following moral and ethical issues: employment practices and policies, consumer protection, environmental protection, political payments and involvement, and basic human rights and fundamental freedoms. Special emphasis on ethical requirements will be the focus for accounting students. Case study analysis, videos and guest speakers will provide the student with an increased understanding and sensitivity to these issues. (GR)

MGT 503: Comparative Management

3 Credit Hour(s)

This course serves as an introduction to the field of international organizational behavior and management. It presents the material from a global rather than from a North American or Western European perspective. It views culture not only as important for understanding other societies and managing organizations, but as a major cause of much behavior in organizations, specifically addressing how technology, strategy, size and goals of an organization relate to culture. Finally, it attempts to improve a student's interpersonal behavior concerning the cultural variations found in international organizations. (GR)

MGT 504: Operational and Technology Issues in Global Business

3 Credit Hour(s)

This course instructs students on how manufacturing and service operations can support a global strategy. Course topics will include supply chain network design and management from incoming raw materials to final product delivery. Capacity planning, inventory, outsourcing, information technology, sustainability, risk management and recent trends will be discussed. (GR)

MGT 650: Directed Research

3 Credit Hour(s)

This course is the last course taken by the student in the MS - International Business program. All other course work must be complete. The student will be assigned a faculty mentor by the director of the program based upon the specific area of study the student wishes to undertake. In close consultation with the faculty mentor, the student will develop a thesis in the form of a case study, a management consulting report, or a theoretical research study. The work generated in this course needs to be approved by graduate program faculty at various stages. The student will be provided more detail on this process by the faculty mentor. (GR)

Marketing

MKT 209: Principles of Marketing

3 Credit Hour(s)

This course introduces students to the fundamental principles of marketing. Focus areas include market and product planning, selection of target markets, market segmentation, competitive influences, and the marketing mix. (UG)

MKT 210: E-Commerce

3 Credit Hour(s)

The internet is a dynamic marketplace. This class focuses on the theoretical understanding of the internet-based marketplace necessary to adapt to its many changes, while also equipping students with the skills needed to perform vital daily functions in an e-commerce environment. Students will be able to work independently or with a company to create, implement, maintain and administer an online presence and improve their use of the internet for commerce. Topics covered include: search engine optimization, search engine marketing, online advertising, web analytics, email marketing, social media marketing, reputation management and ethics. (UG)

MKT 302: Physical Distribution Management

3 Credit Hour(s)

Logistical considerations of plant, warehouse and store location, inventory control, warehousing and transportation planning. Channels of distribution from an institutional-behavioral viewpoint. Design, management and evaluation of the distribution system. Prerequisites: MKT 209 and Junior Status. (UG)

MKT 310: Foreign Markets of International Business

3 Credit Hour(s)

This course applies marketing concepts and practices in an international business setting. Special attention is given to the management of marketing functions and networks that span national boundaries. Key international business marketing decisions are studied. Prerequisites: MKT 209 and Junior Status. (UG)

MKT 312: Promotional Strategies

3 Credit Hour(s)

This course is a study of the functions, theory, principles and applications of the many parts of the promotion variable. Topics include: advertising, personal selling, publicity, public relations and direct marketing. Emphasis is placed on the decision-making aspects of promotional strategy. Prerequisites: MKT 209 and Junior Status. (UG)

MKT 313: Customer Relations

3 Credit Hour(s)

This course will introduce the students to the skills required to uncover consumer needs, the methods of establishing and building trust, and effective techniques for constructive resolution of consumer complaints. Special emphasis is placed on understanding consumer behavior and motives. Prerequisites: MKT 209, MGQ 221 and Junior Status. (UG)

MKT 335: Market Research

3 Credit Hour(s)

The course covers the essential methods, techniques, and analysis approaches used in contemporary market research. Study areas include the marketing research process, designing qualitative and quantitative studies, sampling and testing, as well as data analysis and reporting. Prerequisites: MKT 209, MGQ 221 and Junior status. (UG)

MKT 402: Sport Marketing

3 Credit Hour(s)

This course applies traditional marketing theory to the business of sport. It covers product marketing of products such as professional and amateur teams as well as recreational and sport club services. Innovative and traditional approaches to promotion and public relations in the sport industry are studied. Prerequisites: MKT 209 and Junior Status. (UG)

MKT 420: Marketing Planning and Strategy

3 Credit Hour(s)

This is the capstone course for the Marketing specialization. Students will focus on the analysis and application of previously studied marketing principles and techniques critical to an organization's strategic marketing strength. Special emphasis is placed on developing strategic thinking capabilities in areas of innovation, long-term competitiveness, customer satisfaction, and profitability. Senior status. Prerequisite: MKT 209, MKT 302, MKT 312 or MKT 313, and MKT 335. (UG)

MKT 507: Strategic Planning for the International Market

3 Credit Hour(s)

This course lays out the competitive orientation and strategies for initial entry, market expansion, and integration of international marketing operations. The course reviews current market opportunities and competitive conditions at the global, regional, and national levels. The student learns how to successfully participate in both emerging markets and regional economic blocs such as APEC, ASEAN, EU, EFTA, NAFTA, MERCOSUR. Participants use case study analysis to develop their skills in analyzing and formulating international marketing initiatives. (GR)

MKT 611: Regional Business in Latin American Countries

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 613: Regional Business in the Pacific Rim

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 614: Regional Business in the European Union

3 Credit Hour(s)

This course is devoted to discussing various topics relevant to a specific geographic business. Each course is devoted to discussing various topics relevant to a specific geographic region, including trade and business environments, political stability, and case analysis of selected business ventures in the region. In addition to coursework, participants produce an independent research project designed to be applied in some facet of their current or future work in a specific region. Students are encouraged to look at global business issues in new and innovative ways. (GR)

MKT 615: Consumer Behavior

3 Credit Hour(s)

How and why do consumers behave as they do? How can consumer decision making be understood when there are so many variables to consider? This course answers these questions by providing students with the fundamental theories underpinning consumer behavior and understanding of how consumer behavior concepts can be applied to marketing management, to our roles as consumers, and to everyday life. Additionally, concepts, theories and principle from the social sciences will be employed to extend understanding of how consumers acquire and consumer goods, services, and ideas. Students will learn how and why consumers behave by examining how they use products to define themselves and how that self-concept affects their attention to and perception of products, their motivations to purchase, their awareness of and attitudes towards brands, products, and advertising, their choices of products, and their levels of customer satisfaction and brand loyalty. (GR)

EDUCATION

Contact Information

phone: (716) 839-8217

daemen.edu/education

Interim Chair

Bruce A. Shields, Ph.D.

bshields@daemen.edu

(716) 839-8217

Degree Programs

- [Bachelor of Science in Childhood Education \(Grades 1-6\)](#)
- [Bachelor of Science in Childhood Education/Special Education \(Grades 1-6\)](#)
- [Bachelor of Science in Early Childhood/Special Education \(Birth–Grade 2\)](#)
- [Bachelor of Science in Students with Disabilities Generalist \(Grades 7-12\)](#)
- [Bachelor of Science in Visual Arts Education \(K-Grade 12\)](#)

Minors

- [Educational Studies](#)
- [Special Education](#)

General Information

Current information on requirements for New York State teacher certification may be obtained from the [NYS Education Department](#) or the [Daemen College Education FAQ](#).

Reciprocal certification agreements (interstate compacts) exist

with many states. A complete listing is available in the [Career Services Office](#).

Teacher candidates planning to teach children in an elementary setting will earn a Bachelor of Science degree in Childhood Education with New York State Initial Certification for Grade One through Grade Six.

Teacher candidates planning to teach children in an elementary setting and/or youth with a disability will earn a Bachelor of Science degree in Special Education with dual New York State Initial Certification for Childhood Education Grade One through Grade Six.

Teacher candidates planning to teach infants and toddlers with a disability will earn a Bachelor of Science degree in Early Childhood Education and Special Education: Early Childhood Education (Birth to Grade 2) with dual New York State Initial Certification Birth through Grade Two.

Teacher candidates planning to teach adolescent students with special needs will earn a Bachelors of Science degree in Students with Disabilities Generalist (7-12) with New York State Initial Certification for Grades Seven through Grade 12.

Areas of disability specialization covered under the special education certification programs include: autism spectrum disorders; chronic health disorders; conduct disorders (social and/or emotional disorders); learning, intellectual and developmental disabilities; physical disabilities; and multiple disabilities. Areas of disability specialization not covered under these special education certification programs include speech, hearing, and visually impaired.

All Childhood, Early Childhood and Dual certification teacher candidates must choose a 30-31 credit hour area study in one of the following liberal arts or sciences: English, Modern Language, Mathematics, Science, or Social Studies. For the Mathematics area study, a grade of B or better must be earned in MTH 124, MTH 134, MTH 144 and MTH 145. A portion of the area study requirements may be fulfilled in the core curriculum and may be included in the aforementioned essential courses.

Teacher candidates planning to teach in an adolescence education setting will earn a Bachelor of Arts or Bachelor of Science degree in the field of his/her choice with a sequence of education courses leading to New York State Initial Certification for Grades Seven through Twelve for the following areas: English, Modern Language (French or Spanish), Mathematics, Social Studies, and Natural Sciences (Biology).

Teacher candidates planning to teach in an art education setting will earn a Bachelor of Science degree in Visual Arts Education with New York State Initial Certification for Kindergarten through Grade Twelve.

All teacher candidates must complete at least six (6) credit hours in an approved foreign language.

All teacher candidates will complete at least 100 clock hours of field experiences related to course work, prior to student teaching. All teacher candidates will have two student teaching placements. Dual certification majors will have one placement in a general education setting and one with children and/or students with disabilities. Adolescence education majors will have one placement at the early adolescence secondary level (7-9) and one at the adolescence secondary level (10-12).

Between field experiences (practica) and student teaching, teacher candidates are required to have experiences in a “variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: students who are socio-economically disadvantaged students, students who are English language learners, and students with disabilities”

(See 8NYCRR Section 52.21 (b) (2) (ii) (c) (2).) Registration of curriculum in teacher education.

Job Placement Availability:

The New York State Education Department requires publication of statistics regarding labor market and job availability for teachers. These statistics are available for: New York

State <http://www.highered.nysed.gov/tcert/home.html>;
Interstate at <http://www.nasdtc.net/?page=Interstate>; National

<http://www.aace.org>. NYS & National Labor Market
<http://www.labor.ny.gov/stats/lproj.shtml>.

New York State Teacher Certification Examinations:

For the most recent data related to the performance of Daemen College Teacher Preparation Program’s completers on New York State teacher certifications examinations, please see the following: <https://www.daemen.edu/academics/areas-study/education/accreditation/data>

Philosophy:

The philosophy of the Education Department at Daemen College is to promote faculty and teacher candidate commitment to an established paradigm for life-long learning. The Education Department’s learning community is committed to the mastery of all appropriate standards.[1]

We believe that an active discourse regarding the general education core in the liberal arts and sciences, the content core and the pedagogical core can be utilized to instill knowledge and professionally prepare teacher candidates. This discourse also fosters community understanding regarding equity and the needs of diverse and exceptional students. We further believe that practical opportunities to apply the learning community’s knowledge and understanding must be provided to all community members. Reflection within the learning community upon the results of assessment, in turn, inspires personal and collective growth. Our learning community exists within the Daemen College learning community and its wider constituencies, where resources, technology, support services, information, and due process rights empower both faculty and candidate.[2]

1 The faculty has adopted the Standards for Teacher Educators and has committed to an adapted version of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, the National Board for Professional Teaching Standards, and the National Education Technology Standards, the National Association for the Education of Young Children (NAEYC) Standards, the standards for the division for Early Childhood of the Council for Exceptional Children, and the USNY Early Elementary Resource Guide to Integrated

Learning Standards as guiding standards for the Education Department of Daemen College in an effort to prepare teacher candidates to teach to the NYS learning standards.

2 The above philosophy is derived in part from Section 4-2.5 Standards for Regents Accreditation of Teacher Education programs/Standards of quality.

Mission & Goals

The mission of the Education department at Daemen College is to develop community-focused, life-long learners who are prepared for life and leadership in an increasingly complex and interdependent world.

Our students engage in active discourse and field experience, thereby enhancing personal and professional growth. Graduates demonstrate knowledge, understanding and skills in the liberal arts and sciences; content and pedagogical knowledge; proactive and equitable response to diversity and exceptionality; and professional skills necessary for reflective practice.

The education department is focused on developing innovative programs that address the changing needs of society through interdisciplinary partnerships.

- The Teacher Preparation Programs support the recruitment and retention of diverse teacher candidates at both the undergraduate and graduate level(s). This support is demonstrated through a sincere commitment to recognize and address local and regional needs in the field of education.

Daemen College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Daemen College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Department Learning Goals

The Learner and Learning

Goal #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Goal #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Goal #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

Goal #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Goal #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Goal #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Goal #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Goal #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Goal #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and

uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Goal #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

-

BACHELOR OF SCIENCE PROGRAMS IN EDUCATION (CHILDHOOD, EARLY CHILDHOOD, CHILDHOOD/SPECIAL)

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Studies in all Programs

1. MAJOR: 24 CREDITS

- EDU203 Learning Theory (3)
- EDU217 Facilitating Reading Literacy for Regular & Special Needs Learners at the Primary Level (4)
- EDU237/L Instructional Design: Theory & Practice with Lab (3/1)
- EDU320 Elementary Education Methods: Mathematics, Science & Technology (4)
- EDU327 Teaching to the Standards (3) — ILIT;
NOTE: IN COMBINATION WITH EDU319=RP
- SED270 Introduction to the Nature & Educational Needs of Students with Disabilities (3)
- SED371 Classroom Management Techniques for Individuals with Disabilities (3) – WI

- **NOTE: EDU237 requires a B or better.**
Candidates are dismissed from the program after two unsuccessful attempts to achieve the required minimum grade of B.

2. AREA STUDY:

24-30 credits, depending upon area study selected. Students will choose from English (27 credits), Foreign Language (24 credits), Mathematics (30 credits), Science (28 credits), or Social Studies (30 credits). Consult the [Area Study](#) section of the Daemen catalog for all requirements.

NOTE: Area Study courses may count as core only if they fulfill a competency; otherwise, the credits will fulfill the particular requirement in that Area Study, but will count as Free Electives and an equal number of credits in Core Electives must be taken for each course that does not have a competency.

3. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- PSY103 Introduction to Psychological Science (3) — CI
- SOC224 Ethnicity, Race and Cultural Diversity (3) — AA; WI
- Learning Through Service: 3 credits: examples: IND232, IND215
- Foreign Language: 6 credits: must be completed in one Foreign Language. A student may not waive this requirement via demonstrated proficiency in a foreign language.
- Mathematics*: 3 credits as follows:
 - If pursuing the Math Area Study, select from the following: MTH124 College Algebra (3) – CT; QL; OR MTH134 PreCalculus (3) – CT; QL; OR MTH144 Calculus & Analytic Geometry (3) – CT; QL
 - If pursuing an Area Study other than Math: recommended: MTH111 Mathematics for Elementary School Teachers — CT; QL
- Science*: 3 credits: Select from biochemistry, biology, chemistry, environmental science, geology,

natural science, physics

- CORE ELECTIVES: 18 CREDITS
- * AREA STUDY COURSES MAY COUNT AS CORE ONLY IF THEY FULFILL A COMPETENCY; OTHERWISE, THE CREDITS WILL FULFILL THE PARTICULAR REQUIREMENT IN THE AREA STUDY, BUT WILL COUNT AS FREE ELECTIVES AND AN EQUAL NUMBER OF CREDITS IN CORE ELECTIVES MUST BE TAKEN FOR EACH COURSE THAT DOES NOT HAVE A COMPETENCY.

Additional Requirements for the BS, Childhood Education

1. MAJOR: 28 CREDITS

- EDU218 Facilitating Reading Literacy for Regular & Special Needs Learners at the Intermediate Level (4)
- EDU267 Practicum in Teaching Language Arts at the Elementary School Level (3)
- EDU313 Foundations of Education (3)
- EDU316 Elementary Education Methods: Social Studies (3)
- EDU319 Assessment Methods in Education (3) — ILIT; WI. **NOTE:** IN COMBINATION WITH EDU327=RP
- EDU473 Student Teaching & Seminar at the Primary Level (1-3) (6)
- EDU474 Student Teaching & Seminar at the Intermediate Level (4-6) (6)

2. FREE ELECTIVES: 0-4 CREDITS:

The number of credits is determined by the Area Study selected: English (1 credit); Foreign Languages (4 credits); Mathematics (1 credit); Science and Social Studies (no credits).

Courses offered in the major are **not allowed** and may but are not required to have a competency.

**TOTAL PROGRAM
REQUIREMENTS = 124-126
CREDITS, DEPENDING UPON
THE AREA STUDY SELECTED:
ENGLISH = 124 CREDITS;
FOREIGN LANGUAGE = 124
CREDITS; MATHEMATICS = 124
CREDITS; SCIENCE = 124
CREDITS; SOCIAL STUDIES =
126 CREDITS.**

Additional Requirements for the BS, Childhood Education/Special Education

1. MAJOR: 40 CREDITS

- EDU218 Facilitating Reading Literacy for Regular & Special Needs Learners at the Intermediate Level (4)
- EDU267 Practicum in Teaching Language Arts at the Elementary School Level (3)
- EDU313 Foundations of Education (3)
- EDU316 Elementary Education Methods: Social Studies (3)
- EDU319 Assessment Methods in Education (3) — ILIT; WI. **NOTE:** IN COMBINATION WITH EDU327=RP
- EDU475 Student Teaching & Seminar at the Childhood Level (1-6) (6)
- SED340 Inclusive Education for Students with Emotional/Behavioral Disorders (3)

- SED363 Inclusive Education for Students with Learning Disabilities and Mild Disabilities (3)
- SED364 Inclusive Education for Students with Moderate/Severe Disabilities (3)
- SED401 Methods of Inclusive Special Education (3)
- SED476 Student Teaching & Seminar at the Primary Level (1-6) Inclusive Education (6)

TOTAL PROGRAM
 REQUIREMENTS = 132-138
 CREDITS, DEPENDING UPON
 THE AREA STUDY SELECTED:
 ENGLISH = 135 CREDITS;
 FOREIGN LANGUAGE = 132
 CREDITS; MATHEMATICS = 135
 CREDITS; SCIENCE = 136
 CREDITS; SOCIAL STUDIES =
 138 CREDITS.

Additional Requirements for the BS, Early Childhood Education/Special Education

1. MAJOR: 39 CREDITS

- ECSE222 Infant Development & Intervention with Assistive Technology (3)
- ECSE279 Typical/Atypical Child Development & Intervention Strategies-Preschoolers with Special Needs I (3)
- ECSE280 Typical/Atypical Child Development & Intervention Strategies: Preschoolers with Special Needs II (3) — ILIT; RP; WI

- ECSE324 Transdisciplinary Intervention & Family Involvement (3)
- ECSE325 Early Childhood Assessment Methods for Mild/Moderate Disabilities (3)
- ECSE473 **OR** ECSE474 Student Teaching & Seminar at the Preschool Level (Birth-Pre-K)/(Pre-K-Grade 2) for Students with Disabilities (6)
- EDU103 Arts, Movement and Music for the Young Child (3)
- EDU303 Children's Literature (3)
- EDU321 Foundations in Early Childhood Education (3)
- EDU326 Planning & Managing Teaching & Learning Environment with Assistive Technology (3)
- EDU471 **OR** EDU472 Student Teaching & Seminar at the Preschool and Primary Level (Birth-PreK)/(PreK-Grade 2) (6)

TOTAL PROGRAM
 REQUIREMENTS = 131-137
 CREDITS, DEPENDING UPON
 THE AREA STUDY SELECTED:
 ENGLISH = 134 CREDITS;
 FOREIGN LANGUAGE = 131
 CREDITS; MATHEMATICS = 134
 CREDITS; SCIENCE = 135
 CREDITS; SOCIAL STUDIES =
 137 CREDITS.

Admission to Upper Division Requirements.

1. An **overall grade point average of 2.75 or better** for all completed college courses.
2. A **grade point average of 2.75 or better in all education courses** (ECSE, EDU & SED prefix). Please go to <http://www.college->

scholarships.com/online_college_gpa_calculator.htm to calculate.

3. A Dispositional Interview.

4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.

- A researched, scholarship-based paper submitted for EDU 203.
- An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
- A researched, scholarship-based paper submitted for SED 270.
- A written emerging professional resume.
- A written emerging philosophy of education
- A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
- A completed Dispositional Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absences of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

5. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.

6. *Transfer students must apply by March 19th during the semester in which they are completing EDU 267 or ECSE 280. Transfer students who enter Daemen College with an associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if*

available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.

7. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

Requirements for Student Teaching

1. An overall grade point average (GPA) of 2.75
2. A grade point average (GPA) of 2.75 in all Education courses.
3. Apply for Student Teaching, usually at the end of the third year.
4. Be recommended by the Education Department Faculty.

Graduation Requirements

An overall grade point average (GPA) of 2.75 and submission of an Application for Degree form.

Additional Requirements for Initial Certification

Consult the Daemen Education Department FAQ for complete details.

Suggested Course Sequence

Access the *suggested* course sequence for: [BS, Childhood Education](#); [BS, Childhood Education/Special Education](#); [BS Early Childhood Education/Special Education](#), from the

Education Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN STUDENTS WITH DISABILITIES GENERALIST (GRADES 7-12)

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 67 CREDITS

- EDU203 Learning Theory (3)
- EDU237/L Instructional Design/ Tech Lab (3/1)
- EDU313 Foundations of Education (3)
- EDU314 Promoting English Language Arts Across the Content Areas (3)
- EDU319 Assessment Method in Education (3) – **ILIT, WI**
- EDU327 Teaching to the Standards (3) **RP, ILIT**
- EDU336 Language/Literacy Development for the Adolescent Learner (3) **WI**
- SED270 Nature & Needs of Students with Disabilities (3)
- SED 340 Inclusive Education for Students with Emotional/Behavioral Disorders (3)
- SED363 Inclusive Education for Students with Learning Disabilities and Mild Disabilities (3)
- SED364 Inclusive Education for Students with Moderate/Severe Disabilities (3)
- SED371 Classroom Management Techniques for Individuals with Disabilities (3)
- SED401 Methods of Inclusive Special Education (3)
- SED498 (7-9) Student Teaching (6)

- SED499 (10-12) Student Teaching (6)

Additional Requirements

- BIO117 Human Nutrition (3)
- ENS201 Introduction to Environmental Science (3) – **CT**
- LIT101 Introduction to English Studies (3)
- **SELECT ONE**
- HST 105 Introduction to World History I (3) – **CI**
- HST 220 American History to 1877 (3) – **CI**
- **SELECT ONE**
- HST 106 Introduction to World History II (3) – **CI**
- HST 221 American History 1877-Present (3) – **CI**

2. CORE: 45 CREDITS

- CMP101 English Composition (3) — **CS; ILIT; WI**
- CMP217 Principles of Rhetoric (3)
- IND101 Sustainable & Critical Relationships (3)
- IND232 Learning Through Service (3)
- MTH 100 Math in Our Daily Life (3) – **QL**
- MTH 124 College Algebra (3) – **QL**
- **Foreign Language:** This teacher certification program requires successful completion of 6 credits in one foreign language. A student may **not** waive this requirement via demonstrated proficiency in a foreign language.
- **Core Electives:** 21 credits

3. ELECTIVES: 18 CREDITS

TOTAL PROGRAM
REQUIREMENTS = 130
CREDITS

Admission to Upper
Division Requirements

1. An overall grade point average of 2.75 or better for all completed college courses.
2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Please go to http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate.
3. A Dispositional Interview.
4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.
 - A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
 - A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

7. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.

8. *Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.* Transfer students who enter Daemen College with an Associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.
9. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the end of the spring semester. The review process will be complete by August 31 before the start of the new fall semester.

Requirements For Student Teaching

1. An overall grade point average (GPA) of 2.75.
2. A grade point average (GPA) of 2.75 in all Education courses.
3. Apply for Student Teaching, usually at the end of the third year.
4. Be recommended for student teaching by the Education Department Faculty.

Graduation Requirements

1. An overall grade point average (GPA) of 2.75 and submission of an Application for Degree form.

Additional Requirements for Initial Certification

Consult the Daemen Education Department FAQ for complete details.

Suggested Course Sequence

Access the suggested course sequence for the [BS, Students with Disabilities Generalist \(7-12\)](#) from the Education Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN VISUAL ARTS EDUCATION (K-GRADE 12)

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 48 CREDITS

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART230 Computer Rendering (3)
- ART251 Ceramics I (3)
- ART267 Sculpture I (3)
- ART331 Art Reading List (3)
- ART443 Issues & Methodologies in Contemporary Art (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH ART498=RP
- ART446 History of Contemporary Art: 1940 – Present (3)
- **SELECT ONE**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
- **SELECT ONE**
 - ART240 Woodcuts and Monoprints (3)
 - ART439 Serigraphy (3)
- **SELECT ONE**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- Art Studio Electives: 9 credits
- ART498 Senior Art Exhibit (1) — **NOTE:** IN COMBINATION WITH ART443=RP

2. ADDITIONAL REQUIREMENTS: 37 CREDITS

- **NOTE:** A student who has earned a B or less in EDU237/L in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237/L Instructional Design: Theory & Practice (3/1)
- EDU301-311-302 Methods & Materials: Art (Elementary/Middle//Secondary Level) (3/3/3)
- EDU313 Foundations of Education (3)
- EDU402 Methods in Classroom Management - Secondary Education (3)
- EDU477-478 Student Teaching and Seminar: Elementary/ Secondary Levels: Art (K-6/7-12) (6/6)
- SED270 Nature & Educational Needs of Students with Disabilities (3)

3. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- IND275 History of Art: Ancient-Medieval (3) – AA; WI
- IND285 History of Art: Renaissance-Modern (3)– AA; WI
- **Foreign Language:** This teacher certification program requires successful completion of 6 credits in one foreign language. A student may **not** waive this requirement via demonstrated proficiency in a foreign language.
- **Core Electives:** 33 credits: **Recommended:** IND/WST328 The Image of Women in Art & Media (3)

**TOTAL PROGRAM
REQUIREMENTS = 130
CREDITS**

Admission to Upper Division Requirements

1. An overall grade point average of 2.75 or better for all completed college courses.
2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Please go to http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate.
3. A Dispositional Interview.
4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.
 - A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
 - A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

7. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19 of the second year of study.
8. *Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.* Transfer students who enter Daemen College with an Associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.
9. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

Requirements For Student Teaching

1. An overall grade point average (GPA) of 2.75
2. A grade point average (GPA) of 2.75 in all Education courses
3. Apply for Student Teaching, usually at the end of the third year
4. Be recommended for student teaching by the Program Director of Art Education and the Education Department Chairperson.

Graduation Requirements

1. An overall grade point average (GPA) of 2.75 and submission of an Application for Degree form.

Additional Requirements for Initial Certification

Consult the Daemen Education Department FAQ for complete details.

Suggested Course Sequence

Access the suggested course sequence for the [BS, Visual Arts Education](#) from the Education Department web page or the Program Plans site on the Registrar's web page.

EDUCATIONAL STUDIES

Requirements: 18-19 Credits:

- EDU203 Learning Theory (3)
- EDU270 Introduction to Nature and Educational Needs of Students with Disabilities (3)

SELECT 12-13 CREDITS FROM THE FOLLOWING:

- EDU103 Arts, Movement and Music for the Young Child (3)
- EDU237 Instructional Design (3) /EDU 237 Lab (1)
- EDU313 Foundations of Education (3)

- ECSE324 Transdisciplinary Intervention and Family Involvement (3)
- LEAF527 Leadership in Non-profit Organizations
- SED333 Elements of Behavior Change and Specific Behavior Change Procedures (3)
- SED363 Inclusive Education for Children with Learning Disabilities and Mild Disabilities (3)
- PSY 214 Psychology of Adolescence (3)
- PSY231 Behavior Disorders of Childhood and Adolescence (3)
- SOC243 Child Welfare Policy and Services (3)

For the PSY classes, PSY103 is a required pre-requisite.

Note: Other courses may be allowed with the approval of the Education Department Chair.** For the PSY classes, PSY 103 is a required class

SPECIAL EDUCATION MINOR

(Limited to students who are **NOT** pursuing teacher certification in Special Education.)

Requirements: (15 credits)

- SED270 Introduction to the Nature and Educational Needs of Students with Disabilities (3)
- **SELECT 12 CREDITS FROM THE FOLLOWING:**
 - ECSE279 Typical and Atypical Child Development and Intervention Strategies for Preschoolers with

Special Needs I (3)

- SED333 Elements of Behavior Change and Specific Behavior Change Procedures (3)
- SED340 Inclusive Education for Students with Emotional/Behavioral Disorders (3)
- SED363 Inclusive Education for Students with Learning Disabilities and Mild Disabilities (3)
- SED364 Inclusive Education for Students with Moderate/Severe Disabilities (3)
- SED371 Classroom Management Techniques for Individuals with Disabilities (3)

NOTE: Other courses may be allowed with the approval of the Education Chair.

Early Childhood Special Education

ECSE 222: Infant Development and Intervention with Assistive Technology

3 Credit Hour(s)

This course prepares teacher candidates to understand and appreciate the complex developmental issues and comprehensive interdisciplinary service needs of infants who are disabled or are at risk for a disability, and their families. From an educational perspective, it is impossible to view the needs and goals for the young child apart from those of the family. Early intervention (EI) services are now found throughout the United States, and recent research on brain development highlights the unique characteristics and needs of infants and the critical role of their caregivers in fostering optimal growth and development. The transactional model of EI emphasizes the importance of the continual and progressive interactions between the infant and the environment and is an essential position of the course objectives. Current research on the use of assistive technology in facilitating the infant's interactions with the environment will also be explored and incorporated into class discussions and assignments. Field Experience: 30 hours. (UG)

ECSE 279: Typical and Atypical Child Development and Intervention Strategies for Preschoolers with Special Needs: Part I

3 Credit Hour(s)

This course provides an overview of issues and strategies involved in providing appropriate educational-development programming to toddlers and preschoolers with disabilities. Recognizing the importance of linking an understanding of child development and learning to curriculum development and implementation, this course will integrate an exploration of the various domains of child development with the design and implementation of individual and developmentally appropriate intervention strategies. Part I will include an introduction to young children with special needs and the historical and legal mandates for providing for special needs in early education. Also addressed will be the developmental stages and factors affecting development, partnership with families, sensorimotor development, self-help skill development, and social and emotional development. Field Experience: 3 hours. Prerequisite: C or better in SED 270. (UG)

ECSE 280: Typical and Atypical Child Development and Intervention Strategies for Preschoolers with Special Needs: Part II

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Fulfills Research & Presentation requirement. Writing Intensive. This course will build on information covered in ECSE 279: Part 1, but will also expand to include a study of communication and literacy, cognitive development, a brief overview of assessment, Individual Education Plans, developing developmentally appropriate lesson plans, the role and use of technology, and effective use of paraprofessionals and volunteers in early intervention programs. Teacher candidates will be required to submit to the annual Academic Festival a proposal for a presentation or a poster on a topic related to course objectives. A grade of B or better is required in this course for admission to upper division. Field Experience: 5 hours. Prerequisite: C or better in ECSE 279. (UG)

ECSE 324: Transdisciplinary Intervention and Family Involvement

3 Credit Hour(s)

With the implementation of family-centered services and the inclusion of young children with special needs in naturalistic environments, personnel need to be able to work collaboratively as members of teams with family members, with others in their own disciplines, and with individuals from an array of other disciplines. The early childhood special educator must be knowledgeable about the philosophical base, methodological approaches, and terminology of the disciplines with which collaboration/consultation occurs. In transdisciplinary team approaches, all team members share their expertise, become sensitive to understanding perspectives of other team members, and cross boundaries of their professional disciplines to maximize what they can offer to the child and his or her family. Students will receive instruction from a parent of a child with a disability and a team of professionals who will model transdisciplinary service delivery and instruct students in a cross-disciplinary model of intervention. Upper Division Course. Prerequisites: B or better in EDU 217 and ECSE 280. (UG)

ECSE 325: Early Childhood Assessment Methods for Mild/Moderate Disabilities: A Practicum

3 Credit Hour(s)

This course provides an overview of issues, the legal basis, and the functions of assessment of infants, toddlers and preschoolers with special needs. Assessment is an important and ongoing responsibility of professionals who work with young children with special needs and is necessary not only to meet federal and state mandates but also to plan appropriate intervention strategies and to monitor the effectiveness of services provided. Special emphasis will be placed on incorporating current research into the course objectives, including recognition of the high priority now placed on family-centered assessment and intervention, on assessment in the natural environment, and on the importance afforded to the role of interdisciplinary assessment strategies. After reviewing assessment issues and instruments in class, teacher candidates will select one or more authentic and performance-based assessment tools; conduct an assessment of a young child in a natural environment, using both informal and formal assessment methods; review the child's records; interview significant caregivers; and then, based on the findings, develop and implement an intervention strategy and record the results. All phases of the process will be monitored and supervised by college and professional personnel. Upper Division Course. Field Experience: 25 hours. Prerequisites: B or better in ECSE 324 and EDU 320. (UG)

ECSE 473: Student Teaching and Seminar at the Preschool Level for Students with Disabilities (Birth-Pre K)

6 Credit Hour(s)

For students in the Early Childhood/Early Childhood Special Education program. One professional laboratory experience includes observations of young children with disabilities, birth through age five, with gradually increasing responsibility through participation under supervision. Individual teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327, EDU 471 or EDU 472, which are taken concurrently; a minimum GPA of 2.75 Overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327, EDU 471 or EDU 472. (UG)

ECSE 474: Student Teaching and Seminar at the Preschool Level for Students with Disabilities (Pre K-Grade 2)

6 Credit Hour(s)

For students in the Early Childhood/Early Childhood Special Education program. One professional laboratory experience includes observations of young children with disabilities, pre-school through second grade, with gradually increasing responsibility through participation under supervision. Individual teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327, EDU 471 or EDU 472, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327, EDU 471 or EDU 472. (UG)

Education

EDU 103: Arts, Movement and Music for the Young Child

3 Credit Hour(s)

Incorporating the theory of Multiple Intelligences and developmentally appropriate practices, this course prepares students to develop and implement meaningful, integrated learning experiences that focus on children's needs and interests to interact with their environment through music, art, and movement. Teacher candidates will be taught to incorporate into their daily instructional planning activities and strategies which encourage young children's physical, social, emotional, aesthetic and cognitive development across a wide variety of sensory and physical experiences, utilizing an array of materials, equipment, and environmental adaptations. (UG)

EDU 203: Learning Theory

3 Credit Hour(s)

Designed to provide a thorough understanding of psychological concepts, principles, and theories central to the teaching-learning process, including classroom problems encountered by teachers. Field Experience: 1 hour. (UG)

EDU 217: Facilitating Reading Literacy for Regular and Special Needs Learners at the Primary Level

4 Credit Hour(s)

This course focuses on the natural, integrative, developmental processes by which young, primary level children (Grades K-3) continue to acquire speech, language, and communication from the early childhood years. Emphasized are the development and utilization of a broad spectrum of pedagogical strategies designed to foster a continuing competence and confidence in reading, writing, speaking, and listening. All major methods of teaching reading and the related language arts are explored in depth. Diagnostic, prescriptive, and evaluative techniques are addressed, including major modifications which must be made to accommodate the needs of children with disabilities. The critical assessment of commercial reading and other language arts programs/materials/ strategies designed for the emergent and early reader is also a major intended course outcome. This course will provide the ELA underpinnings for the requirements of the edTPA. A grade of B or better is required in this course for admission to upper division. Teacher candidates should not register for any courses immediately preceding this course. The next course for which teacher candidates can register should not begin before 12:00 noon. Field Experience: 45 hours. Prerequisites: C or better in EDU 203; B or better in EDU 237. (UG)

EDU 218: Facilitating Reading Literacy for Regular and Special Needs Learners at the Intermediate Level

4 Credit Hour(s)

This course extends the study completed in EDU 217 by exploring in depth alterations/ modifications/ extensions of strategies which further facilitate language development and reading acumen for intermediate level and middle school children and youths. Emphasized are the development and utilization of a broad spectrum of pedagogical methodologies designed to foster reading literacy and confidence and competence in writing, speaking, and listening. Diagnostic, prescriptive, and evaluative techniques appropriate to the intermediate child and middle school youth are addressed, including major modifications which must be made to accommodate the needs of students with disabilities. The critical assessment of commercial reading and other language arts programs/materials/strategies, designed for the fluent reader, is also a major intended course outcome. A grade of B or better is required in this course for admission to upper division. Field Experience: 20 hours. Prerequisite: B or better in EDU 217. (UG)

EDU 237: Instructional Design: Theory and Practice

3 Credit Hour(s)

This course provides a comprehensive introduction to the instructional process. The primary focus is on the introduction and examination of instructional design, with special emphasis on the utilization of behavioral objectives in planning instruction. Also addressed are the personal and professional characteristics and competencies necessary for effecting educationally meaningful teaching-learning experiences for ALL STUDENTS. The relationship between theory and instructional design is covered in depth. A grade of B or better is required in this course for admission to upper division. Teacher candidates are dismissed from the program if they fail to receive a B or better on the second attempt. Corequisite: EDU 237L, a one-credit technology lab. (UG)

EDU 237L: Instructional Design: Technology Lab

1 Credit Hour(s)

This course provides a basic introduction to classroom educational technology. This course will provide an introduction to design and develop digital age instruction and assessment. ♦Students will confidentially use the SWIVL kit, Smartboard and Chalk and Wire, iPad and Edmodo and Blackboard. In addition students will be able to confidently use educational websites for teaching and learning. This course is a Pass /Fail and is a joint enrollment with EDU 237. A lesson plan developed in EDU237 will be SWIVLled in this class. Corequisite: EDU 237. (UG)

EDU 267: Practicum in Teaching Language Arts at the Elementary School Level

3 Credit Hour(s)

The primary purpose of this course is to assist in the development of a competent, professional classroom teacher who is aware of and can demonstrate those personal and professional competencies necessary for producing effective teaching-learning experiences. In this regard, the course will provide elementary and special education majors with: 1) a foundation in the aspects of an elementary school classroom; 2) field experiences and opportunities to work with children on a teacher-pupil basis; and 3) opportunities for students to apply the fundamentals learned in EDU 237/EDU 217/EDU 218 by planning, preparing, and presenting teaching-learning experiences in the area of language arts within a classroom setting. Upper Division Course. Field Experience: 20 hours. Prerequisite: B or better in EDU 218. (UG)

EDU 301: Methods and Materials: Art (Elementary)

3 Credit Hour(s)

The focus of this course is on art instruction as it applies to the Childhood Level Art Educator. Emphasis will be placed on elementary level lesson and unit planning, instructional strategies for diverse learners, understanding characteristics of child and artistic development, and multiple instructional strategies that encourage students' critical and creative thinking and art skills. Teacher candidates will be required to observe, assist, and/or teach elementary students in a variety of settings. Upper Division Course. Field Experience: 30 hours. Prerequisite: C or better in EDU 313. (UG)

EDU 302: Methods and Materials: Art (Secondary)

3 Credit Hour(s)

The focus of this course is on art instruction as it applies to the Adolescence Level Art Educator. Emphasis will be placed on high school lesson and unit planning, communicating with students, administrators, and community members, assessment of student learning and artwork, and school/community involvement. Teacher candidates will be required to observe, assist, and/or teach high school students in a variety of settings. Upper Division Course. Field Experience: 30 hours. Prerequisite: B or better in EDU 311. (UG)

EDU 303: Children's Literature

3 Credit Hour(s)

Extensive survey of children's literature with special attention to standards of evaluation, principles of selection, and analysis of the reading interests of young children. A grade of B or better is required in this course for admission to upper division. Field Experience: 25 hours. Prerequisite: B or better in EDU 217. (UG)

EDU 311: Methods & Materials: Art (Middle School)

3 Credit Hour(s)

The focus of this course is on art instruction as it applies to the Middle Level Art Educator. Emphasis will be placed on middle level lesson and unit planning, the contextual aspect of learners, understanding characteristics of adolescent and artistic development, classroom management and motivation, and professional development. Teacher candidates will be required to observe, assist, and/or teach middle school students in a variety of settings. Upper Division Course. Field Experience: 30 hours. Prerequisite: B or better in EDU 301. (UG)

EDU 313: Foundations of Education

3 Credit Hour(s)

The purposes of this course are: 1) to provide an overview of the historical, philosophical, curricular, and sociological foundations upon which pedagogical practice in the United States rests; 2) to analyze education as a social institution; 3) to discuss contemporary educational issues from an historical perspective; and 4) to discuss educational statutes, legislation, and judicial decisions as they pertain to classroom teachers. Prerequisite: C or better in EDU 203. (UG)

EDU 314: Promoting English Language Arts Across the Content Areas

3 Credit Hour(s)

The primary purpose of this course is to provide Adolescence Education students with the tools necessary to infuse English Language Arts skills into their content specific courses. Teacher candidates will participate in classroom discussions, prepare and present demonstrations, and create original projects. Background information will be presented in short lectures. A grade of B or better is required in this course for admission to upper division. Field Experience: 20 hours. Prerequisite: B or better in EDU 237. (UG)

EDU 316: Elementary Education Methods: Social Studies

3 Credit Hour(s)

This course focuses on understanding the structure and concepts of a multi-disciplinary social studies curriculum. Emphasis is given to the examination of a variety of methods and materials utilized in social studies instruction. Upper division course. Field Experience: 25 hours. Prerequisite: B or better in EDU 267. (UG)

EDU 319: Assessment Methods in Education

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Writing Intensive. Together with EDU 327, combination of both courses meets Research and Presentation requirement. Assessment methods in education are intended to provide teacher candidates with the knowledge and skills necessary to examine the relationship between assessment methodology and its utilization in the classroom. Upon successful completion of this course, students will be able to articulate the nature of assessment, compare and contrast the concepts of validity and reliability, outline appropriate testing procedures and practices, integrate standardized test results in planning classroom instruction, appraise different types of classroom assessment tools, and critique factors used to grade student performance. Upper Division Course. Prerequisite: B or better in EDU 316. (UG)

EDU 320: Elementary Education Methods: Math, Science and Technology

4 Credit Hour(s)

This course provides an in-depth study of the major elements of an elementary level mathematics program, as well as an in-depth study of the major knowledge, concepts, and processes related to elementary level science instruction. Primary attention is directed toward an examination of the multiple/alternative methods and materials utilized in mathematics and science instruction. Upper Division Course. Field Experience: 30 hours. Prerequisite: B or better in EDU 316. (UG)

EDU 321: Foundations in Early Childhood Education

3 Credit Hour(s)

This introductory/survey course examines the role of infant stimulation, nursery school and kindergarten programming in the early formal education process. Stressed are the professional responsibilities of the teacher/educator, with special emphasis on planning and organizing skills. Experiences are designed to help the teacher candidate understand the philosophical foundations of early childhood education and formulate a personal educational philosophy and approach consistent with the best educational theory and practice in our present day culture. Upper Division Course. Prerequisite: B or better in EDU 217; C or better in SED 270. (UG)

EDU 326: Planning and Managing the Teaching and Learning Environment with Assistive Technology

3 Credit Hour(s)

This course will prepare students to establish and maintain physically and psychologically safe and healthy learning environments for young children that focus on children's needs and interests and takes into account culturally valued content and children's home experiences. Course objectives and assignments will require teacher candidates to demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children's learning and to use these experiences to promote children's growth across the domains of development: social/emotional, cognitive, language/communication, self-help, and fine and gross motor. Upper Division Course. Field Experience: 10 hours. Prerequisite: B or better in EDU 217; C or better in SED 270. (UG)

EDU 336: Language/Literacy Development for the Adolescent Learner

3 Credit Hour(s)

This interdisciplinary course will allow Adolescence teacher candidates to discuss the theories of how learners continue to acquire and use literacy as they enter adolescence and how this differs/complements elementary acquisition. In addition, specific skills will be reviewed on how to help adolescents become better readers, writers, speakers and listeners. This course will use the seminar approach. Teacher candidates will participate in classroom discussions, prepare and present demonstrations, and create original projects. Upper Division Course. Field Experience: 20 hours. Prerequisite: B or better in EDU 314. (UG)

EDU 402: Methods in Classroom Management for Secondary Education

3 Credit Hour(s)

The primary purpose of this course is to provide Adolescence majors with a comprehensive, in-depth examination of strategies for creating a positive learning environment through the use of effective classroom management techniques. Particular emphasis will be placed on an introduction and examination of the development and implementation of classroom rules, procedures and consequences to enhance instruction, and prevention strategies and skills necessary to prevent classroom misconduct. Teacher candidates will examine teacher attributes and productive use of class time strategies to respond to minor classroom disruptions; diagnose and remediate chronic misbehavior; identify methods to create an effective learning environment; and investigate beliefs and theories related to classroom management. Upper Division Course. Field Experience: 20 hours. Prerequisite: B or better in EDU 311 or FRE 420 or HP 333 or LNG 337 or MTH 310 or NSC 306 or SPA 420. (UG)

EDU 427: Teaching to the Standards

3 Credit Hour(s)

Fulfills core competency: Information Literacy; Together with EDU 319, combination of both courses meets Research and Presentation requirement. This course is designed to familiarize the teacher candidate with the standards movement in New York State. This course will provide a national as well as state perspective on educational reform. The primary emphasis will involve a review of the Common Core/Next Generation content-area learning standards now in effect in New York State. A connection between curriculum, instruction, and assessment will be established, allowing students the opportunity to develop a learning experience that incorporates the New York State Common Core/Next Generation learning standards. Implications of these standards with respect to individuals with disabilities will also be addressed. Upper Division Course. Prerequisites: Completion (with required grades) of all Education courses except student teaching courses, which are taken concurrently. Corequisites: Student teaching courses. (UG) (UG)

EDU 457: Independent Study or Research

1-6 Credit Hour(s)

Research project arranged for the individual or a small group under the guidance and direction of a faculty member of the Education Department. Prerequisite: Permission of department chairperson and instructor required. (UG)

EDU 458: Directed Study

1-6 Credit Hour(s)

An examination by an individual teacher candidate of a specialized topic in the field of education or the completion of a specialized project related to teaching at either the elementary or secondary school level under the guidance and direction of a faculty member of the education department. Prerequisites: Permission of department chairperson and instructor required. (UG)

EDU 471: Student Teaching and Seminar at the Preschool and Primary School Level (Birth-Pre K)

6 Credit Hour(s)

For teacher candidates in the Early Childhood/Early Childhood Special Education program. One professional laboratory experience includes observations of young children, preschool through second grade, with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327, ECSE 472 or ECSE 473, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327, ECSE 473 or ECSE 473. (UG)

EDU 472: Student Teaching and Seminar at the Preschool and Primary School Level (PreK-Grade 2)

6 Credit Hour(s)

For teacher candidates in the Early Childhood/Early Childhood Special Education program. One professional laboratory experience includes observations of young children, preschool through second grade, with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327, ECSE 471 or ECSE 473, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327, ECSE 473 or ECSE 474. (UG)

EDU 473: Student Teaching and Seminar at the Primary School Level (1-3)

6 Credit Hour(s)

One professional laboratory experience at the childhood primary level (1-3) includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327 and EDU 474, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327 and EDU 474. (UG)

EDU 474: Student Teaching and Seminar at the Intermediate Level (4-6)

6 Credit Hour(s)

One professional laboratory experience at the childhood intermediate level (4-6) includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all Education courses, with the exception of EDU 327 and EDU 473, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327 and EDU 473. (UG)

EDU 475: Student Teaching and Seminar at Childhood Level (1-6)

6 Credit Hour(s)

For dual certification majors. One professional laboratory experience covers observation of special education classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for EDU 327 and SED 476, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327 and SED 476. (UG)

EDU 477: Student Teaching and Seminar at the Elementary School Level: Art (K-6)

6 Credit Hour(s)

One professional elementary level (K-6) laboratory experience in Art includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Individual teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for ART 498 and EDU 478, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: ART 498 and EDU 478. (UG)

EDU 478: Student Teaching and Seminar at the Secondary School Level: Art (7-12)

6 Credit Hour(s)

One professional secondary level (7-12) laboratory experience in Art includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Individual teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for ART 498 & EDU 477, which are taken concurrently; a minimum GPA of 2.75 Overall and in Education courses; permission of Department Chair required. Corequisites: ART 498 & EDU 477. (UG)

EDU 479: Student Teaching and Seminar at the Early Secondary School Level (7-9)

6 Credit Hour(s)

Biology, English, French, Mathematics, Social Studies, and Spanish. One professional laboratory experience at the early adolescent level (7-9) includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for EDU 327 and EDU 480, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327 and EDU 480. (UG)

EDU 480: Student Teaching and Seminar at the Secondary School Level (10-12)

6 Credit Hour(s)

Biology, English, French, Mathematics, Social Studies, and Spanish. One professional laboratory experience at the secondary level (10-12) includes observations of regular classroom situations with gradually increasing responsibility through participation under supervision. Teacher candidates are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for EDU 327 and EDU 479, which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327 and EDU 479. (UG)

Special Education

SED 102: American Sign Language, Level I

3 Credit Hour(s)

Cross-listed as CA 102. An introductory course in the use of manual communication within the framework of everyday conversation. The course includes background on language, deafness, deaf Americans and their culture, communication modes, approximately 370 signs, the numbers 1-30, and the American Manual Alphabet. At the culmination of this course, the student will begin to develop functional proficiency in American Sign Language using everyday situations as context for communication, listen and speak effectively using ASL, gain a basic understanding of language, deaf Americans and their history and culture, and form reasons, values, and judgments about the larger culture we exist in, and the deaf culture. (UG)

SED 106: American Sign Language, Level II

3 Credit Hour(s)

Cross-listed as CA 106. This course is a continuation and extension of American Sign Language I for students who have completed the first level course SED 102 American Sign Language I. The course will further develop the communicative competencies of manual sign language beyond the basic level. Students will continue with the examination and understanding of deaf culture, history and language, along with exposure to ASL sentence types, time, and all aspects of grammar, syntax and pragmatic use of manual sign. Prerequisite: CA/SED 102. (UG)

SED 270: Introduction to Nature and Educational Needs of Students With Disabilities

3 Credit Hour(s)

A comprehensive survey of factors related to individuals with disabilities, including those who have learning disabilities, mental retardation/intellectual disabilities, emotional or behavior disorders, visual impairments, hearing impairments, orthopedic impairments, or multiple disabilities, autism spectrum disorders or who are gifted. Topics addressed in the course include definitions, prevalence, identification, characteristics, related vocabulary, educational implications, ancillary services, relevant legislation and litigation, and current issues and trends in special education. A field experience (practicum) of six (6) hours is required. Field Experience: 6 hours. (UG)

SED 333: Elements of Behavior Change and Specific Behavior Change Procedures

3 Credit Hour(s)

Cross listed as ABA 333. This is a 3-credit hour course that will introduce students to the basic principles of Applied Behavior Analysis including measurement of behavior, behavioral assessment, behavioral techniques used for skill acquisition and reduction of problem behaviors as well as professional ethics. Behavior Analysis is a growing field with many different professional applications including education, special education and developmental disabilities/autism. Students planning to work with children or adults with developmental disabilities in any capacity may benefit from this introduction to basic behavior analytic concepts and techniques. This course fulfills the 40-hour instructional requirements put forth by the Behavior Analyst Certification Board (BACB) to become a Registered Behavior Technician (RBT see description below). Upon successful completion of the course, students will receive a certificate of completion. Students who desire RBT certification will need to successfully complete an RBT initial competency assessment at your place of employment under ongoing supervision from an RBT Supervisor. (UG)

SED 340: Inclusive Education for Students with Emotional/Behavioral Disorders

3 Credit Hour(s)

This course will provide an understanding and knowledge of current terminology and definitions of students with emotional/behavioral disorders (E/BD); social characteristics; effects of dysfunctional behavior on learning; use of formal/informal social and academic assessment; identification and use of intervention strategies in the classroom; planning, organization and implementation of individualized instruction for cognitive and affective needs of students with E/BD. This course also examines programs for inclusion of E/BD while addressing career/vocational and transition issues; promotes understanding of the use and selection of specific management techniques for individuals with E/BD and the special educator's role as a collaborator and/or consultant to assist with reintegration of students with E/BD into the classroom. Prerequisite: C or better in SED 270. (UG)

SED 363: Inclusive Education for Children with Learning Disabilities and Mild Disabilities

3 Credit Hour(s)

This course provides a historical and contemporary overview of mild disabilities (learning disabilities, intellectual disabilities, behavior disorders and emotional disorders and autism) and learning theories, methods, and instructional strategies for educating these students in the least restrictive environment. Prerequisite: C or better in EDU 340. (UG)

SED 364: Inclusive Education for Students with Moderate/Severe Disabilities

3 Credit Hour(s)

The purpose of this course is to provide an overview of the historical and present management of individuals with physical disabilities in the educational environment. It will deal primarily with the treatment of cerebral palsy, spina bifida, muscular dystrophy, rheumatoid arthritis, congenital abnormalities, and chronic health impairments. Other areas will also be addressed. Emphasis will be placed on resource room intervention techniques. Field experience (practicum) of 15 hours required. Field Experience: 20 hours. Prerequisites: B or better in EDU 217 or EDU 237 AND C or better in SED 270. (UG)

SED 371: Classroom Management Techniques for Individuals with Disabilities

3 Credit Hour(s)

Writing Intensive. This course covers the skills and competencies needed in order to design, implement, and evaluate behavior management programs for individuals with behavior disorders, emotional handicaps, intellectual disabilities, learning disabilities, and other pervasive developmental disorders. Principles of operant learning, relationships between behavior and environmental events, and systematic data collection and analysis will be included. Provides teacher candidates an opportunity to observe individual student behavior, collect baseline data, design and implement an intervention plan to increase appropriate behavior and/or decrease inappropriate behavior, and evaluate the results. Upper Division Course. Field Experience: 15 hours. Prerequisite: B or better in EDU 316 or EDU 326 or SED 363. (UG)

SED 401: Methods of Inclusive Special Education

3 Credit Hour(s)

The course and its corresponding practicum enable students to understand and apply methods of effective collaboration and/or co-teaching while providing the opportunity to practice instructional design and delivery, assessment, and reflection. This course examines methods for effective development of IEP and lesson plan objectives; creation of lesson plans and learning centers incorporating instructional design features shown in research to increase effectiveness with students with disabilities; and use of performance data to make changes and adaptations to materials, teaching procedures, or curricular content. The course also explores curriculum models and teaching/learning approaches used across a continuum of special education settings; classroom arrangements, activities, and procedures that have been shown in research to increase the achievement and learning of students with disabilities; and cultural and linguistic factors that affect the design and implementation of instruction for students with disabilities. Upper Division Course. Field Experience: 45 hours. Prerequisite: B or better in SED 371. (UG)

SED 457: Independent Study or Research

1-6 Credit Hour(s)

Research project arranged for the individual or a small group under the guidance and direction of a faculty member of the Education Department. Prerequisites: Permission of department chairperson and instructor required. (UG)

SED 458: Directed Study

1-6 Credit Hour(s)

An examination by an individual teacher candidate of a specialized topic in the field of education or the completion of a specialized project related to teaching at either the elementary or secondary school level under the guidance and direction of a faculty member of the Education Department. Prerequisites: Permission of department chairperson and instructor required. (UG)

SED 476: Student Teaching and Seminar at the Childhood Level 1-6 Inclusive Education

6 Credit Hour(s)

For dual certification majors. One professional laboratory experience covers observation of special education classroom situations with gradually increasing responsibility through participation under supervision. Individual student teachers are guided by periodic conferences with the College supervisor. Prerequisites: Completion of all courses, except for EDU 327 and EDU 475 which are taken concurrently; a minimum GPA of 2.75 overall and in Education courses; permission of Department Chair required. Corequisites: EDU 327, EDU 475. (UG)

ENGLISH

Contact Information

138 Duns Scotus Hall

phone: (716) 839-8541

daemen.edu/english

Facebook: <https://www.facebook.com/DaemenCollegeEnglish/>

Blog: <http://daemencollegeenglish.blogspot.com/>

Instagram: picdeer.com/daemenenglish

Chair

[Nancy Marck Cantwell](#)

138-3 Duns Scotus Hall (716) 839-8541 nmarck@daemen.edu

Degrees Offered

- [Bachelor of Arts in English](#)
 - [Specialization in Professional Writing and Rhetoric](#)
- [Bachelor of Arts in Adolescence Education: English](#)

Minors

- [Literature](#)
- [Literature and Composition](#)
- [Political Communication](#)
- [Professional Writing](#)
- [Public Relations](#)

Career Field Experience

An English major can best begin to see the broad range of applications for the skills developed in coursework by engaging in a Career Field Experience, which places students as interns

in local businesses and organizations. One recent intern reports that her placement confirmed her choice of major: “my studies are heading me in the right direction because my job did not seem like work to me, but rather a welcoming community where I could put my skills to use every day.”

Mission Statement

The Daemen College English Department prepares students for life in a complex, globally-interconnected world. Our three major programs (English, Adolescent Education in English, and Professional Writing and Rhetoric) cultivate critical thinking, imagination, and problem-solving skills by emphasizing close reading, writing as a process, and oral communication. We aim not only to impart skills but provoke transformation.

English department faculty are nationally and internationally recognized experts in literature, film, and writing. We place a strong emphasis on ideas and experiences that open new horizons. We are focused on helping students gain a broader understanding of the world and appreciation of diversity by encountering new concepts, nationalities, and cultures. Our faculty work closely with students inside and outside the classroom. Taking students to local sites, lectures by important authors, and on international research trips helps us reinforce material introduced in the classroom. Our students are encouraged to publish in *Insight*, our campus newspaper, and *Iconoclast*, our creative writing journal.

We believe that whether your goal is to work in law, education, business, library science, nonprofits, publishing, or elsewhere, a strong grasp of reading and writing in diverse settings is the key to a successful career. Further, we know critical and rhetorical skills translate well across professional contexts, so if you switch career paths you will do so with the confidence that you are prepared.

In addition to our three major programs, we offer minors in literature, literature and composition, professional writing, public relations, and political communication. These shorter programs add breadth and distinction, and can be integrated with a professional degree or major in another discipline. A minor in English provides a point of differentiation that sets our students apart from their peers.

We challenge our students to analyze texts they otherwise wouldn't encounter and consider ideas that are new and sometimes disorienting. We believe a rigorous educational experience and supportive faculty mentoring help our students reach their maximum potential.

Departmental Learning Objectives

Through this program of study, English majors will:

1. demonstrate sustained and critical analysis of elements that shape texts, including the role of audience, purpose, and culture on their production and reception.
2. articulate an understanding of multiple ways of reading (understanding) and of the range of interpretive and communicative strategies available in particular contexts.
3. identify and respond to textual conventions, appropriately adjusting reading and composing strategies to suit social, rhetorical, and/or aesthetic functions.
4. evaluate the significance of texts, reflecting an awareness of how aesthetic values, historical and cultural context, rhetorical orientation, and critical approach convey authority and relevance.
5. compose strategically, effectively, and ethically across modalities (e.g., essays, visuals, graphics, presentations, creative works, etc.) and for a range of audiences and purposes.
6. discuss and write about texts so as to engage meaningfully in ongoing scholarly, disciplinary, or civic conversations.
7. recognize that perspectives are shaped by context and be able to articulate how diversity manifests in texts with reference to inequalities of power.
8. engage experiences outside of the classroom (life experiences and academic experiences such as internships and global programs abroad) related to course work in order to better understand field(s) of study.
9. identify and evaluate major literary periods and movements, tracing the influence of previous trends and styles on later authors and texts.

BACHELOR OF ARTS IN ENGLISH

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses Of All English Programs

1. MAJOR: 36 CREDITS

- CMP217 Rhetoric: Argument and Persuasion (3) – CS; CT; MC; WI
- LIT101 Introduction to English Studies (3)
- LIT201 World Literature I (3) – AA;CS;ME;WI **OR**
LIT202 World Literature II (3) – AA;CI;CS;WI
- LIT203 British Literature I: Crown, Sword, and Empire (3) – CI; WI
- LIT204 British Literature II: The Empire Writes Back (3) – CI; WI
- LIT410 Shakespeare (3)
- 3 credits in American Literature
- LNG307 The English Language: Structure, Power & Change (3) – CS;CI **OR** LNG309 Language in Society (3) – CI;UDCC.
- 12 credits in Literature and Composition Electives:
 - **SELECT 1 from each area below:**
 - British Literature: LIT301, LIT302, LIT304 – CI; AA, LIT310, LIT318, LIT320, LIT323, LIT330, LIT339, LIT340, LIT413 **OR** LIT415
 - Composition: CMP302, CMP312, CMP317, CMP318, CMP420
 - Global literature: LIT230, LIT309 (Global Film), LIT314, LIT315 **OR** LIT326
 - Major Author/Theme/Genre: LIT219, LIT241, LIT248, LIT309, LIT310, LIT313, LIT317, LIT318, LIT324, LIT325, LIT329, LIT336, LIT337, LIT338, LIT339 **OR** LIT411

2. CORE: 6 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI

- IND101 Sustainable & Critical Relationships (3)

Additional Requirements For BA, English

1. MAJOR: 6 CREDITS

- LIT420 Seminar for English Majors (3) – WI; RP
- LIT442 Capstone Research (1)
- LIT443 Senior Capstone (2)

2. CORE: 39 CREDITS

- **HISTORY AND/OR PHILOSOPHY AND/OR RELIGIOUS STUDIES: 6 CREDITS ARE REQUIRED.**

Courses count as core only if the credits

completed have a competency. If a course does not have a competency, it will fulfill the particular requirement but will count under Free Electives; an equal number of credits in Core electives must be taken for each course which does not have a competency.

- **MODERN LANGUAGE AND CORE ELECTIVES: 33 CREDITS**

MODERN LANGUAGE REQUIREMENT

Students must demonstrate proficiency in a modern language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Modern Languages](#) section of the Daemen catalog.

3. FREE ELECTIVES: 33 CREDITS

- Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Additional Requirements For BA, English, Professional Writing and

Rhetoric Specialization

1. MAJOR AND SPECIALIZATION: 30

CREDITS

• MAJOR: 9 CREDITS:

- CMP212 News Writing (3)
- CMP202 Writing: Theory & Practice (3)
- CMP301: Professional Writing (3)

• SPECIALIZATION: 18 CREDITS

Career Field Experience (3): 1 experience at the upper division level, focusing on professional writing

- PR442 Capstone Research (1)
- PR443 Senior Capstone (2)
- Select **FOUR** courses from the following TWO areas of specialization (TWO courses from each area):
 - **Rhetoric and Writing**
 - CMP312 Creative Writing (3) – WI
 - CMP 247, 347, or 447 Topics in Rhetoric and Writing (3) (Special Topics courses -See your Advisor)
 - **Professional, Technical, and Media Writing**
 - CMP 302 Technical Writing (3) — WI
 - CMP317 Journalism (3) — WI
 - CMP318 Writing for the Media (3) — WI
 - PR322 Introduction to Public Relations (3)
 - CMP/PR420 Promotional Writing (3) – WI

2. CORE: 39 credits:

- MTH104 Survey of Statistics (3) — CT; QL
- **Modern Language and Core Electives:** 33 credits
- **Modern Language Requirement:** Students must demonstrate proficiency in a modern language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Modern Language](#) section of the Daemen catalog.

3. FREE ELECTIVES: 12 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. Courses used to fulfill the free electives may but are not required to have a

competency. A maximum of 6 credits may be taken in English courses.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Additional Requirements For BA, Adolescence Education: English

All Adolescence Education: English majors must be admitted into the Education Department through the Upper Division application process. No student may pursue this major without meeting the Education Department's requirements.

1. MAJOR 6 CREDITS

- LIT420 Seminar for English Majors (3) – RP; WI
- LNG337 Practicum-Implementing English Language Arts at the Secondary Level (3)

2. ADDITIONAL REQUIREMENTS OUTSIDE OF THE MAJOR: 40 CREDITS

- **NOTE:** A student who has earned a B- or less in EDU237/L in his/her first two attempts will not be allowed to pursue the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237/L Instructional Design: Theory & Practice (3/1)
- EDU313 Foundations of Education (3)
- EDU314 Promoting English Language Arts Across the Content Areas (3)
- EDU327 Teaching to the Standards (3) – ILIT
- EDU336 Language/Literacy Development for Adolescent Learner (3)
- EDU402 Methods in Classroom Management in Secondary Education (3)
- EDU479-480 Student Teaching and Seminar at Early Secondary/Secondary Level (6/6)
- SED270 Introduction to the Nature and Educational Needs of Students with Disabilities (3)
- SOC243 Child Welfare Policy & Services (3)

3. CORE: 39 CREDITS

- PSY214 Psychology of Adolescence (3) – CT; UD; WI (PSY214 prerequisite: PSY103)
- **HISTORY AND/OR PHILOSOPHY AND/OR RELIGIOUS STUDIES: 6 CREDITS ARE REQUIRED.**

Courses count as core only if the credits completed have a competency. If the course(s) do not have a competency, it(they) will fulfill the particular requirement but will count under the Free Electives; an equal number of credits in Core electives must be taken for each course which does not have a competency.

• MODERN LANGUAGE REQUIREMENT

This teacher certification program requires successful completion of a minimum of 6 credits in one modern language in which the student must demonstrate proficiency through the intermediate level. A complete description of the requirement is available in the Modern Language section of the Daemen catalog.

• CORE ELECTIVES: 24 CREDITS

4. FREE ELECTIVES: 6 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in English courses.

TOTAL PROGRAM REQUIREMENTS = 130 CREDITS

Admission To Upper Division Requirements (English; English-Professional Writing and Rhetoric)

1. A cumulative grade point average of 2.0 in English courses, and an overall cumulative grade point average of 2.0.
2. A letter requesting admission to the major, in which the student should indicate commitment to scholarly work in upper level courses and specify personal qualifications and goals that justify continued study in the major.
3. Written recommendations from at least two members of the English faculty who have had the student in class and who can attest to the student's competence and integrity.
4. A writing portfolio (papers, tests, articles) that demonstrate the student's academic work and progress

to date and a written description and analysis of that progress.

5. Reflection essay. (Contact the English Department Chair for instructions.)

NOTE: Transfer students at or above the sophomore level, who have completed one semester of work in the major, will be expected to fulfill the same requirements.

Admission To Upper Division Requirements: English: Adolescence Education

1. An overall grade point average of 2.75 or better for all completed college courses.
2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Please go to http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate.
3. A Dispositional Interview.
4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations:
 - A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
 - A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

7. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19 of the second year of study.

8. *Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.* Transfer students who enter Daemen College with an Associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.

9. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

REQUIREMENTS FOR STUDENT TEACHING

1. An overall grade point average (GPA) of 2.75.
2. A grade point average (GPA) of 2.75 in all courses in the major.
3. Apply for Student Teaching, usually at the end of the third year.
4. Be recommended for student teaching by the Chairs of the Education and English departments.

Graduation Requirements

1. An overall grade point average of 2.00.
2. TEACHER CERTIFICATION MAJORS: A minimum GPA of 2.75.

Suggested Course Sequence

Access the suggested course sequence for the [BA, English](#), [BA, English, Communications/Public Relations specialization](#), [BA, Adolescence Education: English](#), from the English Department web page or the Program Plans site on the Registrar's web page.

LITERATURE MINOR

Requirements: (18 credits)

- LIT101 Introduction to English Studies (3)
- Select 15 credits in Literature (LIT) courses

**LITERATURE AND
COMPOSITION
MINOR**

Requirements: (18 credits)

- Select 6 credits in Literature (LIT) courses
- Select 6 credits in Composition (CMP) courses
- Select 6 additional credits from either LIT or CMP courses

POLITICAL COMMUNICATION MINOR

Requirements: (21 credits)

**NOTE: This minor is shared by the
Departments of English and History & Political
Science.**

REQUIRED COURSES:

- PSC313 Politics and the Media (3) – CR;CS;ILIT
- CMP212 News Writing (3) OR CMP217 Principles of Rhetoric (3)
- Total Credits (6)

**SELECT THREE COURSES
FROM THE FOLLOWING TWO
AREAS (minimum one from each):**

Area 1:

- PSC224 American Voter in Campaigns (3)
- PSC222 Polling and Public Opinion (3) – CR;ILIT
- PSC217 The American Political Party System (3)

Area 2:

- PSC114 State and Local Government (3)
- PSC311 Congress and the Chaos of Democracy (3)
- PSC415 Seminar on the Presidency (3)
- PSC401 American Foreign Policy (3)

Total Credits (9)

SELECT TWO COURSES:

- CA205 Oral and Visual Communication (3)
- CMP301 Professional Writing (3)
- CA/CMP317 Journalism (3)
- CA/CMP318 Writing for Media (3)
- CMP420 Promotional Writing (3)
- Total Credits (6)

NOTE: CMP101 is a prerequisite for many of these courses

PROFESSIONAL WRITING MINOR

Requirements (18 credits)

- CMP217 Principles of Rhetoric (3)
- CMP301 Professional Writing (3)
- LNG307 The English Language: Structure, Power and Change (3)
- CFE300 Internship* (3)
- **Select Two:** CMP212 News Writing (3); CMP317 Journalism (3); CMP318 Writing for Media (3); PR322 Introduction to Public Relations (3); CMP/PR420 Promotional Writing (3) **OR** Upper Division CMP topic courses

*Consult the Career Services department for requirements for participation in a field experience.

PUBLIC RELATIONS MINOR

Requirements: (18 credits)

- CMP301 Professional Writing (3)

- CFE Career Field Experience related to Public Relations* (3)
- MGT208 Principles of Management (3)
- MKT209 Principles of Marketing (3)
- PR322 Introduction to Public Relations (3)
- CMP/PR420 Promotional Writing (3)

*Consult the Career Services department for requirements for participation in a field experience.

Communication Arts

CA 102: American Sign Language, Level I

3 Credit Hour(s)

Cross-listed as SED 102. An introductory course in the use of manual communication within the framework of everyday conversation. The course includes background on language, deafness, deaf Americans and their culture, communication modes, approximately 370 signs, the numbers 1-30, and the American Manual Alphabet. At the culmination of this course, the student will begin to develop functional proficiency in American Sign Language using everyday situations as context for communication, listen and speak effectively using ASL, gain a basic understanding of language, deaf Americans and their history and culture, and form reasons, values, and judgments about the larger culture we exist in, and the deaf culture. (UG)

CA 106: American Sign Language, Level II

3 Credit Hour(s)

Cross-listed as SED 106. This course is a continuation and extension of American Sign Language I for students who have completed the first level course SED 102 American Sign Language I. The course will further develop the communicative competencies of manual sign language beyond the basic level. Students will continue with the examination and understanding of deaf culture, history and language, along with exposure to ASL sentence types, time, and all aspects of grammar, syntax and pragmatic use of manual sign. Prerequisite: CA/SED 102. (UG)

CA 125: Introduction to Visual Literacy

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking and Problem Solving; Information Literacy; Communication Skills. Cross listed as IND 125. In 2015, editors of the study Looking and Learning: Visual Literacy across the Disciplines published the following statement: The mechanics of vision are so apparently familiar as to be misleading. Vision is the primary way sighted individuals gather information about the world. More than a third of the human brain is devoted to the process of seeing, and much of this process is automatic, efficient, and largely effortless. Yet vision is not a passive process.² Whereas educational environments have focused largely on the interpretation of text, in a world increasingly saturated with imagery the ability to accurately and effectively read images is more crucial than ever. The first course in a sequence of three, CA 125 will prepare students to recognize, understand and describe imagery and its manipulations. (UG)

CA 205: Oral & Visual Communication

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This course assists the student in understanding communication principles, both oral and visual, and mastering the techniques of speaking and presenting that are instrumental to the achievement of success in our society. It also raises the consciousness of the place of culture in human interaction and the ethics surrounding the role of the speaker. (UG)

CA 206: Storytelling and Story Development

3 Credit Hour(s)

Cross listed as IND 206. Fulfills core competency: Affective Awareness. This course examines the basic principles of narrative, story telling and the visual representation of plot. The course will closely examine classic and contemporary examples in drama, prose, film and the visual arts. The course will analyze the elements of story development and narrative while focusing on how the roles of such disparate parts can aid or hinder a compelling story. Our emphasis will be on visual manifestations of stories, plots, narrative elements and storyboarding. Our principal concern will be with the structure of plot and the mechanics of narrative, scene construction and development of character. (UG)

CA 207: Screenplay Writing

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course will provide the student with the necessary skills that are needed to write a full-length feature film screenplay. The course will examine format rules and specific screenplay structure, which will be broken down and analyzed using a minimum of five Oscar-winning screenplays. Upon course conclusion, the student will have a completed story treatment, detailing a three act story, a completed first act, and a specific outline for acts II and III. Prerequisite: CMP 101. (UG)

CA 221: Human Communication

3 Credit Hour(s)

An introductory study of the fundamental concepts and theories of human communication, exploring and defining its nature from an anthropological/ cultural point of view. The course will examine such topics as animal vs. human communicative processes, the various elements of communication, a study of the nature of human interaction and the concept of audience, and representative types of communicative techniques. (UG)

CA 303: Communication in a Multi-Cultural Society

3 Credit Hour(s)

An examination of the social and cultural implications of interaction among diverse cultures, both international and domestic; the problems inherent in such interaction; and the rewards and benefits which result. (UG)

Composition

CMP 100: Critical Reading and Writing

3 Credit Hour(s)

This course positions reading and writing as integrated, purposeful, and critical processes. Students will develop advanced practice in reading informational and creative works with an eye for the following: audience, purpose, and genre (reading rhetorically); central ideas and arguments (reading for understanding); and opportunities for critical response (reading for invention and critical engagement). Students will integrate these reading practices throughout their writing process, in order to compose effective academic arguments, apply evidence from texts to support their perspective, and use reading and writing as tools for inquiry, critical thinking, and communication in various rhetorical contexts. Offered each Semester for qualified students upon placement as a prerequisite to CMP 101 (Composition). Course withdrawal is not allowed except by permission of both the instructor and the student's advisor. (UG) (UG)

CMP 101: English Composition

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Writing Intensive. The primary emphasis is on developing rhetorical awareness: an understanding of the contexts, purposes, and expectations that govern college-level writing. Course topics include: the technical and stylistic skills of expository writing; strategies for critical and purposeful reading, writing, and inquiry; and information literacy. These skills will be addressed through group and individual instruction and through assignments in expository writing and research. Prerequisite: college-level competence as determined by standardized test scores and high school GPA. (UG)

CMP 202: Writing: Theory and Practice

3 Credit Hour(s)

This class introduces students to a range of approaches to understanding, analyzing, and theorizing writing. Its aim is to examine how relationships between writing and knowledge have been imagined within academic, professional, and interpersonal contexts, and it will equip students with vocabulary and a set of frameworks that can be utilized in the study of writing across courses. The class also provides students with extensive opportunities for writing practice based on four key concepts: purpose; invention; convention; and revision. (UG)

CMP 212: News Writing

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy; Civic Responsibility; Writing Intensive. In this hands-on course, we will study the basics of news reporting and writing. We will investigate how to develop and research news stories, narrow the focus to create tightly written and compelling articles, and develop attention-grabbing leads. The course will also cover interviewing skills, research techniques, and different news writing styles, as well as a discussion on libel law and journalistic ethics. Through a combination of lecture, discussion, and writing assignments, we will learn how to write news stories that are accurate, fair, clear, and concise. Prerequisite: CMP 101. (UG)

CMP 217: Principles of Rhetoric: Argument and Persuasion

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Critical Thinking and Problem Solving. Writing Intensive. This course is designed to help students become more informed, effective, and ethical practitioners of argument. While the class will focus primarily on written persuasive forms most common within academic settings, it will also require students to examine and/or compose forms of argument and persuasion common within public, interpersonal and digital forums. Through engaged class participation, collaborative work, and regular composing practice, the student should become more conscious of the central beliefs about persuasion that shape writing in academic, professional, and public settings. Further, the course will facilitate forms of analysis, critique, and composition that may help the student gain greater awareness of his/her own persuasive powers and practices. Prerequisite: CMP 101 or equivalent. (UG)

CMP 301: Professional Writing

3 Credit Hour(s)

Fulfills Writing Intensive. Research and Presentation. The course is designed to familiarize students with the processes and products of professional communication in the workplace; specifically, the class helps students produce real-world writing; writing that expresses a purpose, solves a problem, illuminates a procedure, makes a well-reasoned and informed recommendation, translates complex information into straightforward language, or synthesizes information for a precise audience. (UG)

CMP 302: Technical Writing

3 Credit Hour(s)

Writing Intensive. Instruction and practice in writing technical reports, proposals, and other technical writing forms. Additional instruction in conventions of science writing and translating technical information for general publics. Prerequisite: CMP 101 (UG)

CMP 311: Advanced English Composition

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Writing Intensive. Fulfills Research & Presentation requirement. This advanced course in composition is designed to help students expand and refine their technical and stylistic writing skills. Through analysis of professional writing, the students will learn to identify structures and techniques of effective writing and research. Through extensive directed writing experience, the student will learn to emulate techniques of effective written communication and research. Prerequisite: CMP 101 and completion of 45 credits or permission of instructor. (UG)

CMP 312: Creative Writing

3 Credit Hour(s)

Writing Intensive. Fundamental principles in the writing of poetry, the short story, and drama. Individual and class criticism in a workshop format. Prerequisite: CMP 101 or permission of instructor. (UG)

CMP 315: Advanced Composition for Health Professionals

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Writing Intensive. Together with PT 312, combination of both courses meet Research and Presentation requirement. This course in composition is designed to help students in the health and natural sciences expand and refine their technical and stylistic skills through an extensive directed writing experience based on professional models. Students will use medical and scientific terminology, write case-based reports and analysis, learn documentation methods and, and write standard research forms used in professional communications. Prerequisite: CMP 101 or permission of instructor. (UG)

CMP 317: Journalism

3 Credit Hour(s)

Writing Intensive. Cross-listed as CA 317. An introductory course in the fundamentals of journalism, with an emphasis on writing news stories, reviews, interviews, and editorials. Prerequisite: CMP 101 or permission of instructor. (UG)

CMP 318: Writing for Media

3 Credit Hour(s)

Writing Intensive. Cross-listed as CA 318. This course emphasizes non-fiction writing in such areas as in-depth reporting of public affairs, contemporary profiles, issue-related stories, magazine writing and criticism. Prerequisite: CMP 101 or permission of instructor. (UG)

CMP 420: Promotional Writing

3 Credit Hour(s)

Writing Intensive. Cross-listed as PR 420. This course introduces students to a style of marketing writing commonly known as copywriting. Students will learn to write text (copy) whose aim is to promote products and services. Among units focused on will be brochures, print advertisements, broadcast advertisements, public service announcements for radio and television, direct mail, and other elements of marketing communications. CMP 101 or permission of instructor. (UG)

CMP 92: Developmental English Language Skills

3 Credit Hour(s)

This course is designed to assist students in obtaining basic college-level proficiency in English grammar with direct application to paragraph and essay writing. Offered in HEOP Summer Program. Please note: The number of credits this course carries are in clock hours, not institutional credit hours. A clock hour course will not advance your degree progress; rather, it is designed to strengthen your skill in order to qualify for a credit-bearing course in this area of study or in a related field. The clock hours DO count, however, towards your course load and for financial aid purposes. (UG)

English

ENG 94: Developmental Reading and Study Skills

3 Credit Hour(s)

This course is designed to assist students in developing selective reading, study, and thinking skills necessary for successful performance in college-level courses. Offered in HEOP Summer Program. Please note: The number of credits this course carries are in clock hours, not institutional credit hours. A clock hour course will not advance your degree progress; rather, it is designed to strengthen your skill in order to qualify for a credit-bearing course in this area of study or in a related field. The clock hours DO count, however, towards your course load and for financial aid purposes. (UG)

Literature

LIT 101: Introduction to English Studie

3 Credit Hour(s)

This course is designed to introduce students commencing a major in English to the history, traditions, issues, problems, and debates that make up the field. This course will prepare students for subsequent work in the department, providing context for other courses and a crucial grounding in core skills of close reading, research, and writing. (UG)

LIT 112: Approaches to Literature

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This survey course in literature includes textual analysis of literary works, classic through contemporary, selected from various genres. Writing assignments are based on the readings. CMP 101 or permission of instructor. (UG)

LIT 113: Literature and the Law

3 Credit Hour(s)

Works of literature and media often present complex depictions of power, the law, and legal issues. In this course we'll look at dystopian fiction, legal history, television, and case studies to examine important questions about surveillance, freedom of speech, individual liberty, and governmental power. (UG)

LIT 201: World Literature I

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness, Communication Skills, Moral and Ethical Discernment; Writing Intensive. This course introduces literature from places often left out of traditional English studies. It examines major and minor works from selected global cultures, and gives students a chance to learn about civilizations, genres, and ethical dilemmas as they have arisen in various places and times around the globe. Regions to be studied vary according to semester, and may include a selection from East Asia/Japan, India, The Middle East, Africa, Australia and the Pacific, and the Caribbean. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 202: World Literature II-Myths and Modern Tales

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Communication Skills; Writing Intensive. Myths and Modern Tales introduces influential examples of classical and modern literature. We will read major works of ancient narrative, poetry and drama, with a focus on key mythical figures like Gilgamesh, Odysseus, and Antigone, and we will explore how these stories have been reinterpreted over time. Students will develop a firm understanding of how storytelling has changed in different historical periods, and why certain stories, episodes, and heroes persist across the centuries. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 203: Crown, Sword, and Empire: British Literature to 1800

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. This course is designed to give the student an understanding and appreciation of the traditions of British literature from Anglo-Saxon times to the early nineteenth-century Romantic period. Through close and critical reading of selected works, students are acquainted with the various genres and major thematic and philosophical movements in British literature. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 204: British Literature II: Empire Writes Back

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. This course is designed to give the student an understanding and appreciation of the traditions of British literature from the early nineteenth-century Romantic period to the present. Through close and critical reading of selected works, students are acquainted with the various genres and major thematic and philosophical movements in British literature. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 211: Readings in American Literature I

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. During the first semester, emphasis will be placed upon the becoming of American literature and the development of an identity that is communicated in specifically American letters. The second semester will carry through with Whitman (whose early poetry will terminate the first semester's study) and present a different set of complexities from those of early America: industrialization, urbanization, and immigration, among others. It will trace the development of the literature and the aesthetic theory of a second new America - and take that development to the present. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 212: Readings in American Literature II

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration. Writing Intensive. During the first semester, emphasis will be placed upon the becoming of American literature and the development of an identity that is communicated in specifically American letters. The second semester will carry through with Whitman (whose early poetry will terminate the first semester's study) and present a different set of complexities from those of early America: industrialization, urbanization, and immigration, among others. It will trace the development of the literature and the aesthetic theory of a second new America - and take that development to the present. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 213: Contemporary Native American Literature

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course provides an introduction to contemporary Native American literature, drawing readings from authors representing diverse culture areas. Fiction, poetry, and drama produced by Native American writers will be read as reflections of tribal and regional concerns and as material raising the broader questions of Native identity within mainstream white American culture. Critical analysis of the readings will address literary portrayals of the individual in her/his relation to the community, nature, spirituality, gender roles, political/economic conditions, and art and creativity. Literary images of Native America will be both reinforced and challenged with sensory experiences offered by contemporary film, dance, music, and artwork. Students will gain a deeper understanding of Native American perspectives on contemporary American culture. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 219: Literature and Film

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This course examines the various literary genres (short story, novel, drama, poetry, and non-fiction) in relation to film. The course assumes that film has radically expanded both the forms of literary communication and the way literature (especially literary narrative) is understood and received. The course also assumes that film not only supplements more traditional literary forms and media, it also depends on them in a way which is at once parasitic and synergistic. In keeping with its primary and secondary competencies, the course emphasizes the aesthetic and communicative aspects of literature and film. The course also examines these same aspects in the commercial and technical/ technological process involved in adapting literature to the screen, e.g., aesthetic choices made in adapting a short story, a novel, a play or the poetic to film, both for the large screen and the small (television). Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 222: African American Literature

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Moral and Ethical Discernment. Introduces students to the major motifs, themes, and texts of African American literature. Beginning with the Antebellum period, the Civil War and Reconstruction, the course will also focus on the Harlem Renaissance, the long Civil Rights movement, the Black Power movement, and the #BlackLivesMatter movement. Throughout the course we will examine how the concepts we examine are relevant to our 21st century, so-called post-racial society, and the course will serve as a vehicle by which we can reflect on current events in the United States that resonate with our readings. The course aims to better understand the social, cultural, and political issues African Americans have faced historically and continue to face today. All students are welcome and encouraged to add various perspectives. (UG)

LIT 230: Exile Literature

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Communication Skills; Contextual Integration. Writing Intensive. This course will examine, through close reading, women and men whose writing is central to the literature of exile and expatriation, particularly in the 20th century. We will explore literature in its various forms, such as memoir, the short story, the novel, non-fictional writing, and literary criticism. Whether self-imposed (expatriation) or imposed by authorities (exile), the loss of home has been described as one of the most difficult states of existence to endure. At the same time, exile is productive, and it has contributed to some of the most thoughtful literature ever written. We will attempt to understand how this is so. Prerequisite: CMP 101 or Permission of Instructor. (UG)

LIT 232: Shakespeare Onstage: Character And Conflict

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Critical Thinking and Problem Solving. This course will examine the conflicts Shakespearean characters face in three representative plays, using the literary technique of close reading to understand plot action and character motivation. Our study of the plays will be furthered by learning more about Shakespeare's world and the Renaissance cultural values and attitudes reflected in these dramas. We'll also investigate problems of both interpretation and staging, looking at aspects of literary criticism and theatre history to see how critics, directors, and actors have imagined these characters and their uniquely human predicaments. (UG)

LIT 241: Literary Legacies of the Sixties

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This introductory course to literature includes the study of selected literary works of late twentieth-century America. It contextualizes contemporary literature and provides students with sources (including works of literature, film, and other primary source materials) that explain the background and development of a number of issues including the Cold War, Vietnam, the Civil Rights Movement, the Feminist Movement, the Gay Rights Movement, and the Culture Wars. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 248: Whodunit? The Detective Story

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Critical Thinking and Problem Solving; Moral and Ethical Discernment. This course focuses on the history and rhetorical strategies of detective fiction, which begins in the nineteenth century with works by Edgar Allen Poe and Sir Arthur Conan Doyle and continues into the present with many variations along the way, including several popular films and television series. Today it is a widely read form of popular fiction that usually has several entries on the bestseller lists. This course follows the general division of the detective story into three categories: the Amateur Detective, the Private Investigator and the Police Procedural. Students will explore the conventions of each category through short stories and will write a term paper on a representative novel. Prerequisite: CMP 101. (UG)

LIT 301: Chaucer

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. An intensive study of The Canterbury Tales and major poems with attention given to language and historical background. An extensive reading of the minor poems. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 302: Milton

3 Credit Hour(s)

An intensive study of Paradise Lost and the minor poems, as well as a discussion of Milton's representative prose. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 304: The Romantic Movement in English Literature

3 Credit Hour(s)

Fulfills core competency: Contextual Integration and Affective Awareness. In 1798, young poets Wordsworth and Coleridge published Lyrical Ballads, a manifesto that changed the direction of poetry by insisting on the importance of the common person, Nature as an inspirational presence, and the central role of the imagination in transforming experience. This course explores the development of Romanticism, a new way of thinking about human experience, as expressed in the poetry of the older generation of Romantic poets (Wordsworth, Coleridge, Blake, and Burns), in the younger Romantics (Byron, Percy Bysshe Shelley, Hemans, and Keats), and in the gothic novel (Mary Shelley and Horace Walpole). (UG)

LIT 307: Literature of the Supernatural

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. A study of prose and poetic works which have, as a central focus, supernatural beings, events, and/or phenomena, and an examination of how such literature reflects mankind's deepest desires and drives. (UG)

LIT 309: Film Seminar

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. This course involves screening and discussion of classic and contemporary feature-length films. It is designed to expose students to a wide variety of film periods, styles, and genres, as well as cinema cultures and national co-texts. Discussion of technical matter provides background for interpreting film as a distinct literary genre. (UG)

LIT 310: The English Novel

3 Credit Hour(s)

A study of the evolution of the novel as a genre, beginning with its prototypes in the romance and allegory and including representative selections from the more prominent 19th and 20th century authors. The study will include various types of novels as well: the novel of manners, the sociological novel, the philosophical novel, etc. (UG)

LIT 311: Survey of English Poetry I

3 Credit Hour(s)

Analysis of representative English poetry from 1530 to the Romantics, in terms of thought, technique, type, and historical background. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 312: Survey English Poetry II

3 Credit Hour(s)

Analysis of representative English poetry from the Romantics to the present, in terms of thought, technique, type, and historical background. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 313: The Gothic Imagination

3 Credit Hour(s)

Gothic literature pushes the boundaries of social convention, exploring the darker side of human experience and opening taboo subjects. This course engages contemporary critical and theoretical assessments as it covers three main avenues of gothic literature - horror stories, sensation fiction, and detective narratives. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 314: Magical Realism in Fiction and Film

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Communication Skills; Writing Intensive. This course charts the development of the magical realist genre - from two or more different geographic regions - through the close reading of fiction and film. Essential to our reading of these texts will be a few key questions: how do we begin to differentiate magical realisms? How is a magical realist film different from a magical realist text? And what are different strains of this diverse genre attempting to do? Prerequisites: CMP 101 or LIT 112 or permission of Instructor. (UG)

LIT 316: Empire and the Imagination

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Moral and Ethical Discernment. Empire and the Imagination explores the role of literature in creating and destroying empires. Focusing on the late-nineteenth century to the present, we will examine fiction, poetry and film by imperial and anti-colonial authors from Europe, Africa, India, the USA and New Zealand. Prerequisite: LIT 101 or CMP 101 with permission from the instructor. (UG)

LIT 317: Gender Trouble: Literature and Film

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. Cross-listed as WST 317. Do the gender roles represented in literary works reflect a reality based on biological differences between the sexes? Or are gender roles simply a product of a culture's religious, economic, and political agendas? This course examines works from various genres and historical periods in order to understand how they reinforce or subvert gender stereotypes that inform and condition people's lives. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 318: The English Drama

3 Credit Hour(s)

A study of the development of English drama from its medieval beginnings in church ritual to its contemporary forms. Readings include representative selections from the mystery and morality plays of the 14th century, Renaissance and Restoration drama, 19th century social drama, and modern experimental theatre. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 320: Modern & Contemporary Irish Literature

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. In this course we will read and analyze works (fiction, drama, poetry) produced in Ireland during the twentieth century. The early part of this period, following the late 19th c. Celtic Twilight, is known as The Irish Renaissance. This period saw a resurgence of Irish Nationalism that manifested itself in several ways, some of which were renewed interests in the Irish language, literature and culture. The latter part of the period is marked by the emergence of Ireland as a postcolonial republic under partition (post 1922), leading up to the ongoing sectarian conflict we still refer to today as The Troubles. More recently in the 1990's, Irish writing reflects Ireland's entrance into the European market economy, earning the epithet The Celtic Tiger. The works we will read are all part of the Anglo-Irish tradition (written or translated into English). We will focus on modern and contemporary Ireland in selected works of its major writers as they examine their country's encounters with the British Empire, Catholic/Protestant religious conflict and its own mythological past. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 321: Gods, Heroes, Monsters: Literature Of Ancient World

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration, Affective Awareness How did people who lived thousands of years ago imagine their place in the universe? What gods did they worship, who did they admire, and what did they fear? This course uses some of the masterpieces of ancient literature to explore the inner and sacred lives of people who lived in a world vastly different from our own. Students will compare creation stories, epics, and dramatic works by ancient authors from Egypt, Mesopotamia, Greece, India and elsewhere. We will place these works in their cultural contexts to see how stories fed into ritual practices and became the basis for worship and community. Our principle goal will be to expand our sense of the diversity of what it means to be human and undercut the 'normality' of the everyday. (UG)

LIT 322: Medicine and Contemporary Literature and Film

3 Credit Hour(s)

Fulfills core competency: Affective Awareness; Contextual Integration; Civic Responsibility; This course examines-representatively rather than exhaustively-the connections of various kinds between medicine and illness on one hand and literature and film on the other, with particular (but not exclusive) emphasis on the United States. The course acknowledges the prominent role the health sciences play at Daemen College and seeks to create a bridge between those programs and the Humanities so as to benefit both by emphasizing common ground and mutual dependency at a time when the division between C. P. Snow's two cultures is both more pronounced and less persuasive. The course will be part of the interdisciplinary Medical Humanities cluster. (UG)

LIT 323: 18th Century English Literature

3 Credit Hour(s)

This course surveys literature produced during the Age of Enlightenment, from Dryden to the Pre-Romantics. We will discuss Neoclassicism in the poetry of Dryden and Pope, the development of satire in Swift, the essay as an art form, and the rise of the novel from Pamela and Tom Jones to Jane Austen. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 324: Jane Austen

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. This study of the works of Jane Austen situates the six major novels in the context of early nineteenth-century culture, introducing the comedy of manners as an important contribution to the rise of the novel in the nineteenth century. Readings include excerpts from Austen's letters as well as the juvenilia and fragments. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 325: Major Authors

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Communication Skills. Writing Intensive. This course offers an in-depth survey of one or more significant authors in the field of English literature. Significant works of fiction by the author will be closely examined in relation to her or his specific history and culture, socio-political positions, national affiliations, critical reception, and representations in the media. The author's minor works, biographical material, nonfiction, and other key documents will also be analyzed. Prerequisite: LIT 101 or CMP 101 with permission of instructor. (UG)

LIT 326: Understanding Africa

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness, Contextual Integration, Communication Skills; Writing Intensive. This course offers an in-depth understanding of African literature. Through close analysis of selected fiction, poetry, drama and film from West, North, East and South Africa, we will explore the diversity of life for Africans on the continent and outside it, with particular reference to national identity, race and gender, armed conflict, and migration. Prerequisite: LIT 101 or CMP 101 with permission of instructor. (UG)

LIT 329: Imagining Trauma

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Moral and Ethical Discernment. Writing Intensive. In this course we will read and analyze literary works that deal with traumatizing events arising out of personal experience (e.g., racial, sexual) to the communal experience (e.g., war, terrorism). While often confronted and pathologized as an individual problem, in the contemporary globalized world, trauma may in fact have transcultural significance and be a defining feature of contemporary life. The works studied in this course will examine the aesthetic and rhetorical strategies of the literary representation of trauma within a specific historical/cultural context. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 330: The Scottish Renaissance and Scottish National Identity

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Critical Thinking and Problem Solving. Writing Intensive. This course examines the major works of fiction of the second Scottish Renaissance (1982) as they both reflect and contribute to the preservation/formation of a distinctive but highly contested and increasingly fragmented sense of Scottish national identity. It examines this fiction as a primary means for reinvigorating Scottish national identity while at the same time challenging it by critically examining the past rather than nostalgically reproducing it in light of past and present forces that have altered and in many cases eroded both community and identity. Alasdair Gray's *Lanark*, Irvine Welsh's *Trainspotting*, Alan Warner's *Morvern Callar*, Janice Galloway's *The Trick Is to Keep Breathing* are some of the required readings. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 332: Literature of London

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness and Contextual Integration. In this course, we will explore London through a variety of readings, including poetry, prose, drama, and fiction. In the first part of the semester, we will address the way writers create a sense of place and what constitutes a text, considering the city from a historical perspective by interpreting the alternative texts of architecture and art as backgrounds to the literature. Over Spring Break, we will visit London (and in contrast, an English market town, Shakespeare's Stratford-upon-Avon), exploring the literary and historical sites we have read about, both old and new. (UG)

LIT 334: British Women Writers

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This course presents selections from the work of British women writers from the fifteenth century to the present, with emphasis on the nineteenth century, when female authors came into their own through the popularity of prose fiction. We place these literary works in their social context, learning about historical, legal, and scientific influences on the condition of women in Britain. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 336: Dystopian Literature

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration; Moral and Ethical Discernment. Dystopian stories and films have long captivated audiences, and the purpose of this course is to examine a number of different works of dystopian (and utopian) literature and film in order to understand the conventions of the genre, the anxieties it explores, and the responses readers have to it. We'll explore the following questions: why do we read dystopian literature, and what does it tell us about the world in which we live? Prerequisite: LIT 101 or CMP 101 with permission of instructor. (UG)

LIT 337: Contemporary American Novel

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integration. Writing Intensive. In this course contemporary novels will be presented as additions to, and variations on, the novel form. The study will include the theory of the novel and the development, and the connections between contemporary themes and those of earlier American literature. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 338: The Short Story

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Communication Skills; Moral and Ethical Discernment. Writing Intensive. This course will focus on the development of the short story as a literary genre, or on a specific aspect or period of that development, e.g. the contemporary American (or British, or Irish) short story. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 339: Contemporary British Novel

3 Credit Hour(s)

This course introduces students to a representative sampling of some of the most interesting, important and influential British novels and novelists of the past two decades, while situating these works in the larger context of contemporary British literary, cultural, socio-economic and political life. In addition, the course uses these works to hone students' reading, writing, research and critical thinking skills. (UG)

LIT 340: Dickens and Victorian Culture

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Moral and Ethical Discernment. Writing Intensive. Charles Dickens was without a doubt Victorian England's favorite literary celebrity, and his characters have amused and brought tears to the eyes of readers for nearly two hundred years. In this course, we will read representative works from each phase of Dicken's long career in the light of the aspects of Victorian culture illuminated by his novels. Background readings will help you to understand the social conditions that prompted Dickens to write passionately in the cause of a variety of social issues. Textual analysis of the novels and other primary sources will help you to appreciate the social, political, and moral climate of Dickens' London, as we assess how his novels shaped public policies, laws, and popular attitudes toward the complex human problems so movingly rendered in his works. We will also consider the impact of contemporary film adaptations as they help the novels to reach a broader modern audience. Written assignments will support your development of analytical, research, and interpretive skills, as you offer argumentative readings of literary texts, supported by critical commentaries on Victorian culture. Prerequisite: CMP 101. (UG)

LIT 401: Contemporary American Poetry

3 Credit Hour(s)

An investigation of the particular concept of American poetics as expressed in Olson's Projective Verse and developed from Whitman through Ezra Pound and William Carlos Williams, the influence of which is evident in the work of poets representing all of the major schools of American poetry since the 1950's. (UG)

LIT 403: Myth and the Invention of Self

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. Through a series of readings and discussions of primal myths, urban legends, and folk tales, the course first examines the dynamics of the storytelling process and then how the story becomes elevated by repetition and ritual into myth. After further research into mythopoesis, we investigate how the individual's concept of the self is developed with reference to myths, or stories of belief. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 410: Shakespeare

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. This course offers an overview of Shakespeare's dramatic oeuvre, covering works that represent the histories, the tragedies, the comedies, and the romances or problem plays. Since this course fulfills the contextual core competency, we will be reading the plays in chronological order to study and appreciate Shakespeare's development as a playwright responding to the social and political issues of his day. We will also consider the staging of Shakespearean plays, film adaptations, and works of literary criticism as they all reflect our changing ways of interpreting the plays. Prerequisite: CMP 101 and LIT 101. (UG)

LIT 411: Modern Poetry

3 Credit Hour(s)

An intensive study of the modernist period in American and British Poetry. Special attention will be given to William Butler Yeats, Ezra Pound, T.S. Eliot, William Carlos Williams, and Wallace Stevens. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 413: Victorian Literature

3 Credit Hour(s)

This course focuses on the major authors and literature of Victorian England, including poetry, prose, and the novel. We will consider a range of topics that not only deeply concerned the Victorians but also continue to interest us today: race and social class, poverty, the woman question, imperialism, and the increasing influence of science and technology. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 415: Modern and Contemporary British Literature

3 Credit Hour(s)

This course is designed to acquaint the student with the major figures of British literature since 1900, plus the literary and cultural characteristics of the period. Prerequisite: CMP 101 or permission of instructor. (UG)

LIT 420: Seminar for English Majors

3 Credit Hour(s)

This course focuses on how criticism and theory inform our readings of literature, enabling us to see and evaluate literary works from multiple (and sometime contradictory) perspectives. Students will learn to read literature more analytically, as they learn to read criticism more thoroughly through an introduction to various theoretical frameworks. This course develops the student's ability to think critically and analytically about a text, to produce thoughtful written responses to close reading, and to present ideas clearly in a public forum. (UG)

LIT 442: Capstone Research

1 Credit Hour(s)

Cross-listed as PR-442. This course will prepare students to devote the spring semester to organizing, drafting and revising a capstone project in LIT/PR 443. In LIT/PR 442, students will meet with primary and secondary faculty readers to develop an appropriate topic, prepare an annotated bibliography, and develop a capstone project proposal (preliminary, revised, and final). (UG)

LIT 443: Senior Capstone

2 Credit Hour(s)

Cross-listed with PR-443. This capstone course concentrates on the production of a polished academic text, a sustained discussion (20-25 pages) of a topic of critical importance, representing the culmination of the student's intellectual accomplishments in English Studies. Students will begin with a review and evaluation of the capstone project proposals developed in LIT/PR 442, with class meetings alternating with individual tutorial meetings. Students will prepare two formal drafts for evaluation by primary and secondary faculty readers, and the completed project will be presented in conference format for the Daemen College community at Academic Festival. (UG)

Language

LNG 307: The English Language: Structure, Power And Change

3 Credit Hour(s)

Fulfills core competencies: Communication Skills;Contextual Integration.This course examines the issues, concepts, and inquiries that stem from a structural and historical study of the English language. Students will explore questions related to the nature, development, and uses of English, and, in particular, its relationship to linguistic, rhetorical, and political power. (UG)

LNG 337: Practicum in Implementing Language Arts at the Secondary Level

3 Credit Hour(s)

The primary purpose of this course is to provide secondary English education majors with a comprehensive examination of the many methods and materials used in the classroom at the secondary level. Particular emphasis is placed on the introduction and examination of the characteristics, definitions, standards and trends employed in effective middle and high schools. (UG)

Public Relations

PR 222: Introduction to Mass Communication

3 Credit Hour(s)

Cross-listed as CA 222. This course will emphasize the application of the theories and concepts to specific forms of human communication including mass media, the graphic arts, interpersonal and group communications, and written communication. (UG)

PR 301: Dynamics of Interpersonal Communication

3 Credit Hour(s)

Cross-listed as CA 301. A thorough and intensive study of dyadic (two-person) interaction, its component parts, and its basic issues and concerns. Particular attention is given to the evolution of human relationships. (UG)

PR 322: Introduction to Public Relations

3 Credit Hour(s)

An introduction to the concepts, history, ethics and techniques of public relations. The course is designed to provide the student with both theoretical knowledge and the development of basic skills required in professional public relations positions. (UG)

PR 420: Promotional Writing

3 Credit Hour(s)

Writing Intensive. Cross-listed as CMP 420. This course introduces students to a style of marketing writing commonly known as copywriting. Students will learn to write text (copy) whose aim is to promote products and services. Among units focused on will be brochures, print advertisements, broadcast advertisements, public service announcements for radio and television, direct mail, and other elements of marketing communications. CMP 101 or permission of instructor. (UG)

PR 442: Capstone Research

1 Credit Hour(s)

Cross-listed as LIT-442. This course will prepare students to devote the spring semester to organizing, drafting and revising a capstone project in LIT/PR 443. In LIT/PR 442, students will meet with primary and secondary faculty readers to develop an appropriate topic, prepare an annotated bibliography, and develop a capstone project proposal (preliminary, revised, and final). (UG)

PR 443: Senior Capstone

2 Credit Hour(s)

Cross-listed with LIT-443. This capstone course concentrates on the production of a polished academic text, a sustained discussion (20-25 pages) of a topic of critical importance, representing the culmination of the student's intellectual accomplishments in English Studies. Students will begin with a review and evaluation of the capstone project proposals developed in LIT/PR 442, with class meetings alternating with individual tutorial meetings. Students will prepare two formal drafts for evaluation by primary and secondary faculty readers, and the completed project will be presented in conference format for the Daemen College community at Academic Festival. (UG)

GLOBAL AND LOCAL SUSTAINABILITY

Contact Information

phone: (716) 839-8366

daemen.edu/sustainability

Chair

[Brenda Young](#)

(716) 839-8366

Degree Offered

- [Bachelor of Arts in Global and Local Sustainability](#)

Minor

- [Global and Local Sustainability](#)

Admission to Upper Division

In the second semester of his/her sophomore year, the student is required to make formal application (to the Director of the Sustainability Program) for admission to upper division.

Transfer students (both from other institutions and current Daemen students who wish to declare a major in the Global & Local Sustainability program) will be accepted as lower division students.

Requirements for admission to upper division:

1. Overall grade point average (GPA) of 2.0.

2. A minimum grade of C in: CMP101; BIO302 or ENS201 or ENS304; SUST140; SUST240.
3. A grade point average (GPA) of at least 2.25 in the courses referenced above.
4. A minimum grade of C in all courses taken to-date which are required courses in the major section of the curriculum.
5. Submission of an essay reflecting on previous community work, travel experiences and future career goals.

Residency Requirements

While there are no residency requirements prior to admission to upper division, students completing coursework at Daemen College will receive priority for admission based on tenure with the College as well as performance in, and the amount of, coursework taken at the College.

Graduation Requirements

An overall grade point average (GPA) of 2.00.

Pertinent Additional Information

Students are required to complete one or more community-based international experiences subject to the approval of the Department Chairperson. The experience(s) may include internships, additional language studies, or pre-approved studies taken elsewhere. The experience(s) may or may not result in credit earned.

Students select an area of specialization within the major. This can include coursework from a single academic discipline or a combination of study areas.

Mission Statement

The mission of the Global and Local Sustainability Department is to prepare students to be compassionate and informed citizens working to create and maintain sustainable communities locally and around the world. Through its interdisciplinary and experiential emphasis, our program fosters the skills to solve problems creatively and with cultural sensitivity, while developing graduates who can communicate solutions with clarity and confidence and identify new approaches to restore the environment, create economic and intellectual capacity, and promote social well-being.

Program Objectives

- To provide students with knowledge of the three pillars of sustainability – social, environmental and economic sustainability.
- To provide students with essential interpersonal and organizational skills necessary for collaborating with diverse community partners.
- To empower students to play an active role in their local and global communities, considering social and environmental responsibility in their decision-making.
- To provide internship opportunities for students to further their intellectual and creative skills in economic and social development, cultural and historical preservation and environmental careers in government, not for profits and private businesses.
- To develop creative problem-solving skills to address interdisciplinary challenges of sustainability.
- To build an understanding of the concept of place and the connections between people and their natural, built and social environments.

BACHELOR OF ARTS IN GLOBAL AND LOCAL SUSTAINABILITY

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR AND SPECIALIZATION: 63 CREDITS

MAJOR: 33 credits

- IND/SUST123 Introduction to Sustainable Communities (3) – CI; CT
- SUST140 Sustainability Design Seminar I (3)
- SUST240 Sustainability Design Seminar II (3)
- SUST340 Sustainability Design Seminar III (3)
- SUST440 Sustainability Design Seminar IV (3)
- SUST443 Capstone Research in Sustainability (3) – ILIT; RP; WI
- **SELECT ONE (3 CREDITS):**
 - BIO302 Ecology (3)
 - ENS201 Introduction to Environmental Science (3) – CT
 - ENS304 Environmental Chemistry (3)
- **SELECT FOUR (12 CREDITS):**
 - BIO/SUST304 Conservation Biology (3) – CI; CR; ME; WI
 - ENS/SUST310 Global Water Issues (3) – CI; ILIT
 - HPR308 Environmental Health (3) – CT
 - HPR335 Critical Issues in Global Health (3) – CI

- IND/SUST322 Alternative and Renewable Energy Issues (3) – CI; CT
- IND/SUST326 Green Buildings (3) – CC; CT; AA
- IND/SUST338 Food & Agriculture Issues (3) – CI
- IND/SUST344 Sustainable Business Practices (3) – CI; ME
- IND/SUST351 Urban Planning & Community Development (3) – CI; CR

SPECIALIZATION: 30 credits

- Area of specialization will be based upon the student's interests and courses will be selected in consultation with and approval of the Sustainability Department Chairperson.
- 18 credits must be completed at the 300-level or above

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **Select one (3 credits):**
 - CMP311 Advanced English Composition (3) – CS; ILIT; UD; WI
 - CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; UD; WI
- **Select one (3 credits):**
 - MTH104 Survey of Statistics (3) – CT; QL
 - NSC310 Biostatistics (3) – CT; UD
 - PSY333 Statistics for Psychology and Social Sciences (3) – CT; QL
 - MGQ221 Business Statistics I (3) – QL
- **Select one (3 credits):**
 - BA220 Diversity and Cross Cultural Management (3) – AA; WI
 - SOC224 Ethnicity, Race & Cultural Diversity (3) – AA; WI
- **Select one (3 credits):**
 - ECO201 Principles of Microeconomics (3) – CT
 - ECO202 Principles of Macroeconomics (3) – CT

- ECO206 The Economics of Sustainable Development (3) – CT
- ECO213 Economics of Inequality (3) – CT
- ECO343 Global Economic Geography (3) – CR; UD
- **Select two (6 credits):**
 - HP/IND250 Introduction to Historic Preservation (3) – CI
 - HST222 Urban America (3) – CT
 - HST230 Problems of the Third World (3)
 - HST324 Global Environmental History (3) – CR; UD
 - IND120 Introduction to Global Studies (3) – CI
 - PSC113 American Politics (3) – CR
 - PSC114 State & Local Government (3) – CR
 - PSC121 International Relations (3) – CI
 - PSC125 Public Policy Making (3) – CT
 - PSC210 The Politics of Globalization (3) – CI
 - PSC213 Sustainability and Third World Development (3) – CI
 - PSC231 International Organizations and Global Governance (3) – CI
- **Foreign Language and Core Electives: 21 credits**
- **Foreign Language Requirement:** Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalogue.

3. INTERNATIONAL EXPERIENCE AND FREE

ELECTIVES: 15 CREDITS

- **International Experience:** Students are required to complete one or more community-based international experiences subject to the approval of the Department Chairperson. The experience(s) may include internships, additional language studies, pre-approved studies taken elsewhere. The experience(s) may or may not result in credit earned.
- **Free Electives:** Courses used to fulfill the free electives are not required to have a competency. A maximum of 6 credits may be taken in Sustainability courses.

TOTAL PROGRAM REQUIREMENTS = 123 CREDITS

Requirements for [Admission](#); [Admission to Upper Division](#); [Graduation](#) – consult the Sustainability section of the catalog or the Program Plans site on the Registrar’s web page.

Suggested Course Sequence

Access the course sequence for the [BA, Global and Local Sustainability](#), from the Sustainability web page or the Program Plans site on the Registrar’s web page.

GLOBAL & LOCAL SUSTAINABILITY MINOR

Requirements (18 Credits)

- **SELECT ONE (3 CREDITS):**

- BIO302 Ecology (3)
- ENS201 Introduction to Environmental Science (3)-CT
- ENS304 Environmental Chemistry (3)

- **SELECT ONE (3 CREDITS):**

- ECO201 Principles of Microeconomics (3)-CT
- ECO202 Principles of Macroeconomics (3)-CT
- ECO206 The Economics of Sustainable Development (3)-CT
- ECO213 Economics of Inequality (3)-CT
- ECO343 Global Economic Geography (3)-CR

- **SELECT ONE (3 CREDITS):**

- HP/IND250 Introduction to Historic Preservation (3)-CI
- HST230 Problems of the Third World (3)
- HST324 Global Environmental History (3)-CR

- IND120 Introduction to Global Studies (3)-CI
- PSC113 American Politics (3)-CR
- PSC114 State & Local Government (3)-CR
- PSC121 International Relations (3)-CI
- PSC125 Introduction to Public Policy (3)-CT
- PSC210 The Politics of Globalization (3)-CI
- PSC231 International Organizations and Global Governance (3)-CI

- **SELECT THREE (9 CREDITS):**

- IND/SUST123 Introduction to Sustainable Communities (3) -CI; CT
- ART 348 Seminar and Practice in Graphic Design (3)
- BIO/SUST304 Conservation Biology (3) – CI; CR; ME; WI
- ENS/SUST310 Global Water Issues (3) – CI; ILIT
- HPR308 Environmental Health (3)-CT
- HPR335 Critical Issues in Global Health (3) – CI
- IND/SUST322 Alternative and Renewable Energy Issues (3) – CI; CT
- IND/SUST326 Green Buildings (3) – CI; CT; AA
- IND/SUST338 Food & Agriculture Issues (3) – CI
- IND/SUST344 Sustainable Business Practices (3) – CI; ME
- IND/SUST351 Urban Planning & Community Development (3) – CI; CR

Sustainability

SUST 123: Introduction to Sustainable Communities

3 Credit Hour(s)

Cross-listed as IND 123. Fulfills core competencies: Contextual Integration; Critical Thinking and Problem Solving. Students will be introduced to economic, environmental and social sustainability, and evaluate local communities using sustainable criteria. Research will be reviewed on model sustainable communities: locally, nationally and internationally. Students will visit representative sites in Buffalo and participate in community meetings and lectures. (Sponsored by the BA Global and Local Sustainability program.) (UG)

SUST 140: Sustainability Design Seminar I

3 Credit Hour(s)

First of annual seminars taken by students in the Global and Local Sustainability major. The seminar introduces students to the process of approaching community problems as a team to seek sustainable solutions. From identifying the problems through community conversations to communicating possible solutions, seminar students will apply the sustainable design process to real-world issues. The first seminar will introduce the design process to identifying community problems and developing their solutions. Seminar projects will typically address campus-wide problems or work within a community in the City of Buffalo. Some field trips will be scheduled outside of class meeting time. Prerequisite: Enrollment in Global and Local Sustainability major or permission of the instructor. (UG)

SUST 240: Sustainability Design Seminar II

3 Credit Hour(s)

Second in annual seminars taken by students in the Global and Local Sustainability major. The seminar introduces students to the process of approaching community problems as a team to seek sustainable solutions. From identifying the problems through community conversations to communicating possible solutions, seminar students will apply the sustainable design process to real-world issues. This second seminar will introduce research methods appropriate for community assessment. Seminar projects will typically address campus-wide problems or work within a community in the City of Buffalo. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 140 or permission of the instructor. (UG)

SUST 304: Conservation Biology

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Civic Responsibility; Moral and Ethical Discernment. Writing Intensive. Cross-listed as BIO 304. An interdisciplinary science course that combines theory and applied research to address the problems of widespread loss of biological and genetic diversity. Prerequisite: BIO 110, and CMP 101. Lecture, 3 hours. (UG)

SUST 310: Global Water Issues

3 Credit Hour(s)

Cross-listed as ENS 310. Fulfills core competencies: Information Literacy; Contextual Integration. This course investigates the environmental, technological and health-related issues associated with the availability and quality of water worldwide. Case studies of global water problems will incorporate the role of socioeconomic and political issues. Prerequisite: BIO 100 or BIO 110 or ENS 201, or Permission of Instructor. (UG)

SUST 322: Alternative and Renewable Energy Issues

3 Credit Hour(s)

Cross-listed as IND 322. Fulfills core competencies: Contextual Integration; Critical Thinking & Creative Problem Solving. This course will introduce students to the history of energy use, current sources of energy used worldwide, energy technologies including those under development, as well as discuss the role of governmental policies and funding in energy use and technological development. (Sponsored by the BA Global and Local Sustainability program.) (UG)

SUST 326: Green Buildings

3 Credit Hour(s)

Cross-listed as IND 326. Fulfills core competencies: Contextual Integration; Critical Thinking and Problem Solving; Affective Awareness. This course is designed to introduce students to the concepts of green building design through the use of Daemen's buildings as experimental laboratories. The US Green Building Council's Leadership in Energy and Environmental Design (LEED) certification system will be used as a guide to investigate and discuss construction site selection and protection, building energy-efficient features, water conservation strategies, indoor environmental quality and materials and resources used in buildings. (Sponsored by the BA Global and Local Sustainability program.) (UG)

SUST 338: Food and Agriculture Issues

3 Credit Hour(s)

Cross-listed as IND 338. Fulfills core competency: Contextual Integration. The course integrates the science associated with food production with the social, political and economic issues influencing agriculture, food processing, distribution and access, safety and policy. Current and future use of sustainable practices in agriculture, labor and immigration issues and global food distribution will be discussed. (Sponsored by the BA Global and Local Sustainability program.) (Sponsored by the BA Global and Local Sustainability program.) (UG)

SUST 340: Sustainability Design Seminar III

3 Credit Hour(s)

Third in annual seminars taken by students in the Global and Local Sustainability major. The seminar introduces students to the process of approaching community problems as a team to seek sustainable solutions. From identifying the problems through community conversations to communicating possible solutions, seminar students will apply the sustainable design process to real-world issues. This third seminar will emphasize qualitative and quantitative methods in data analysis, oral and visual presentation, peer critique, and communication styles for different audiences. Seminar projects will typically address campus-wide problems or work within a community in the City of Buffalo. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 240 or permission of the instructor. (UG)

SUST 344: Sustainable Business Practices

3 Credit Hour(s)

Fulfills core competency: Contextual Integration; Moral and Ethical Discernment. Cross-listed as IND 344 and BA 344. This course will introduce the concepts of sustainable business practices and corporate social responsibility. Sustainable business is a paradigm shift from a management style of maximizing profit at any cost. Sustainable business aims to restore and maintain environmental quality and develop social equity, while pursuing long term profitability. (Sponsored by the BA Global and Local Sustainability program.) Prerequisites: Sophomore status or permission of instructor. (UG)

SUST 351: Urban Planning and Community Development

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Civic Responsibility. Cross-listed as IND 351. This course will introduce the theories of urban design, history of urban development, decline and rebirth, and the roles that all stakeholders play in developing sustainable communities. Prerequisites: Sophomore status. (UG)

SUST 440: Sustainability Design Seminar IV

3 Credit Hour(s)

Fourth in annual seminars taken by students in the Global and Local Sustainability major. The seminar introduces students to the process of approaching community problems as a team to seek sustainable solutions. From identifying the problems through community conversations to communicating possible solutions, seminar students will apply the sustainable design process to real-world issues. This fourth seminar will emphasize leadership skills in facilitating community change. Seminar projects will typically address campus-wide problems or work within a community in the City of Buffalo. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 340 or permission of the instructor. (UG)

SUST 443: Capstone Research in Sustainability

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement. Writing Intensive. In this capstone course, students complete research on an approved topic under the direction of faculty members and generate a thesis that synthesizes research from appropriate primary and secondary sources and uses appropriate assessment methods to evaluate their research. Students are required to present their research orally, in a forum selected by the course instructor(s). Prerequisites: Registration is limited to Global & Local Sustainability majors. Upper division status in the Sustainability department, SUST 340 and concurrent registration in SUST 440. (UG)

HEALTH PROMOTION

Contact Information

phone: (716) 566-7841

daemen.edu/healthpromotion

Chair

[Stephanie Malinenko](#)

(716) 566-7841

Degrees Offered

- [Bachelor of Science in Health Promotion](#)
- [Bachelor of Science in Health Promotion/Master in Athletic Training](#)
- [Bachelor of Science Health Promotion/Master in Public Health](#)

Minors:

- [Community Health Promotion](#)

Program Mission and Description

The B.S. in Health Promotion program has as its primary educational mission to ensure that our graduates have a life-long commitment to promoting health and wellness in diverse communities with an integrative approach to healthcare and disease prevention. This undergraduate program provides a combination of contemporary studies in health-related areas, comprehensive liberal arts, and foundational behavioral, social and natural science course work directed toward development of a graduate committed to healthcare, prevention and wellness,

and health management through life-long personal and professional growth.

Students select coursework within each of these core areas that will meet their desired career goals with professional training concentrations available in Community Health (specializations offered in Education, Administration, or Community Health Principles) or Health and Fitness. This multi-faceted Bachelor of Science program provides students with a strong background in physiological, psychological, sociological, behavioral, and business aspects of health and healthcare. Students learn through service and the program culminates in a professional development course or internship in their particular area of interest.

Graduates of the Bachelor of Science in Health Promotion program may enter directly into health related career paths or pursue admission to graduate or other degree programs in many professional disciplines such as community or public health, health administration, athletic training, exercise science, allied health programs, or holistic programs such as chiropractics or acupuncture.

The Bachelor of Science in Health Promotion may also be completed as a combined degree with the Master of Public Health (specialization in Community Health) or the Master of Science in Athletic Training (specialization in Health and Fitness). Students who qualify for these programs will complete specializations within the Health Promotion program before moving on to the graduate program. See the [Public Health](#) and [Athletic Training sections](#) of the Graduate and Undergraduate Catalogs, respectively, for program details.

Student Learning Objectives

Upon completion of the program students will be able to:

1. Theoretical Foundations
 - a. Identify critical behavioral theories, models and principles, and apply to health promotion, wellness and / or the prevention of injury and disease.
 - b. Identify the social determinants and influencers of health.
2. Content Knowledge
 - a. Apply principles of social and natural sciences to health promotion, health management, or the prevention of disease or

injury.

b. Explain the intersectionality of environmental, social, economic, behavioral, biological, and political factors influencing health and identify factors for change.

3. Practical Skills

a. Identify and use scholarly evidence to synthesize and analyze health related issues.

b. Demonstrate ability in communicating discipline specific knowledge and research findings both orally and in writing.

c. Demonstrate ability in working with others as a member of a team to produce and deliver quality projects.

d. Specific to Health & Fitness: Demonstrate competence in assessing movement, performance, and physical fitness and use that information to create appropriate exercise plans for a variety of populations.

4. Professional Development

a. Promote health equity across diverse populations.

b. Identify ethical principles that guide health promotion practice.

c. As available, apply knowledge, skills and professional behaviors in a community-based internship or similar experience in an appropriate health related setting.

BACHELOR OF SCIENCE IN HEALTH PROMOTION

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR AND SPECIALIZATION: 66 CREDITS

MAJOR: 30 CREDITS

BIOLOGY AND CHEMISTRY REQUIREMENTS

– **NOTE:** One or more of the course options and recommended courses used to fulfill Biology, and Chemistry requirements may exceed the minimum credits required. Should the student elect to fulfill the requirement with such an option, the excess credits completed will be applied to the Free Electives.

Students in the Health and Fitness specialization: If you intend to pursue a graduate degree, the following courses may be recommended for completion of requirements: Biology: BIO109/L-110/L; Chemistry: CHE101/L **OR** CHE110/L-111/L.

- Biology –**Select One (3):**
 - BIO103 Human Biology (3) – CT **OR**
 - BIO109 General Biology I Lecture (3)- CT
- Chemistry – **Select One (3-4):**
 - CHE100 Chemistry for a Changing World (3) **OR**
 - CHE101 General Chemistry (3) – CT **OR**
 - CHE110 Chemistry I Lecture* (4)

NOTE: If CHE110 is selected, free electives are adjusted/decreased by 1 credit

- HPR102 Introduction to Health Care: Systems and Professions (3) – CT
- HPR103 Foundations of Health Promotion (2)
- HPR208 Health Promotion and Education (3) – CT
- HPR291 Professional Development* (1)
- HPR313 Principles of Health Behavior Change (3)
- HPR320 Community Health Education & Disease Prevention (3) – CT
- HPR338 Social Determinants of Health (3)
- HPR353 Introduction to Epidemiology (3)
- HPR415 Health Research Design and Methodology (3) — CS; CT; ILIT; RP; WI

NOTE: *CFE97 is the co-requisite to HPR291

SPECIALIZATION: 36 CREDITS

SELECT ONE of the following Specializations: (see below for details)

- Community Health: (**Select One** of Four tracks: Community Health Education OR Community Health Administration OR Community Health Principles OR Integrative Health & Wellness) **OR**
- Health and Fitness

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH124 College Algebra (3) – CT, QL
- NSC310 Biostatistics (3) – CT
- PSY103 Introduction to Psychological Science (3) – CI
- Communications- **Select One (3):**
 - CMP 212 News Writing (3)
 - CMP 217 Rhetoric: Argument & Persuasion (3)
 - CMP 301 Professional Writing (3)

- CMP311 Advanced English Composition (3)- CS; ILIT; UD; WI
- CMP 312 Creative Writing (3)
- CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; UD; WI
- CMP 317 Journalism (3)
- CMP 318 Writing for Media (3)
- Service Learning course or SL Add-On (3)- CR; SL
- **CORE ELECTIVES: 24 CREDITS**

3. FREE ELECTIVES: 9 CREDITS

NOTE: Courses included in any of the specializations, as well as any other Daemen course offerings selected in consultation with one’s advisor, are acceptable. Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Specializations

SELECT ONE SPECIALIZATION AND COMPLETE REQUIREMENTS AS INDICATED.

NOTE: STUDENTS PURSUING THE HEALTH AND FITNESS OR THE COMMUNITY HEALTH / INTEGRATIVE HEALTH AND WELLNESS SPECIALIZATIONS ARE REQUIRED TO COMPLETE 8 CREDITS IN ANATOMY AND PHYSIOLOGY. STUDENTS PURSUING OTHER TRACKS IN THE COMMUNITY HEALTH SPECIALIZATION MAY SELECT ANATOMY AND PHYSIOLOGY AS PART OF THEIR SPECIALIZATION IF THEY CHOOSE TO DO SO.

COMMUNITY HEALTH SPECIALIZATION:

Students will select one track and complete all requirements in that track. Additional courses may be allowed with the authorization of the Health Promotion Program Director.

NOTE: It is strongly recommended that students in any of the following Community Health tracks: Education, Administration and Principles consider taking BA/HPR352 Grant Writing (3) – CS as an elective.

TRACK 1: COMMUNITY HEALTH EDUCATION

HPR234 Foundations of Public Health (3); HPR229 Integrative Stress Management (3); HPR305 Communicating Health (3); HPR309 Community Health Nutrition; HPR330 Health Promotion Program Planning, Implementation and Evaluation (3); HPR331 Community Health Education: Outreach & Fieldwork (3); HPR335 Critical Issues in Global Health (3) – CI; 15 credits in Community Health electives selected from the two areas below (Community Health Administration Electives and General Community Health Electives) and with advisor’s approval.

NOTE: CFE 300/301/302 or 400/401/402 Career Field Experience and HPR352 Grant Writing are highly recommended.

TRACK 2: COMMUNITY HEALTH ADMINISTRATION

Choose 1 out of 3 courses:

- BA211 Effective Business Communications (3)
- BA220 Diversity and Cross- Cultural Management (3) – AA; WI
- MGT208 Principles of Management (3)

Choose 1 of the following courses:

- SOC/SW243 Child Welfare Policy & Services (3)
- IND344 Sustainable Business Practices (3)
- IND351 Urban Planning and Community Development (3)
- IND412 Social Entrepreneurship (3)
- PSC125 Public Policymaking (3)
- PSC215 Issues in Public Policy (3)
- PSC228 Community Planning and Sustainability (3)

- PSC325 Local Government Reform and Community Renewal (3)

AND Complete the following:

ACC225 Financial Accounting (3) – CT; HPR234 Foundations of Public Health (3); HPR/MGT311 Non Profit Management (3); HPR/BA314 Health Policy (3); HPR330 Health Promotion Program Planning, Implementation and Evaluation (3); HPR/MGT219 Health Systems Management (3); HPR352 Grant Writing (3);

9 credits in Community Health electives selected from the two areas below (Community Health Administration Electives and General Community Health Electives) and with advisor's approval.

TRACK 3: COMMUNITY HEALTH PRINCIPLES

HPR229 Integrative Stress Mgmt (3); HPR234 Foundations of Public Health (3); HPR309 Community Health Nutrition (3); HPR335 Global Health (3)

24 credits selected from the two areas below (Community Health Administration Electives and General Community Health Electives) and with advisor's approval. **A minimum of 6 credits must be selected from each of the TWO areas.**

NOTE: CFE 300/301/302 or 400/401/402 Career Field Experience and HPR352 Grant Writing are highly recommended.

TRACK 4: Integrative Health and Wellness

**Not currently accepting students for Fall 2020 or Spring 2021*

Complete 35 credits as follows:

Required Courses: BIO117 Human Nutrition (3); BIO207/L-208/L Anatomy & Physiology I-II (4/0-4/0) **OR** BIO330/L-340/L General Anatomy/General Physiology (4/0-4/-0); HPR200 CPR and Emergency Health Care (2); HPR201 Survey of Eastern & Western Complementary Medical Approaches (3); HPR 209 Whole Food Nutrition and Living (2); HPR229 Holistic Lifestyle Practices (3)

AND COMPLETE 6 CREDITS FROM THE

FOLLOWING: BA211 Effective Business Communications (3) – WI; BA250 Entrepreneurship (3); ENTR201 The Entrepreneurial Mindset (3) – CT; ENTR301 The Entrepreneurial Skill Set (3) – CT; HPR234 Foundations of Public Health (3); HPR301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0); HPR309 Community Health Nutrition (3); HPR313 Principles of Health Behavior Change (3); HPR317/L Human Motion: Principles and Perspectives (4/0); HPR330 Health Promotion Program Planning, Implementation and Evaluation (3); HSC/NUR233 Herbs, Drugs, Supplements and the Body (3); BA/HPR352 Grant Writing (3) – CS; MGT208 Principles of Management (3); MKT209 Principles of Marketing (3); NUR/PHI222 Healing, Holism & Spirituality in Health Care (3) – AA.

AND COMPLETE 8 CREDITS FROM THE FOLLOWING:

HPR202 Foundations of Meditation & Mental Imagery (2); HPR207: Introduction to Ayurvedic Medicine (2); HPR213 Foundations of Yoga (2) – AA; HPR 214 Introduction to Tai Chi (1)- AA; HPR221 Introduction to Chakra System (1); HPR222 Reiki (1); HPR224 Qi Gong Healing Method (1) – AA; HPR230 Herbal Studies (3); HPR231 Aromatherapy (1); HPR232 Foundations of Homeopathy (2); HPR233 Introduction to Naturopathy (2); HPR303 Traditional Chinese Medicine (3)

Community Health Administration Electives:

ACC225 Financial Accounting (3) – CT; BA210 Legal Environment of Business (3); BA211 Effective Business Communications (3); BA220 Diversity and Cross-Cultural Management (3) – AA; WI; BA350 Business Law I (3); HPR/MGT311 Non Profit Management (3); HPR/BA314 Health Policy (3); HPR330 Health Promotion Program Planning, Implementation and Evaluation (3); HPR/MGT219 Health Systems Management (3); HSM302 Health and Administrative Law (3); BA/HPR352 Grant Writing (3) – CS; IND344 Sustainable Business Practices (3); IND351 Urban Planning and Community Development (3); IND412 Social Entrepreneurship (3); MGT208 Principles of Management (3); MGT260 Introduction to Sport Management (3) – CT; MGT312 Human Resource Management (3); MGT321 Organizational Behavior and Theory (3); MKT209 Principles of Marketing (3); MKT312 Promotional Strategies (3);

MKT313 Customer Relations (3); PSC125 Public Policymaking (3); PSC215 Issues in Public Policy (3); PSC228 Community Planning and Sustainability (3); PSC325 Local Government Reform and Community Renewal (3); SOC/SW243 Child Welfare Policy & Services (3)

General Community Health Electives:

ABA248/L Elements of Behavior Change and Specific Behavior Change Procedures (3+1); ABA249 Intervention and Behavior Change: techniques, Structures and Implementation (3); ABA250 Research Methods, Ethics and Professional Conduct in Applied Behavior Analysis (1); BIO117 Human Nutrition (3); BIO207/L-208/L Anatomy & Physiology I-II (4/0-4/0); BIO330/L General Anatomy (4/0); BIO340/L General Physiology (4/0); CA 205 Oral and Visual Presentation (3); CFE 300/301/302/400/401/102 Career Field Experience (3); EDU 203 Learning Theory (3); HPR105 Introduction to Weight Training (1); HPR106 Introduction to Core Strengthening (1); HPR200 CPR and Emergency Health Care (2); HPR205 Healthy Eating and Body Image (2); HPR206 Cardiovascular Health Education (2); HPR209: Whole Food Nutrition and Living (2); HPR213 Foundations of Yoga (2) – AA; HPR 214 Introduction to Tai Chi (1)- AA; HPR216 Sexual Health Education (3); HPR221 Introduction to the Chakra System (1); HPR229 Integrative Stress Management (3); HPR308 Environmental Health (3) – CT; HPR305 Communicating Health (3); HPR309 Community Health Nutrition (3); HPR331 Community Health Education: Outreach & Fieldwork (3); HSC 112 Health Promotion Across the Lifespan (3)CI; HSC211 Populatoin Health: Caring for the LGBTQ Community (3); IND 123 Introduction to Sustainable Communities (3); IND 214 Environmental Education in the Community (3); IND 215 Service Learning for Refugees Studies (3); IND 233 History and Politics of Poverty and Homelessness (3); IND310 Global Water Issues (3); IND /SUST 338 Food and Agriculture Issues (3); IND /SUST 351 Urban Planning and Community Development (3); LIT 329 Imagining Trauma (3); NUR/PHI222 Healing, Holism & Spirituality in Health Care (3) – AA; NUR316 Holistic Perspectives (3) – CS; PHI209 Science & Values (3); PHI 213 Reflections on Contemporary Moral Issues (3) ME; PHI311 Philosophy of Mind (3) – CT; PHI321 Medical Ethics (3) – ME; PHI326 The Meaning of Care in a Technological Society (3) – CI; PSC114 Local and State Government (3)- CR; PSC213 Sustainability and Third World Development (3) –

CI; PSC214 Introduction to Refugee Studies (3) – CI; PSC325 Local Government Reform and Community Renewal (3) – CR, CT; PSY209 Sexuality and Psychology of Love (3); PSY210 Social Psychology (3); PSY212 Developmental Psychology: Infancy through Childhood (3) – CT; PSY214 Psychology of Adolescence (3) – CT; PSY215 Cognitive Psychology : Learning, Thinking and Problem Solving (3); PSY216 Principles of Learning and Behavior Modification (3); PSY219* The Psychology of Mental Illness (3) – CT; PSY220 Life Span Development; PSY231 Behavior Disorders of Childhood and Adolescence (3); PSY304 Counseling and Interviewing (3); PSY308 Health Psychology (3) – CT; PSY309 Assessment in Psychology & Education (3); PSY312 Psychology of Adult Development & Aging (3) – CT; PSY 380 Drugs and Behavior (3) CT; SOC 201 Introductory Sociology (3)- CT; SOC209 Social Problems (3) – CT; SW/SOC217* Alcoholism, Substance Abuses & Other Addictions (3); SOC224 Ethnicity, Race & Cultural Diversity (3) – AA; WI; SW226 Adolescence: An Interdisciplinary Approach to Understanding & Treatment of Adolescents (3); SOC/SW 232 The Aging Process: An Introduction to Gerontology (3); SOC/SW243 Child Welfare Policy & Services (3); SOC303 Sociology of the Family (3) – CT; WI; SOC 304 Social Class and Inequality (3) CT; SOC /SW 307 The Juvenile Justice System (3); SW/SOC327 Death, Dying and Bereavement (3); SOC328 Basic Training in Military Culture (3) CI, ME; SOC/SW411 Contemporary Issues in Mental Health (3); SPA110 Spanish for Health Professions (3); SPA210 Advanced Spanish for the Health Professional; WST215 Introduction to Women’s Studies (3)- CT; WST216 Women’s Worlds: Global Issues in Women’s Studies (3)CI, CT;ME; WST320 Gender and Policy in the US (3) CT

HEALTH AND FITNESS SPECIALIZATION:

COMPLETE 36 CREDITS AS FOLLOWS:

Required Courses: BIO117 Human Nutrition (3); BIO207/L-208/L Anatomy & Physiology I-II (4/0-4/0) **OR** BIO330/L-340/L General Anatomy/General Physiology (4/0-4/0); HPR200 CPR and Emergency Health Care (2); HPR301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0); HPR317/L Human Motion: Principles and Perspectives (4/0); HPR332/L Strength & Conditioning (3/0); HPR340/L Musculoskeletal Fitness Assessment (3/0); HPR350/L Fitness Training and Exercise Prescription (3/0).

AND 7 CREDITS OF ELECTIVES SELECTED FROM

THE FOLLOWING: ATH101 Introduction to Athletic Training (1); BA250 Entrepreneurship (3); CFE300/301/302/400/401/402 Career Field Experience (3); ENTR201 The Entrepreneurial Mindset (3) – CT; ENTR301 The Entrepreneurial Skill Set (3) – CT; HPR105 Introduction to Weight Training (1); HPR106 Introduction to Core Strengthening (1); HPR205 Healthy Eating and Body Image (2); HPR206 Cardiovascular Health Education (2); HPR209: Whole Food Nutrition and Living (2); HPR213 Foundations of Yoga (2) – AA; HPR 214 Introduction to Tai Chi (1)- AA; HPR229 Integrative Stress Management (3); HPR234 Foundations of Public Health (3); HPR330 Health Promotion Planning, Implementation and Evaluation (3); HSC/NUR233 Herbs, Drugs, Supplements and the Body (3); IND249 Performance Enhancement (3) – CR; MGT260 Introduction to Sport Management (3) – CT.

NOTE: CFE300/301/302 or 400/401/402 Career Field Experience highly recommended.

Admission to Upper Division Requirements

1. Students must successfully complete Biology and Chemistry, Service Learning, CMP101, MTH124 (or equivalent), PSY103, HPR102, HPR103, HPR208

and HPR320, with a grade of C or higher before advancing.

2. Only one course repeat is allowed for HPR103.
3. Students must achieve a grade of C or higher in all courses in the Health Promotion portion of the curriculum, including Major requirements and Specialization. Students may not have any courses in this area which need to be retaken in order to earn the minimum grade of C or better.
4. A cumulative grade point average (GPA) of 2.00.

Graduation Requirements

1. A minimum grade of C or higher in all courses in the Health Promotion portion of the curriculum including all courses in the Major and the Specialization, and the required CMP101, MTH124 (or equivalent), NSC310, and PSY103 course in the core.
2. A cumulative grade point average (GPA) of 2.00.

Suggested Course Sequence

Access the suggested course sequence for the [BS, Health Promotion](#), from the Health Promotion Department web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN HEALTH PROMOTION/MASTER OF SCIENCE IN ATHLETIC TRAINING

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS, Health Promotion, Health & Fitness Specialization

1. MAJOR AND SPECIALIZATION: 84 CREDITS

• MAJOR: 52 CREDITS:

- **Biology:**
 - BIO109/L General Biology I (3/1)
 - BIO110L General Biology II Lab (1)

NOTE: BIO110 Lecture counts toward Core.
BIO110L counts toward the major.

- **Chemistry –SELECT ONE:**
 - CHE101/L General Chemistry (3/1) — CT
for lecture only

- CHE110/L Chemistry I (4/0)

NOTE: Students selecting CHE110/L will also need to complete CHE111/L Chemistry II as part of the free electives.

- ATH500/L Introduction to Emergency Athletic Care (3/0)
- ATH509/L Gross Anatomy (6/0)
- ATH510/L/511/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH523/L Foundational Concepts in Rehabilitation (4/0)
- ATH580 Research Methods (3) – ILIT; RP; WI
- ATH590 Athletic Training: Practical Application I (3)
- PHY201/L Physics I (3/1)
- HPR/MGT-219 Health Systems Management (3)
- HPR320 Community Health Education & Disease Prevention (3) – CT
- **SELECT ONE**
 - HPR208 Health Promotion & Education (3) – CT
 - EDU203 Learning Theory (3) – allowed on case by case basis per advisor
- **SELECT ONE**
 - HPR313 Principles of Health Behavior Change (3)
 - PSY308 Health Psychology (3) – CT

• SPECIALIZATION: 32 CREDITS:

- Anatomy & Physiology:
 - BIO330/L General Anatomy (4/0)
 - BIO340/L General Physiology (4/0)
- ATH101 Introduction to Athletic Training (1)
- ATH201 Seminar in Athletic Training (2)
- BIO117 Human Nutrition (3)
- HPR200 CPR and Emergency Health Care (2)
- HPR301/L Physiology of Exercise and Cardiopulmonary Assessment (3/0)
- HPR317/L Human Motion: Principles & Perspectives (4/0)

- HPR332/L Current Concepts in Strength & Conditioning (3/0)
- HPR340/L Musculoskeletal Fitness Assessment (3/0)
- HPR350/L Fitness Training & Exercise Prescription (3/0)

2. CORE: 45 CREDITS:

- BIO110 General Biology II (3) – CT
- CMP101 English Composition (3) – CS; ILIT; WI
- CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; UD; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH134 Pre Calculus (3) – CT, QL
- NSC310 Biostatistics (3) – CT
- PSY103 Introduction to Psychological Science (3) – CI
- 3 credits in any Service Learning course or SL Add-On course(s) – SL
- **Core Electives:** 21 credits

3. FREE ELECTIVES: 3 CREDITS:

Courses offered by the Health Promotion Department, as well as any other Daemen course offerings selected in consultation with one's advisor, are acceptable.

Courses used to fulfill the free electives may but are not required to have a competency.

MS, Athletic Training: 38 credits

- ATH501/L Foundations of Athletic Training I (2/0)
- ATH502 Foundations of Athletic Training II (2)
- ATH513 Pathology and Clinical Examination III: Concussion (1)
- ATH515 Exercise Testing and Prescription (2)
- ATH520/L Therapeutic Agents (3/0)
- ATH522 General Medical Conditions (4)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)

- ATH592/593/594 Athletic Training: Practical Application II/III/IV (3/3/3)
- PH595 Cultural Competency and Health Disparities (3)

TOTAL PROGRAM

REQUIREMENTS: BS (132); MS (34) = 166 CREDITS

Program Structure

Degrees are conferred separately for this BS/MS program. No MS will be conferred without completion in full of the complete BS/MS curriculum.

First-Year Student Admission Criteria

1. All students admitted as first-years who remain in good academic standing and fulfill all program requirements will be guaranteed progression into the graduate portion of the dual degree program.
2. All students must complete all the requirements for a baccalaureate degree by the end of the first year (year four) of the Athletic Training Program.
3. Minimum First-Year Admission Criteria include: High School average of 85 and SAT score of 1030 and/or ACT score of 21.
4. Students wishing to pursue Athletic Training, but not meeting the first-year criteria for admission into the designated Health Promotion/AT major may apply for admission into the Health Promotion Program (upon meeting entry requirements for that degree program) and may then be re-evaluated for Athletic Training upon fulfilling entry requirements.
5. Admittance into the Athletic Training Program is a competitive process. All who apply for the Athletic Training Program may not be admitted.

PLEASE NOTE: Students in Health Promotion/AT will be required to submit standardized test scores for first-year admittance considerations.

Transfer Student Admission Criteria

1. Selection process for transfer student admission to the Athletic Training Program is based on space availability, level of performance in meeting the prerequisite coursework requirements (grades/GPA) and number of credits completed at Daemen College.
2. Students may enter the Athletic Training Program at any point as pre-Athletic Training Program students (years 1, 2, or 3). Transfer students will be accepted as Health Promotion/AT majors based on previous academic performance and space availability. Transfer students will complete requirements for the Bachelor of Science in the Health Promotion program and upon fulfillment of requirements (see below) may apply for the Master of Science in Athletic Training Program.
3. Minimum Admission Criteria for the Health Promotion/AT major include: 2.75 overall GPA and 2.75 prerequisite GPA in previous college course credits to be transferred. If a student transfers in fewer than 24 credits, high school requirements will be used to determine eligibility (see high school requirements above).
4. Students wishing to pursue Athletic Training, but not meeting the criteria for admission into the Health Promotion/AT major pool, will not be guaranteed progression to the Master of Science Athletic Training Program.
5. For further detailed information regarding transfer applications, contact the Admissions Office.

Progression into the Athletic Training Program

Students apply to progress to the Athletic Training Program in the Spring semester of Year 3. Students must complete the requirements stipulated below by the final day of the Spring semester classes prior to the start of the Athletic Training Program.

1. Applicants for progression must earn a letter grade of C or better in all courses required by the major.
2. Applicants for progression must possess a cumulative grade point average (GPA) of 2.75 at the end of the pre-Athletic Training Program course work, and earn a letter grade of C or better in the following: CMP101, CMP315, NSC310, PSY103.
3. Applicants for progression must possess a minimum 2.75 GPA and earn a letter grade of C or better in the following prerequisite courses (lectures and labs): BIO 109/L-110/L, BIO117, BIO330/L, BIO340/L, CHE101/L (or CHE110/L-111/L), HPR200, HPR301/L, HPR317/L, HPR332/L, HPR340/L, HPR350/L, PHY201/L.
4. Grades earned in courses transferred into Daemen will be included in the AT Department's calculation of overall and prerequisite GPAs.
5. Applicants for progression who earns a grade below C in any science course taken at Daemen College must repeat that course at Daemen College.
6. Applicants for progression may repeat any required science course only once and may repeat no more than 3 required science courses. A maximum of 3 course repeats are allowed regardless of whether the course was repeated to elevate the grade above a C or simply to elevate the grade in order to elevate the GPA.

NOTE:

- Consideration will be given to applicants with an overall and/or prerequisite GPA of 2.75 to 2.5 if the applicant demonstrates evidence to succeed as determined by the Athletic Training Department, which may include, but is not limited to:
 - evaluation of the applicant's last 60 credit hours;
 - evaluation of the applicant's Athletic Training Program Admission interview.
- Conditional Acceptance may be considered if an applicant:
 - is in his/her final semester of a Bachelor degree program;
 - is in the process of completing prerequisite coursework or other requirements;
 - is deficient in no more than one (1) prerequisite course. That course must be successfully completed

by the start of his/her first fall semester of the Athletic Training program.

Other Requirements

1. Applicants for progression must submit an Athletic Training Program application.
2. Applicants for progression must submit documentation of at least 50 hours of athletic training clinical observation, 15 of which must be in the Daemen College Athletic Training Room. Students must submit verification of Blood Borne Pathogen training prior to starting observation hours in the Daemen College Athletic Training Room.
3. Applicants for progression must submit two character references (one must be from a BOC Certified Athletic Trainer).
4. Applicants for progression must submit copies of current CPR/AED and First Aid cards.
5. Applicants for progression must submit a signed Technical Standards Verification form.
6. Selected applicants for progression (based on GPA, clinical observation hours, and references) will be invited for a personal interview.
7. If granted admittance to progress, students must submit a Letter of Intent to progress to the Athletic Training Program.

Requirements for Continuance in the Program

Detailed information on policies relative to academic requirements to maintain good academic standing in the program is available from the Athletic Training Department and is also published in the [Athletic Training Student Handbook](#).

Graduation Requirements

BS PORTION OF THE PROGRAM (BS, HEALTH PROMOTION, HEALTH & FITNESS SPECIALIZATION):

1. All students must have a minimum grade of C or better in all courses in the Health Promotion portion of the curriculum. This includes all courses under the Major and the Specialization.
2. All students must have a cumulative grade point average (GPA) of 2.00.

MS PORTION OF THE PROGRAM (MS, ATHLETIC TRAINING):

1. All students must satisfactorily complete all requirements of the Athletic Training Department.
2. All students must complete a minimum of 800 clinical education experience hours.
3. All students must have a cumulative grade point average (GPA) of 2.75.
4. All students must earn a letter grade of C or better in all Athletic Training Program courses.

Suggested Course Sequence

Access the suggested course sequence for the [BS/MS, Athletic Training](#) from the Athletic Training Department web page or the Program Plans site on the Registrar's web page.

PLEASE NOTE

Daemen College reserves the right to make changes to the Athletic Training curriculum, program entrance criteria, and/or program and graduation requirements. Detailed information on minimum grade requirements and other requirements for good academic standing in the Athletic Training Program is available from the Health Promotion and Athletic Training departments. A minimum grade of C or "Pass" (for courses graded as Pass/Fail) in all courses is required in the Athletic Training Program. All enrolled students must meet all requirements if changed or amended by Daemen College.

BACHELOR OF SCIENCE IN HEALTH PROMOTION/MASTER OF PUBLIC HEALTH

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

This program allows students to obtain both a Bachelor of Science in Health Promotion and a Master in Public Health at Daemen in five years. The BS portion of the program incorporates five MPH courses. By successfully completing all the requirements detailed below, a student can receive a BS in four years at Daemen and an MPH after the fifth year.

Requirements for the BS Portion of the BS Health Promotion/MPH Curriculum

1. MAJOR AND SPECIALIZATION: 66 CREDITS

MAJOR: 30 CREDITS

BIOLOGY AND CHEMISTRY REQUIREMENTS –

NOTE: One or more of the course options and

recommended courses used to fulfill Biology and Chemistry requirements may exceed the minimum credits required. Should the student elect to fulfill the requirement with such an option, the excess credits completed will be applied to the Free Electives.

- Biology –**Select One (3):**
 - BIO103 Human Biology (3) – CT **OR**
 - BIO109 General Biology I Lecture (3)- CT
- Chemistry – **Select One (3-4):**
 - CHE100 Chemistry for a Changing World (3) **OR**
 - CHE101 General Chemistry (3) – CT **OR**
 - CHE110 Chemistry I Lecture (4)

NOTE: If CHE110 is selected, free electives adjusted/decreased by 1 credit

- HPR102 Introduction to Health Care: Systems and Professions (3) – CT
- HPR103 Foundations of Health Promotion (2)
- HPR208 Health Promotion and Education (3) – CT
- HPR320 Community Health Education & Disease Prevention (3) – CT
- HPR338 Social Determinants of Health (3)
- HPR415 Health Research Design and Methodology (3) — CS; CT; ILIT; RP; WI
- PH500 Epidemiology (3)
- PH510 Psychosocial and Behavioral Foundations of Public Health (3)
- **Professional Practicum:**
 - SELECT ONE:
 - HPR291 Professional Development* (1)

NOTE: *CFE97 is the co-requisite to HPR291

SPECIALIZATION in COMMUNITY HEALTH: 36 CREDITS (see below for detail)

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH124 College Algebra (3) – CT, QL
- NSC310 Biostatistics (3) – CT

- PSY103 Introduction to Psychological Science (3) – CI
- Communications- **Select One** (3):
 - CMP212 News Writing (3)
 - CMP217 Rhetoric: Argument & Persuasion (3)
 - CMP301 Professional Writing (3)
 - CMP311 Advanced English Composition (3)- CS; ILIT; UD; WI
 - CMP312 Creative Writing (3)
 - CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; UD; WI
 - CMP317 Journalism (3)
 - CMP318 Writing for Media (3)
- Service Learning course or SL Add-On (3)- CR; SL
- **CORE ELECTIVES: 24 CREDITS**

- HPR305 Communicating Health (3)
- HPR309 Community Health Nutrition (3)
- HPR313 Principles of Health Behavior Change (3)
- HPR330 Health Promotion Program Planning, Implementation and Evaluation (3)
- HPR331 Community Health Education: Outreach & Fieldwork (3)
- HPR335 Global Health (3)
- PH530 Environmental Health (3)
- **Select ONE** Area Below (6)
 1. **MPH Community Health Education area***:
 - PH560 Community Health Education (3)
 - PH562 Assessment & Planning in Community Health Education (3)
 2. **MPH Epidemiology area** (6)
 - PH572 Chronic Diseases, a Lifecourse Approach (3)
 - PH574 Infectious Disease Epidemiology (3)
 3. **MPH Generalist area** – select any two PH courses (6)
 - Community Health Electives (3)

3. FREE ELECTIVES: 9 CREDITS

NOTE: Courses included in any of the specializations, as well as any other Daemen course offerings selected in consultation with one’s advisor, are acceptable. Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS FOR BS PORTION= 120 CREDITS

COMMUNITY HEALTH SPECIALIZATION: 36 CREDITS

Students will **Select ONE** track from the following: Community Health Education, Administration or Principles (Integrative Health and Wellness does not apply) and complete all requirements in that track. Additional courses may be allowed with the authorization of the Health Promotion Program Director.

TRACK 1: COMMUNITY HEALTH EDUCATION

- HPR234 Foundations of Public Health (3)
- HPR229 Integrative Stress Management (3)

NOTE: Additional electives selected from either of the **TWO** areas below (Community Health Administration Electives and General Community Health Electives) and with advisor’s approval.

NOTE: CFE300/301/302 or 400/401/402 Career Field Experience and HPR352 Grant Writing are highly recommended.

TRACK 2: COMMUNITY HEALTH ADMINISTRATION

- ACC225 Financial Accounting (3) – CT
- HPR/MGT219 Health Systems Management (3)
- HPR234 Foundations of Public Health (3)
- HPR311 Non Profit Management (3)
- HPR314 Health Policy (3)
- HPR330 Health Promotion Program Planning, Implementation and Evaluation (3)
- **SELECT ONE** of Three:
 - BA211 Effective Business Communications (3);
 - BA220 Diversity and Cross- Cultural Management (3) – AA; WI
 - MGT208 Principles of Management (3)

- **CHOOSE ONE** of the following courses:
 - SOC/SW243 Child Welfare Policy & Services (3)
 - IND344 Sustainable Business Practices (3)
 - IND351 Urban Planning and Community Development (3)
 - IND412 Social Entrepreneurship (3)
 - PSC125 Public Policymaking (3)
 - PSC215 Issues in Public Policy (3)
 - PSC228 Community Planning and Sustainability (3)
 - PSC325 Local Government Reform and Community Renewal (3)
- PH530 Environmental Health (3)
- **Select ONE** Area Below (6)
 1. **MPH Community Health Education area***:
 - PH560 Community Health Education (3)
 - PH562 Assessment & Planning in Community Health Education (3)
 2. **MPH Epidemiology area** (6)
 - PH572 Chronic Diseases, a Lifecourse Approach (3)
 - PH574 Infectious Disease Epidemiology (3)
 3. **MPH Generalist area** – select any two PH courses (6)
- Community Health Electives (3)

NOTE: Additional electives selected from either of the **TWO** areas below (Community Health Administration Electives and General Community Health Electives) and with advisor's approval.

NOTE: CFE300/301/302 or 400/401/402 Career Field Experience highly recommended.

TRACK 3: COMMUNITY HEALTH PRINCIPLES

- HPR229 Integrative Stress Management (3)
- HPR234 Foundations of Public Health (3)
- HPR309 Community Health Nutrition (3)
- HPR335 Global Health (3)
- PH530 Environmental Health (3)
- **Select ONE** Area Below (6)
 1. **MPH Community Health Education area***:
 - PH560 Community Health Education (3)
 - PH562 Assessment & Planning in Community Health Education (3)

2. MPH Epidemiology area (6)

- PH572 Chronic Diseases, a Lifecourse Approach (3)
- PH574 Infectious Disease Epidemiology (3)

3. MPH Generalist area – select any two PH courses (6)

- **Community Health Electives (15)** – Additional electives selected from the **TWO** areas below (Community Health Administration Electives and General Community Health Electives) and with advisor's approval. At least 6 credits must be selected from Community Health Administration Electives

NOTE: CFE300/301/302 or 400/401/402 Career Field Experience and HPR352 Grant Writing are highly recommended.

Community Health Administration Electives:

ACC225 Financial Accounting (3) – CT; BA210 Legal Environment of Business (3); BA211 Effective Business Communications (3); BA220 Diversity and Cross-Cultural Management (3) – AA; WI; BA350 Business Law I (3); HPR311 Non Profit Management (3); HPR/BA314 Health Policy (3); HPR330 Health Promotion Program Planning, Implementation and Evaluation (3); HPR/MGT219 Health Systems Management (3); HSM302 Health and Administrative Law (3); BA/HPR352 Grant Writing (3) – CS; IND344 Sustainable Business Practices (3); IND351 Urban Planning and Community Development (3); IND412 Social Entrepreneurship (3); MGT208 Principles of Management (3); MGT260 Introduction to Sport Management (3) – CT; MGT312 Human Resource Management (3); MGT321 Organizational Behavior and Theory (3); MKT209 Principles of Marketing (3); MKT312 Promotional Strategies (3); MKT313 Customer Relations (3); PSC125 Public Policymaking (3); PSC215 Issues in Public Policy (3); PSC228 Community Planning and Sustainability (3); PSC325 Local Government Reform and Community Renewal (3); SOC/SW243 Child Welfare Policy & Services (3)

General Community Health Electives:

ABA248/L Elements of Behavior Change and Specific Behavior Change Procedures (3+1); ABA249 Intervention and Behavior Change: techniques, Structures and Implementation (3); ABA250 Research Methods, Ethics and Professional Conduct in Applied Behavior Analysis (1); BIO117 Human Nutrition (3); BIO207/L-208/L Anatomy & Physiology I-II (4/0-4/0); BIO330/L General Anatomy (4/0); BIO340/L General Physiology (4/0); CA205 Oral and Visual Presentation (3); CFE300/301/302 or CFE400/401/402 Career Field Experience (3); EDU203 Learning Theory (3); HPR105 Introduction to Weight Training (1); HPR106 Introduction to Core Strengthening (1); HPR147 Introduction to Mindfulness (1); HPR200 CPR and Emergency Health Care (2); HPR205 Healthy Eating and Body Image (2); HPR206 Cardiovascular Health Education (2); HPR209: Whole Food Nutrition and Living (2); HPR213 Foundations of Yoga (2) – AA; HPR214 Introduction to Tai Chi (1)- AA; HPR216 Sexual Health Education (3); HPR221 Introduction to the Chakra System (1); HPR225 Healthy Relationships (1); HPR229 Integrative Stress Management (3); HPR308 Environmental Health (3) – CT; HPR309 Community Health Nutrition (3); HPR305 Communicating Health (3); HPR313 Principles of Health Behavior Change (3); ; HPR331 Community Health Education: Outreach & Fieldwork (3); HSC112 Health Promotion Across the Lifespan (3) CI; HSC211 Population Health: Caring for the LGBTQ Community (3); IND 123 Introduction to Sustainable Communities (3); IND 214 Environmental Education in the Community (3); IND 215 Service Learning for Refugees Studies (3); IND 233 History and Politics of Poverty and Homelessness (3); IND/SUST310 Global Water Issues (3); IND /SUST 338 Food and Agriculture Issues (3); IND /SUST 351 Urban Planning and Community Development (3); LIT 329 Imagining Trauma (3); NUR/PHI222 Healing, Holism & Spirituality in Health Care (3) – AA; NUR316 Holistic Perspectives (3) – CS; PHI209 Science & Values (3); PHI 213 Reflections on Contemporary Moral Issues (3) ME; PHI311 Philosophy of Mind (3) – CT; PHI321 Medical Ethics

(3) – ME; PHI326 The Meaning of Care in a Technological Society (3) – CI; PSC114 Local and State Government (3)- CR; PSC 213 Sustainability and Third World Development (3) – CI; PSC214 Introduction to Refugee Studies (3) – CI; PSC325 Local Government Reform and Community Renewal (3) – CR, CT; PSY210 Social Psychology (3); PSY212 Developmental Psychology: Infancy through Childhood (3) – CT; PSY214 Psychology of Adolescence (3) – CT; PSY216 Principles of Learning and Behavior Modification (3); PSY219* The Psychology of Mental Illness (3) – CT; PSY220 Life Span Development; PSY231 Behavior Disorders of Childhood and Adolescence (3); PSY301 Sexuality and Psychology of Love (3); PSY304 Counseling and Interviewing (3); PSY308 Health Psychology (3) – CT; PSY309 Forensic Psychology (3) – CT; PSY312 Psychology of Adult Development & Aging (3) – CT; PSY 315 Cognitive Psychology : Learning, Thinking and Problem Solving (3); PSY 380 Drugs and Behavior (3) CT; SOC 201 Introductory Sociology (3)- CT; SOC 209 Social Problems (3) – CT; SW/SOC217* Alcoholism, Substance Abuses & Other Addictions (3); SOC224 Ethnicity, Race & Cultural Diversity (3) – AA; WI; SW226 Adolescence: An Interdisciplinary Approach to Understanding & Treatment of Adolescents (3); SOC/SW 232 The Aging Process: An Introduction to Gerontology (3); SOC/SW243 Child Welfare Policy & Services (3); SOC303 Sociology of the Family (3) – CT; WI; SOC 304 Social Class and Inequality (3) CT; SOC /SW 307 The Juvenile Justice System (3); SW/SOC327 Death, Dying and Bereavement (3); SOC 328 Basic Training in Military Culture (3) CI, ME; SOC/SW 411 Contemporary Issues in Mental Health (3); SPA110 Spanish for Health Professions (3); SPA 210 Advanced Spanish for the Health Professional; WST 215 Introduction to Women’s Studies (3)- CT; WST 216 Women’s Worlds: Global Issues in Women’s Studies (3)CI, CT;ME; WST 320 Gender and Policy in the US (3) CT

**TOTAL REQUIREMENTS FOR THE BS
PORTION OF THE CURRICULUM = 120
CREDITS**

Requirements for the MPH Portion of the BS Health Promotion/MPH Curricula

NOTE: Some courses listed in the direct entry MPH will be taken concurrently with BS studies. They are listed above.

Required Core Courses (11 credits)

- PH520 Research Methods in Health Promotion (3)
- PH540/L Public Health Biostatistics Lecture and Lab (3/2)
- PH550 Public Health Policy, Administration, and Management (3)

Required Specialty Track Courses; Choose One Track (6 credits)

COMMUNITY HEALTH EDUCATION

- PH564 Implementation and Evaluation in Community Health Education (3 credits)
- PH566 Communication, Advocacy and Consultation in Community Health Education (3 credits)

EPIDEMIOLOGY

- PH568 – Advanced Epidemiology (3 credits)
- PH570 – Advanced Biostatistics (3 credits)

GENERALIST

Choose any two courses (6 credits) from the other tracks or electives

Electives (6 credits)

Choose from electives that include topics on global health, grant writing, health disparities, community-based participatory research, public health nutrition, public health law, and others as offered or approved by the department.

Practicum (3 credits)

Under the direction of a faculty advisor, students complete a practicum in their specialty track in order to apply and to further develop their academic skills. Each practicum requires a minimum of 240 hours of documented work and a minimum number of designated weeks at the practicum site. In line with the service learning focus of Daemen College, the practicum, regardless of track, is a concerted effort to integrate classroom learning, community, and service, providing students an opportunity to work alongside members of and in service to the community, and to begin creating a network of colleagues outside of the College.

- PH600 Practicum – Community Health Education track
- PH601 Practicum – Epidemiology track
- PH602 Practicum – Generalist track

Capstone Seminar (1 credit) and Capstone Project (3 credits)

The capstone seminar (PH610) provides a supportive setting to help prepare students to identify and plan for their capstone project in their specialty track. The capstone project is a culminating experience that provides students the opportunity to synthesize, integrate, and apply their curricular knowledge to a significant public health problem in their specialty track, and like the practicum, is completed in collaboration with a community partner.

- PH620 Capstone Project in Community Health Education
- PH621 Capstone Project in Epidemiology
- PH622 Capstone Project (to be taken by students in pursuit of a Generalist track)

TOTAL PROGRAM REQUIREMENTS FOR MPH PORTION= 30 CREDITS

TOTAL PROGRAM REQUIREMENTS: BS (121); MPH (30) = 151 CREDITS

Program Structure

1. This program leads to multiple degrees. Degrees are conferred separately: the BS, upon completion of all baccalaureate requirements; the MPH upon completion of the entire BS and MPH requirements.
2. Prior to the start of the Professional phase (Year 4) of the program, all course work referenced in the first 3 years must be completed in full.

Admission to Upper Division Requirements/ Professional Phase begins at the end of 3rd year.

1. A cumulative grade point average (GPA) minimum of 3.0.

2. Students must successfully complete Biology and Chemistry, Service Learning, CMP101, MTH124 (or equivalent), NSC310, HPR102, HPR103, HPR208 and HPR320, with a grade of C or higher before advancing.
3. Only one course repeat is allowed for HPR103.
4. Students must achieve a grade of C or higher in all courses in the Health Promotion portion of the curriculum, including departmental requirements in the Major and Specialization. Students may not have any courses in this area which need to be retaken in order to earn the minimum grade of C or better.
5. GRE is waived.

Requirements During the 4th Year

1. Students must receive a B- or higher in all PH courses and a C or higher in HPR291 and HPR415 during the 4th year, and maintain a minimum cumulative grade point average (GPA) of 3.0 in order to progress to the 5th year and official entry into the MPH program. Students who do not achieve these requirements during the fourth year will not be permitted to continue to the 5th year of study and official entry into the MPH program. However, a grade of C or higher in PH courses will still apply to complete requirements for the BS Health Promotion degree. Upon completion of the BS Health Promotion or other selected degree, a student may then re-apply to the MPH program as a direct entry student and would need to retake any necessary courses and meet all MPH course grade requirements.

Graduation Requirements

1. A minimum grade of C or higher in all courses in BS Health Promotion portion of the curriculum. This includes all courses in the Major and the Specialization.
2. A minimum grade of B- or higher in all PH courses and cumulative GPA of 3.0 during the 4th year.
3. In the 5th year, while officially in the MPH program, a minimum grade of B- in all courses and an overall minimum cumulative grade point average (GPA) of 3.00. Refer to **Course Repeats,**

Probation, and Dismissal in the Master of Public Health section of the Graduate Catalog for academic policies during year 5 of study.

Suggested Course Sequence

Access the suggested course sequence for the [BS/MPH](#), Health Promotion Community Health Specialization/Master of Public Health.

COMMUNITY HEALTH PROMOTION MINOR

Requirements (21 credits)

Complete each of the following (12 credits):

- HPR102 Introduction to Health Care: Systems and Professions (3)
- HPR234 Foundations of Public Health (3)
- HPR208 Health Promotion and Education (3)
- HPR320 Community Health Education and Disease Prevention (3)

Select 9 credits from the following courses:

- HPR305 Communicating Health (3)
- HPR313 Principles of Health Behavior Change (3)

- HPR331 Community Health Education: Outreach and Fieldwork (3)
- HPR335 Critical Issues in Global Health (3)
- HSC112 Health Promotion Across the Lifespan (3)
- NUR316 Holistic Perspectives (3)
- PHI/NUR222 Healing, Holism, and Spirituality in Health Care (3)
- PHI321 Medical Ethics (3)
- PHI/REL326 Meaning of Care in a Technological Society (3)
- PSY308 Health Psychology (3)
- SOC209 Social Problems (3)
- Experiential Learning relevant to Community Health Promotion: With the authorization of the Health Promotion Chairperson, select Career Field Experiences and/or Service Learning experiences may also be acceptable. Consult the Health Promotion Chairperson for further details.

NOTE: Additional studies may be acceptable with the authorization of the Health Promotion Chairperson.

Health Promotion

HPR 102: Introduction to Health Care: Systems & Professions

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course explores the current health care system with an emphasis on health care professions, and provides students with an understanding of the major tenets of the health care system and the scope of practice in each of the health professions. The desired skills of health care professionals and the contributions of these professions will be investigated. A review of educational preparation and practice requirements for each of the health careers will be explored to assist students in further delineating their own educational and career goals. The course will also provide opportunity for students to appropriately explore the current databases and literature and engage in discussions on the ethics and current events of healthcare. (UG)

HPR 103: Introduction to Health Promotion

2 Credit Hour(s)

This course will introduce students to the skills and expectations of the Health Promotion program and related professions. This skill building class will place particular emphases on academic and professional writing, research, presentation, professional communications and leadership skills. HPR Majors only. (UG)

HPR 104: Introduction to Mindfulness

1 Credit Hour(s)

This course focuses on daily mindfulness practice to reduce stress, balance emotions, improve concentration and benefit overall health and wellness. Mindfulness includes the use of techniques such as meditation, breath work and other self-paced daily activities that bring awareness to our present self. This class will explore the historical foundations of mindfulness as well as the current research that highlights the benefits of this practice, and its use in multiple professions and health care establishments today. *The mindfulness activities in this course are of non-religious practice (UG)

HPR 105: Introduction to Weight Training

1 Credit Hour(s)

This course introduces the student to the weight room environment. Specific instructions will be given on how to use resistance training equipment such as free weights, machines, and adjunct equipment to exercise and train the major muscle groups of the body to attain a higher fitness level. Basic concepts will be presented to allow the student to apply the knowledge gained in the course to their personal training goals. No prior exercise experience is necessary; this course is designed for the beginner. (UG)

HPR 106: Introduction to Core Strengthening

1 Credit Hour(s)

This course will introduce students to a range of exercises aimed at increasing core strength, enhancing stability, and supporting posture. Students will learn and identify anatomical structures related to the core and perform tests to assess core strength and ability. Physioball, mat work and other exercises will be demonstrated and practiced, including modifications for beginning, intermediate and advanced routines. Beginners will learn how to safely incorporate these exercises into a personal training routine, while more advanced students will benefit by learning techniques and approaches for teaching these exercises to fitness clients. (UG)

HPR 200: CPR and Emergency Health Care

2 Credit Hour(s)

This course focuses on first aid management for life-threatening and non-life-threatening emergencies such as choking, respiratory and cardiac arrest, medical emergencies, injury emergencies, and environmental emergencies incurred during daily, work and athletic activities. Content will also address the concept of duty to act, liability, disease transmission/prevention, personal protective strategies and blood borne pathogen training. Successful completion by the student is required for eligibility for CPR, AED and First Aid Certifications. (UG)

HPR 205: Healthy Eating and Body Image

2 Credit Hour(s)

This course explores community health education as it relates to disordered eating behaviors and body image. Both individual and societal preoccupations with body image are referenced, as modern Western society places increasing emphasis on women's and men's weight and appearance. The effects of popular media on individual's body perception and the way these effects manifest themselves in various physical and psychological disorders will be discussed. Healthy eating will be emphasized as well as other individual and community level approaches to prevention and education. (UG)

HPR 206: Cardiovascular Health Education

2 Credit Hour(s)

The course will cover selected topics in cardiovascular health education including heart disease, hypertension, high cholesterol, stroke, diabetes and obesity. Current epidemiological research will be reviewed including risk factors, and screening; treatment and prevention of disease at the primary, secondary and tertiary level will be emphasized. Current models of health education promoting cardiovascular health will be introduced. (UG)

HPR 208: Health Promotion and Education

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Through this course students will explore concepts and models of health and wellness, health promotion and health education. This course will review the history and profession of health promotion and education, the development of health education materials, learning theories, and will explore health related programs and initiatives in school, clinical, government and corporate settings. Strategies and implementation tactics will be discussed for successful development and delivery of health and wellness programs to address community and individual needs. Offered Each Year (Fall). (UG)

HPR 209: Whole Food Nutrition and Living

2 Credit Hour(s)

This course will apply whole food nutrition to daily living decisions and integrative health practices. Research on both plant and animal-based nutrition and their impacts on health, wellness and the environment will be highlighted. The course will introduce students to daily food habits, shopping and cooking, health trends, evidence relating nutrition to chronic disease, societal pressures and marketing, and community based gardening and sustainability. (UG)

HPR 213: Foundations of Yoga

2 Credit Hour(s)

Fulfills core competency: Affective Awareness. This class will provide an introduction to the practice of Hatha Yoga. The origins, postures, stretches, and breathing techniques aimed at spiritual and physical well-being will be discussed and practiced along with an overview of scientific inquiry regarding performance effects on the physical body and mind as it relates to health. Specific instruction regarding the performance of basic techniques to balance and liberate an individual's natural flow of energy or prana will be offered in a lab setting. (UG)

HPR 216: Sexual Health Education

3 Credit Hour(s)

This course explores a multitude of concepts related to the theory, practice and teaching of sexual health education at a community level. The course includes comprehensive coverage of information and issues of human sexuality, those related to sexuality education, and an explanation and practice of educational skills necessary for skilled sexuality educators. (UG)

HPR 219: Introduction to Health Systems Management

3 Credit Hour(s)

Cross listed as MGT 219. An introduction to the structure and function of the health care delivery system. Includes basic concepts and measures of health, disease, quality, values, needs, and utilization; issues in health care workforce, institution, and system organization; general issues in policy, reimbursement, and regulation; and broad community and organizational considerations in health. (UG)

HPR 229: Integrative Stress Management

3 Credit Hour(s)

This course will introduce students to fundamental theories and approaches to a holistic, or wellness-based lifestyle. Current evidence on the physiological and psychological effects of stress, as well as stress management techniques, expressive therapies and coping strategies will be explored. This is an applied course in which students will actively engage in stress management exercises, relaxation techniques, self assessments, and personal behavior change projects related to disease prevention (UG)

HPR 231: Aromatherapy

1 Credit Hour(s)

The course provides an introduction to aromatherapy and the uses, principles and physiological and psychological effects of essential oils. The course will explore the history, basic theory and practice of aromatherapy as well as current evidence of its effectiveness in treating many health conditions. Laboratory experiences will grant students the opportunity to explore the blending and use of essential oils. (UG)

HPR 234: Foundations of Public Health

3 Credit Hour(s)

This is an introductory course which explores the basic principles of public health practice, including the history, function and infrastructure of public health; biopsychosocial perspectives of public health problems; the public health professions; and the legal and ethical concerns. (UG)

HPR 291: Professional Development

1 Credit Hour(s)

This course will provide Health Promotion students an opportunity to build their personal and professional skills and career readiness. An emphasis will be placed on preparing students for internship and professional opportunities, through career exploration and the development of positive personal habits, professional work ethics, communication and leadership skills with support from the Health Promotion department and the Office of Career Services. *This course is for Health Promotion students only. CFE 97 is a co-requisite. Related CFE 97 modules and assignments will be completed online (except for mock interview which is in person). In the event that CFE 97 was completed prior to this course, relevant coursework will still be updated as part of this course. (UG)

HPR 301: Physiology of Exercise and Cardiopulmonary Assessment

3 Credit Hour(s)

This course focuses on the physiological responses of physical activity and exercise. The course explores the cardiovascular, respiratory, bioenergetic and metabolic systems as these systems adjust to demands of physical work at various durations and intensities. Factors such as age, gender, disease risk factors, sedentary and non-sedentary lifestyle, and habitual training will be considered as they relate to cardiovascular risk assessment and individual limitations to performance including possibilities for safely minimizing limitations and maximizing performance. Course includes laboratory experiences directed toward competence in graded exercise testing, exercise prescription, and exercise programming as applied to asymptomatic, apparently healthy individuals and prevention of cardiovascular, pulmonary, or metabolic diseases. Prerequisite: BIO 207/L and BIO 208/L or BIO 330/L and BIO 340/L. Corequisite: HPR 301L. (UG)

HPR 301L: Physiology of Exercise and Cardiopulmonary Assessment Laboratory

0 Credit Hour(s)

This course satisfies the laboratory requirement for HPR 301. (UG)

HPR 305: Communicating Health

3 Credit Hour(s)

This course will present fundamental models and theories of health communication to students interested in health promotion and education. Students will move through the steps of the health communication process, from planning to evaluation; will learn to assess an audience and create culturally appropriate materials; and will examine and critique existing health promotion materials, media, and campaigns. Contemporary research in the areas of intercultural communication, provider-patient-family communication, community mobilization, advocacy, social marketing and health technology will be explored. (UG)

HPR 308: Environmental Health

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course will provide an introduction to the public health function of environmental and occupational health. This course is intended to give students a basic understanding of how environmental factors impact the health of individuals and the community as a whole, and of the efforts made to prevent or minimize the effects of negative impacts. The emphasis of this course is to explore the relationship of people to their environment, how the environment affects individual health and how an individual affects the environment. Efforts and strategies to protect and enhance one's health and to influence the quality of the environment will be discussed. (UG)

HPR 309: Community Health Nutrition

3 Credit Hour(s)

This course introduces students to an applied approach of nutrition principles to community health with a focus on stages of life, socioeconomic status and the targeted state and federal nutrition programs available to the public. Intentionally planned nutrition serves an essential role in the prevention of disease and in the development of optimal health and well-being. Epidemiological evidence of the critical role of nutrition related to obesity, heart disease and other chronic conditions will be explored. Current guidelines and policies that both support and hinder adequate nutrition will be reviewed. This course is designed for those who are interested in supporting and delivering nutrition education at a community based level. Prior coursework in BIO 117 is recommended but not required. (UG)

HPR 311: Non Profit Management

3 Credit Hour(s)

Cross-listed as MGT 311. This course will explore the fundamentals of founding and leading a nonprofit organization. Learners will gain critical knowledge about the nonprofit sector, board leadership, fundraising, volunteer management, donor cultivation, and marketing. Nonprofit Management will help students understand the operations management, finances and development, laying a foundation for success in a variety of roles within a nonprofit organization. (UG)

HPR 313: Principles of Health Behavior Change

3 Credit Hour(s)

This course will focus on the theoretical background of health education, health promotion and disease prevention. Students will build critical thinking skills as they explore individual and social health behavior theories and their application to behavior change research and practice. (UG)

HPR 314: Health Policy

3 Credit Hour(s)

Cross-listed as BA 314. This course examines the policies of the current U.S. healthcare delivery system. The history and evolution of the U.S. health care infrastructure and recent policy changes The former and current service delivery structure will be outlined, as well as advancements, and gaps/limitations in the provisions and delivery of care. The types of health care facilities, services, agencies and personnel that constitute the US health care system and the response of the system to the changing health care needs of the population will be explored. Class discussions will be centered on: managing the increasing demands on the health care system by a rapidly growing population affected by the epidemic of multiple chronic diseases; balancing population-based health care needs while delivering high quality health care and improving access to health care services in a cost-containment environment. Social, political, economic, legal and ethical issues as they relate to health care policy will be discussed. (UG)

HPR 317: Human Motion: Principles and Perspectives

4 Credit Hour(s)

This course is a study of functional anatomy, biomechanical principles, and kinesiology as applied to human movement. Structure and function of the musculoskeletal system including muscle actions, joint motions, and the basic principles of kinesiology will be covered. Hands on lab experiences will promote development of skills critical to the understanding of human motion for careers centered in fitness, prevention of injury, promotion of function, and optimizing motor skill performance. Prerequisites: BIO 207/L and BIO 208/L or BIO 330/L and BIO 340/L. Corequisite: HPR 317L. (UG)

HPR 317L: Human Motion: Principles and Perspectives Laboratory

0 Credit Hour(s)

This course satisfies the laboratory requirement for HPR 317. (UG)

HPR 320: Community Health Education and Disease Prevention

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. The course identifies and explores infectious and non-infectious diseases in relationship to risk factors, populations at risk, and epidemiology. Etiology and mechanisms of injury and disease onset are presented with emphasis on principles and strategies for education, prevention and health maintenance. Medical and therapeutic interventions designed to address common injuries and infectious and non-infectious diseases will be discussed as they relate to community education, prevention and safety program development. (UG)

HPR 330: Health Promotion Program Planning, Implementation and Evaluation

3 Credit Hour(s)

This course will provide the knowledge and skills needed to plan, implement and evaluate health promotion programs in a variety of settings. Students will be introduced to concepts related to community needs assessment, data collection and measurement, intervention strategies, developing health education materials, evaluation techniques, acting as a health promotion/education resource person, and communication and coordination of health promotion programming. Prerequisite: HPR 208. (UG)

HPR 331: Community Health Education: Outreach and Fieldwork

3 Credit Hour(s)

This course will introduce students to practical methods and processes related to community health fieldwork, outreach and community collaboration. Fieldwork and research methods, essential skills in communication and cultural competence, and skills necessary to act as a community resource person will be introduced and practiced as students actively engage in community outreach events. (UG)

HPR 332: Strength & Conditioning

3 Credit Hour(s)

In this course, students will explore and apply concepts and principles used to develop effective and appropriate strength and conditioning training programs. Material will cover fundamental strength training philosophies, program design variables, and traditional and contemporary strength training techniques. Students will gain experience in the execution and appropriate instruction of various resistance training techniques. Prerequisites: HPR 301 and HPR 317. Required corequisite: HPR 332L. (UG)

HPR 332L: Strength and Conditioning Lab

0 Credit Hour(s)

This course satisfies the laboratory requirement for HPR 332. (UG)

HPR 335: Critical Issues in Global Health

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The course introduces the many contexts of global health. Critical issues to be explored include multiple determinants of health, the disparities and burden of disease experienced around the globe, particularly by such populations as women and children, the ethical dimensions related to these disparities, current health priorities, and the importance of global health in terms of development. The Sustainable Development Goals will be referred to as a standard for future goals on a global scale. (UG)

HPR 338: Social Determinants of Health

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. This course will provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic and gender disparities in health and health care. This course will explore the way the social environment and social behavior influence health. We will cover the most recent research findings in the area of social epidemiology and medical sociology and discuss and debate the causes and consequences of social inequalities in health. Students will gain experience in judging the sometimes conflicting evidence between claims and apply the body of literature to situations with which they are familiar and may have encountered in everyday life. Students will discuss the policy interventions that have been designed to address disparities in health and health care. (UG)

HPR 340: Musculoskeletal Fitness Assessment

3 Credit Hour(s)

This course is designed to prepare Health Care Studies students for a career in a health or fitness profession by providing them with musculoskeletal fitness assessment knowledge and skills. This lecture/lab course will explore the steps of musculoskeletal examination, as well as provide the students with the tools to assess static and dynamic musculoskeletal fitness. The importance of musculoskeletal health to overall wellness will also be discussed. Prerequisites: HPR 301 and HPR 317. Corequisite: HPR 340L. (UG)

HPR 340L: Musculoskeletal Fitness Assessment Lab

0 Credit Hour(s)

This course satisfies the laboratory requirement for HPR 340. (UG)

HPR 350: Fitness Training and Exercise Prescription

3 Credit Hour(s)

In this course students develop the rationale for and the skills to examine, evaluate, and prescribe comprehensive fitness programs in a variety of settings. The class includes lectures, demonstrations and practical laboratories in which students acquire knowledge and competence in exercise testing and prescription, health evaluations, screenings, and risk classification as applied to asymptomatic, apparently healthy individuals and populations with special circumstances. Pathophysiology of disease conditions (CVD, pulmonary disease, metabolic disease), aging and pregnancy are also explored to help students understand the needs of these populations during exercise testing and prescription. The course will include the physiological basis of the short-term response and long-term adaptation of the neuromuscular and metabolic systems to exercise including the effect of manipulating specific exercise parameters. Program design and instruction in the proper techniques and execution of training activities is emphasized. Prerequisite: HPR 301 and HPR 317. Corequisite: HPR 350L. (UG)

HPR 350L: Fitness Training and Exercise Prescription Laboratory

0 Credit Hour(s)

This course satisfies the laboratory requirement for HPR 350. (UG)

HPR 352: Grant Writing

3 Credit Hour(s)

Fulfills core competency: Communication Skills, Writing Intensive. Cross listed with BA 352. This course provides an overview of the role of grants in an organization's budget. Students will learn to plan grant projects, locate sources of funding, give effective presentations about their projects, and develop written grant proposals. (UG)

HPR 353: Introduction to Epidemiology

3 Credit Hour(s)

This course will introduce students to the field of epidemiology, which is the study of the distribution and determinants of health in populations. The course will emphasize methods for assessing factors associated with the distribution and etiology of health and disease. This course will introduce students to key epidemiological concepts and calculations, how to identify and evaluate sources of health information, epidemiological investigation techniques and the evaluation of the strengths and weaknesses of different study designs. Prerequisite: NSC 310. (UG)

HPR 415: Health Research Design and Methodology

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Critical Thinking and Problem Solving; Information Literacy. Fulfills Research and Presentation requirement. Writing Intensive. This course will introduce students to the field of research design and methods for health related issues. Students will be prepared to critically review research articles and gain a comprehensive understanding of the research process, types of research designs, samples, bias and interactions in research studies as well as how to comprehend the results and study findings. Students will learn how to pose research questions, construct a relevant hypothesis, make valid causal inferences, operationalize concepts, and ways to formally test their hypotheses. This course is intended for HPR Majors only, to be completed the Senior Year. Prerequisite: HPR 353 or Permission of Instructor. (UG)

HISTORY & POLITICAL SCIENCE

Contact Information

phone: (716) 839-8280

daemen.edu/historyandpoliticalscience

Chair

[Penny Messinger](#)

(716) 839-8280

Degrees Offered

- [Bachelor of Arts in History](#)
- [Bachelor of Arts in History and Political Science](#)
- [Bachelor of Arts in Adolescence Education: Social Studies](#)
- [Bachelor of Arts in History and Political Science – Environmental Studies Specialization](#)
- [Bachelor of Arts in Political Science](#)

Minors

- [Atlantic Studies](#)
- [Black Studies](#)
- [Criminal Justice](#)
- [Global Studies](#)
- [History](#)
- [Political Communication](#)
- [Political Science](#)
- [Pre-Law Studies](#)
- [Public Administration](#)
- [Public History](#)
- [Refugee and Migration Studies](#)
- [Women's Studies](#)

Vision Statement

Educating students to shape the future through historical and political literacy and civic engagement

Mission Statement

- Educating students in disciplinary knowledge at the heart of the Liberal Arts
- Training students in empirical (social science) and interpretive (humanities-based) theory and methods
- Providing students the knowledge, skills, and efficacy necessary for active and responsible participation in a civic society
- Bridging local, national, and international knowledge in both theory and practice through classroom and experiential learning
- Empowering students to understand and navigate a diverse, interdependent, and dynamic world

Student Learning Objectives

Students receiving a degree from our department will demonstrate:

1. proficiency in the foundational/disciplinary knowledge of History and Political Science
2. proficiency in disciplinary research methods
3. effective communication of knowledge and ideas both orally and in writing
4. integrated knowledge of disciplinary content in local, national, international, and historical context
5. the integration of theoretical and practical applications of knowledge
6. the ability to independently identify and address relevant real-world questions through the application of disciplinary knowledge, theories, and methodologies

Requirements for Admission to Upper Division:

History; History & Political Science; History & Political Science – Environmental Studies Specialization; Political Science:

1. An overall grade point average (GPA) of 2.0 or better.
2. An overall grade point average (GPA) of 2.25 or better in History & Political Science courses.
3. Submission of at least 5 pages of writing sample(s) from History & Political Science courses, with instructor's comments included.
4. Submission of an essay (no more than two typed double-spaced pages) describing what the student intends to do with his or her bachelor's degree (intended career choice, areas of graduate study, etc.).
5. Students are expected to have completed at least the introductory level of language studies or its equivalent. A complete description of the requirement is available in the [Foreign Language Requirement](#) section of the Daemen catalog.
6. Successful completion of:
 - **BA, HISTORY:** HST105, HST106, HST220, HST221
 - **BA, HISTORY & POLITICAL SCIENCE); HISTORY & POLITICAL SCIENCE WITH ENS SPECIALIZATION); ADOLESCENCE EDUCATION: SOCIAL STUDIES:** HST105, HST106, HST220, HST221, and one of the required PSC courses
 - **BA, POLITICAL SCIENCE:** PSC101, PSC113, PSC121 and PSC125

Additional Requirements for Admission To Upper Division for:

History & Political Science – Adolescence Education: Social Studies

Students in this major must submit separate applications for Upper Division status within both the History & Political Science Department and the Education Department. The requirements for the History & Political Science Department

are the same as those listed (above) for all other majors housed in the department. The requirements for Upper Division status in the Education Department are listed below, followed by requirements for Student Teaching and for graduation:

1. An overall grade point average of 2.75 or better for all completed college courses.
2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Visit http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate your GPA.
3. A Dispositional Interview.
4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, and grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.
 - A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
 - A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

7. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.

8. ***Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.*** Transfer students who enter Daemen College with an associate degree must submit a portfolio that includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.

9. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

REQUIREMENTS FOR STUDENT TEACHING

1. An overall grade point average (GPA) of 2.75
2. An overall grade point average (GPA) of 2.75 in all courses in the major
3. Apply for student teaching, usually at the end of the third year
4. Be recommended for student teaching by the chairs of the Education and History & Political Science departments

Graduation Requirements for all students in the

History & Political Science Department:

1. An overall grade point average (GPA) of 2.00
2. A minimum grade point average (GPA) of 2.25 in courses in the major
3. Successful completion of the capstone research project (HP445)
4. Completion of any portfolio requirements
5. **ADOLESCENCE EDUCATION: SOCIAL STUDIES PROGRAM:** Minimum GPA of 2.75.

Pre-Law Studies

Daemen College's Pre-Law Program is housed in the History and Political Science Department. Guidance is available for students who are preparing to apply to law school and to pursue a career in law, along with advice and resources to prepare for LSAT exams. Many students who are interested in Pre-Law choose to major in History and/or Political Science. However, many other fields in the liberal arts, sciences, and business can provide a sound preparation for the legal profession. A rigorous Pre-Law minor is available to provide students with a broad pre-law preparation. This minor is open to students pursuing any major.

[VISIT THE PRE LAW STUDIES WEBSITE](#)

[VISIT OUR PRE LAW STUDENT ASSOCIATION WEBSITE](#)

ELECTIVES

History And Political Science Electives

Applicable To:

- BA, History
- BA, History & Political Science
- BA, History & Political Science, Environmental Studies Specialization
- BA, Adolescence Education: Social Studies

NOTE:

In addition to the courses listed below, **STUDENTS MAY TAKE MANY OTHER HISTORY AND POLITICAL SCIENCE COURSES** to complete the electives requirement for these programs. Course numbers that include -47 (HST and PSC 147, 247, 347, and 447) are new courses and may fulfill the requirements of your program — contact your faculty advisor if you are taking a HST or PSC course that is not listed below, or if you have questions.

European Concentration

HISTORY CLASSES – ALLOWED FOR ALL MAJORS:

- HST206 20th Communism, Fascism, and Democracy in 20th Century Europe – CC
- HST216 History of Medieval Europe: 300-1400 – CC
- HST224 History of the Byzantine World – CC
- HST228 Multicultural Poland: History & Public Memory – AA; CI; ME
- HST229 History and Film- AA
- HST237 European Intellectual History from the Renaissance to the Enlightenment – CC
- HST248 Ancient Mediterranean World – CC
- HST315 History of Political and Social Theory
- HST319 20th Century Russia & Eastern Europe – CI
- HST325 Cultural History of Poland- CC; WI

- HST345 Cultural History of Russia- CC; WI

POLITICAL SCIENCE CLASS – ALLOWED FOR MAJORS IN: HISTORY & POLITICAL SCIENCE; HISTORY & POLITICAL SCIENCE – ENVIRONMENTAL STUDIES SPECIALIZATION; ADOLESCENCE EDUCATION: SOCIAL STUDIES

- PSC315 Politics of Western Europe

World Concentration

HISTORY CLASSES – ALLOWED FOR ALL MAJORS:

- HST104 The Human Place in Nature — Introduction to Global Environmental History – CI; CR; ME
- HST108 Ancient Aliens: History, Archaeology and Pseudo-Science – CI; IL
- HST225 The Indian Ocean in World History – CI; CT
- HST-233 Nomads, Mystics, Conquerors –
- HST230 Problems of the Third World
- HST304 Modern China
- HST308 Modern Latin America – CC
- HST312 Sub-Saharan Africa
- HST317 The Middle East – CC
- HST324 Global Environmental History – CR
- **NOTE: HST324 is strongly recommended for students in the Environmental Studies specialization**

POLITICAL SCIENCE CLASSES – ALLOWED FOR MAJORS IN: HISTORY & POLITICAL SCIENCE; HISTORY & POLITICAL SCIENCE – ENVIRONMENTAL STUDIES SPECIALIZATION; ADOLESCENCE EDUCATION: SOCIAL STUDIES

- PSC210 Politics of Globalization – CC
- PSC213 Sustainability and 3rd World Development – CC
- PSC220 Contemporary International Issues

- PSC225 Politics of China – CC
- PSC231 International Organizations and Global Governance – CC
- PSC232 International Political Economy
- PSC242 African Politics, Culture & Society
- PSC326 Politics of East Asia – CC
- PSC327 Politics of South Asia – CC

U.S. CONCENTRATION

HISTORY CLASSES – ALLOWED FOR ALL MAJORS:

- HST107 Revolutionary Principles: The History of the Declaration of Independence -CI;CT
- HST125 Historical Approaches to Contemporary Problems: Domestic Affairs – CC
- HST137 African American History – CC
- HST211 Introduction to Public History
- HST215 Introduction to Women’s Studies – CT
- HST219 Colonial Americas
- HST232 Migration & Diaspora in the US – CI
- HST309 Introduction to the History of American Women – CC
- HST326 Culture Wars: Social & Political Conflict in Recent US History – CC; CI; ME
- HST333 Labor & the Working Class in American History – CI; CT

POLITICAL SCIENCE CLASSES – ALLOWED FOR MAJORS IN: HISTORY & POLITICAL SCIENCE; HISTORY & POLITICAL SCIENCE – ENVIRONMENTAL STUDIES SPECIALIZATION; ADOLESCENCE EDUCATION: SOCIAL STUDIES

- PSC115 Hollywood & Politics: Introducing Political Science through Pop Culture – CI;CR;CS
- PSC117 Criminal Justice: Law and Procedures – CC
- PSC125 Public Policy Making – CT
- PSC215 Issues in Public Policy – CT
- PSC216 The Politics of (Mis)Representation: The Importance of Political Geography – CR
- PSC217 The American Political Party System
- PSC223 Political & Civil Rights in US – ME
- PSC224 American Political Campaigns & Elections – CI; CR
- PSC230 US Judicial Process – CR
- PSC233 Democracy in America – CR
- PSC305 American Constitutional Law – CC
- PSC311 Congress & the Chaos of Democracy – CI, CR
- PSC312 Judicial Politics & Behavior
- PSC313 Media & Politics: Watchdogs or Lapdogs – CR, CS, IL
- PSC320 Gender & Policy in the United States – CT
- PSC321 Politics & Popular Culture in America – CI; CR
- PSC325 Local Government Reform and Community Renewal – CR
- PSC401 American Foreign Policy – CI; CR; CT
- PSC411 Environmental Law
- PSC415 Seminar on the Presidency – CR, CT

BACHELOR OF ARTS IN HISTORY

Core Curriculum

All [degree programs](#) require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

MAJOR: 36 CREDITS

- HST105 Introduction to World History I: From Antiquity to 1500 (3) – CI
- HST106 Introduction to World History II: From 1500 (3) – CI
- HST220 American History to 1877 (3) – CI
- HST221 American History from 1877 to the Present (3) – CI
- HST331 History Research Methods and Historiography (3) — WI
- HP445 Senior Capstone Project (3)— ILIT; RP; WI
- **Select one: 3 credits**
 - PSC101 Comparative Political Systems (3) — CI
 - PSC113 American Politics — CR
 - PSC121 International Relations (3) — CI
- **Electives: 15 credits, of which: 6 credits must be at the 300 level or above, AND at least one course must be taken from each of 3 areas: European Concentration; US Concentration; World Concentration.** Access the list of the acceptable [History and Political Science electives](#) from the History & Political Science department section of the Daemen catalog, or from the Program Plans option on the Registrar's web page.

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 21

CREDITS

- **Career Field Experience:**
 - CFE97 Career Preparation Seminar (0); **AND** 3 credits in a Career Field Experience (CFE) relevant to the major
- **Liberal Arts and Sciences: 18 credits**
 - Consult the guidelines on LAS course selection from the [suggested course sequence for the BA, History](#), accessible from the History & Political Science department section of the Daemen catalog, or from the Program Plans option on the Registrar's web page.

3. CORE: 45 CREDITS

- CMP101 English Composition (3) CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) — CT; QL
- **Liberal Arts and Sciences including Foreign Language: 24 Credits**
- **Foreign Language Requirement**
 - Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Languages Requirement](#) section of the Daemen catalog.
- **Core Electives: 12 credits**

4. FREE ELECTIVES: 18 CREDITS

- Courses used to fulfill the free electives may have, but are not required to have, a competency. A maximum of 6 credits may be taken in History courses.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

You can find information about all of our departmental majors, the [requirements for Admission to Upper Division](#), and [requirements for Graduation here](#) or by visiting the History & Political Science Department section of the college catalog, or at the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: [BA, History](#) from the History & Political Science Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF ARTS IN HISTORY AND POLITICAL SCIENCE

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required for BA in History & Political Science; BA in History & and Political Science – Environmental Studies Specialization; and BA in Adolescence Education: Social Studies Programs

1. MAJOR: 18 CREDITS

- HST105 Introduction to World History I: From Antiquity to 1500 (3) – CI
- HST106 Introduction to World History II: From 1500 (3) – CI
- HST220 American History to 1877 (3) – CI
- HST221 American History from 1877 to the Present (3) – CI
- **Select one:**

- HST331 History Research Methods and Historiography (3) — WI
- PSC331 Political Science Research and Methods (3)
- HP445 Senior Capstone Project (3)- ILIT; RP; WI

2. CORE: 6 CREDITS

- CMP101 English Composition (3) CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements For BA, History & Political Science

1. MAJOR: 24 CREDITS

• **SELECT ONE:**

- PSC101 Comparative Political Systems (3) — CI
- PSC121 International Relations (3) — CI

• **SELECT ONE**

- PSC113 American Politics (3) CR
- PSC114 State/ Local Government (3) – CR

• **SELECT 6 CREDITS (WITH DEPARTMENTAL ADVISEMENT) FROM ANY COURSES WITH THE PSC RUBRIC**

- **History Electives: 12 credits (4 courses), of which: 6 credits must be at the 300 level or above, AND at least one course must be taken from each of 3 areas: European Concentration; US Concentration; World Concentration.** Access the list of acceptable [History and Political Science electives](#) from the History & Political Science department section of the Daemen catalog, or from the Program Plans option on the Registrar's web page.

2. REQUIREMENTS OUTSIDE THE MAJOR: 3 CREDITS

• **CAREER FIELD EXPERIENCE:**

CFE97 Career Preparation Seminar (0); **AND** 3 credits in a Career Field Experience (CFE) relevant to the major

3. CORE: 39 CREDITS

- MTH104 Survey of Statistics (3) — CT; QL
- **FOREIGN LANGUAGE AND CORE ELECTIVES: 36 CREDITS**

- **FOREIGN LANGUAGE REQUIREMENT:**

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language Requirement](#) section of the Daemen catalogue.

4. FREE ELECTIVES: 32 CREDITS

- Courses used to fulfill the free electives may have, but are not required to have, a competency. A maximum of 6 credits may be taken in courses with History or Political Science rubrics.

TOTAL PROGRAM REQUIREMENTS = 122 CREDITS

Additional Requirements For BA, History & Political Science – Environmental Studies Specialization

1. MAJOR AND SPECIALIZATION 58 CREDITS:

• MAJOR: 11 CREDITS

- HP446 Advanced Senior Research (2)
- **History Electives: 9 credits, of which: 6 credits must be at the 300 level or above, AND at least one course must be taken from each of 3 areas: European Concentration; US Concentration; World Concentration.** Access the list of acceptable [History and Political Science electives](#) from the History & Political Science department section of the Daemen catalogue, or from the Program Plans option on the Registrar's web page. **HST324 Global Environmental History is strongly recommended.**

• SPECIALIZATION: 47 CREDITS

- BIO109/L-110/L General Biology I & II Lecture and Lab (4/4) – CT
- BIO302/L General Ecology Lecture and Lab (4)
- CHE101L General Chemistry Lab (1)lecture also required and is included in the Core
- CHE301 Organic Chemistry I Lecture (3)
- ENS/PSC211 Environmental & Energy Policies I (3)
- ENS/PSC212 Environmental & Energy Policies II (3)
- ENS304/L Environmental Chemistry Lecture and Lab (4)
- PSC113 American Politics (3) – CR
- PSC114 State & Local Government (3) – CR
- **SELECT ONE:**
 - BIO/SUST304 Conservation Biology (3) – CI; CR; ME; WI
 - BIO315/L General Microbiology Lecture & Lab (4)
 - any 300-level Biology course (3-4)
 - any 200 or 300 level Chemistry course (3-4)
 - NSC310 Biostatistics (3) – CT
- **SELECT TWO:**

- ENS205 Planet Earth I: Physical Features (3)
- ENS206 Planet Earth II: Geographical Features (3)
- ENS/NSC303 Environmental Toxicology (3) CT

• **SELECT TWO:**

- PSC217 American Political Parties & Pressure Groups (3) – CR
- PSC219 Politics, Planning & Land Use (3)
- PSC411 Environmental Law (3)

2. **CORE: 39 CREDITS**

- CHE101 General Chemistry Lecture (3)- lab is also required and is included in the specialization requirements. LECTURE ONLY = CT
- **ECONOMICS: SELECT ONE:**
 - ECO201 Principles of Microeconomics (3) – CT
 - ECO202 Principles of Macroeconomics (3) – CT
- MTH104 Survey of Statistics (3) – CT; QL

• **FOREIGN LANGUAGE AND CORE ELECTIVES: 30 CREDITS**

• **FOREIGN LANGUAGE REQUIREMENT:**

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language Requirement](#) section of the Daemen catalog.

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

Additional Requirements for BA, Adolescence Education: Social Studies

All Adolescence Education: Social Studies majors must be admitted into the Education Department through the Upper

Division application process. No student may pursue this major without meeting the Education Department's requirements: see Admission to Upper Division section.

1. **MAJOR: 21 CREDITS**

- GEO117 World Geography (3) – CI; CT
- HP333 Methods of Teaching Secondary Social Studies (3)
- **SELECT ONE:**
 - PSC101 Comparative Political Systems (3) – CI;
 - PSC121 International Relations (3) – CI

• **SELECT ONE:**

- PSC113 American Politics (3) – CR
- PSC114 State/ Local Government (3) – CR
- **History/Political Science Electives: 9 credits, of which: 6 credits must be at the 300 level or above, AND at least one course must be taken from each of 3 areas: European Concentration; US Concentration; World Concentration.** Access the list of acceptable [History and Political Science electives](#) from the History & Political Science department section of the Daemen catalog, or from the Program Plans option on the Registrar's web page.

2. **EDUCATION STUDIES: 37 CREDITS**

- **NOTE:** A student who has earned a B- or less in EDU237/L in his/her first two attempts will not be allowed to pursue the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237/L Instructional Design: Theory and Practice (3/1)
- EDU313 Foundations of Education (3)
- EDU314 Promoting English Language Arts Across the Content Areas (3)
- EDU327 Teaching to the Standards (3) – ILIT
- EDU336 Language/Literacy Development for the Adolescent Learner (3)
- EDU402 Methods in Classroom Management for Secondary Education (3)
- EDU479-480 Student Teaching and Seminar at the Early Secondary/Secondary Level (6/6)

- SED270 Introduction to the Nature and Educational Needs of Students with Disabilities (3)

3. CORE: 39 CREDITS

- PSY103 Introduction to Psychological Science (3) — CI
- PSY214 Psychology of Adolescence (3) – CT; UD; WI
- SOC243 Child Welfare Policy & Services (3)
- **Economics:** Select one: ECO201 Principles of Microeconomics (3) – CT; ECO202 Principles of Macroeconomics (3) – CT
- **Foreign Language:** This teacher certification program requires successful completion of a minimum of 6 credits in one foreign language, in which the student must demonstrate proficiency in a foreign language through the intermediate level. A complete description of the requirement is available in the [Foreign Language Requirement](#) section of the Daemen catalog.
- **Core Electives:** 21 credits:

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

You can find information about all of our departmental majors, the [requirements for Admission to Upper Division](#), and [requirements for Graduation here](#) or by visiting the History & Political Science Department section of the college catalog, or at the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: [BA, History & Political Science](#), [BA, History & Political Science – Environmental Studies specialization](#), [BA, Adolescence Education: Social Studies](#), from the History & Political Science Department web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

MAJOR: 36 CREDITS

- PSC101 Comparative Political Systems (3) – CI
- PSC113 American Politics (3) – CR
- PSC121 International Relations (3) – CI
- PSC125 Public Policymaking (3) – CT
- PSC331 Political Science Research and Methods (3)
- HP445 Senior Capstone Project (3) ILIT; RP; WI
- HISTORY ELECTIVE: 3 credits (based upon student's interests and in consultation with one's Advisor) selected from the following
 - HST137 African American History (3) – CI
 - HST221 American History from 1877 to Present (3) – CI
 - HST223 U.S. Foreign Policy: World War II to the Present (3) – CT
 - HST230 Problems of the Third World (3)
 - HST304 Modern China (3)
 - HST308 Modern Latin America (3) – CI
 - HST315 History and Political Social Theory (3)
 - HST317 The Middle East (3) – CI
 - HST319 20th Century Russia & Eastern Europe (3) – CI
 - HST326 Culture Wares: Social and Political Conflict in Recent US History (3) -CI, CT, ME

• POLITICAL SCIENCE ELECTIVES

15 credits, of which: 6 credits must be at the 300 level or above, **AND** at least one course (3 credits) must be taken from each of 3 areas: American Government;

Comparative Government/International Relations; Public Policy/Law. Courses will be selected from the following:

• THE AMERICAN POLITICAL SYSTEM

- PSC114 State & Local Government (3) – CR
- PSC217 The American Political System (3)
- PSC222 Polling and Public Opinion: Following the Will of the People (3) – CR, IL
- PSC224 Influencing Politics: The American Voter in Campaigns and Elections (3) – CE, CI
- PSC230 U.S Judicial Process (3) – CR
- PSC233 Democracy in America: Critical Perspectives (3) – CR
- PSC305 American Constitutional Law (3) – CI
- PSC311 Congress and the Chaos of Democracy (3) – CE, CI
- PSC312 Judicial Politics and Behavior (3)
- PSC313 Media and Politics: Watchdogs or Lapdogs (3) – CR, CS, CI
- PSC321 Politics and Popular Culture in America (3) – CR, CI, WI
- PSC325 Local Government Reform and Community Renewal (3) – CR, CT
- PSC415 Seminar on the Presidency

• GLOBAL POLITICS & INTERNATIONAL RELATIONS

- PSC210 Politics of Globalization (3) – CI
- PSC213 Sustainability & Third World Development (3) – CI
- PSC221 Political Economy of East Asia (3)
- PSC220 Contemporary International Issues (3)
- PSC225 Politics of China (3) – CI
- PSC231 International Organizations & Global Governance (3) – CI
- PSC232 International Political Economy (3)
- PSC238 Dictatorship & Democracy in World Politics (3)
- PSC315 Politics of Western Europe (3)
- PSC326 Politics of East Asia (3) – CI
- PSC327 Politics of South Asia (3) – CI

• PUBLIC POLICYMAKING & LAW

- PSC117 Criminal Justice: Law & Procedures (3) – CI
- PSC/ENS211-212 Environmental Energy Policies I-II (3/3)
- PSC215 Issues in Public Policy (3) – CT
- PSC219 Politics, Planning & Land Use (3)
- PSC223 Political & Civil Rights in the U.S. (3) – ME
- PSC227 Intro to Public Administration (3) – CR
- PSC228 Community Planning & Sustainability (3) – SL
- PSC/WST320 Gender & Policy in the U.S. (3) – CT; WI
- PSC350 Political Argumentation & Debate (3) – CS
- PSC411 Environmental Law (3)

REQUIREMENTS OUTSIDE OF THE MAJOR: 3 CREDITS

- CFE97 Career Preparation Seminar **AND** 3 credits in Career Field Experience (one or multiple experiences totaling 3 credits are allowed)

CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) – CT; QL
- **Foreign Language and Core Electives:** 36 credits
- **Foreign Language Requirement:** Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or

the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language Requirement](#) section of the Daemen catalog.

FREE ELECTIVES: 36 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in Political Science courses.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

You can find information about all of our departmental majors, the [requirements for Admission to Upper Division](#), and [requirements for Graduation here](#) or by visiting the History & Political Science Department section of the college catalog, or at the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: [BA, Political Science](#) from the History and Political Science Department web page or the Program Plans site on the Registrar's web page.

ATLANTIC STUDIES MINOR

Requirements (18 credits)

SELECT 6 CREDITS FROM THE FOLLOWING

- HST219 Colonial Americas (3)
- HST237 Early Modern Europe: Renaissance to the Age of Napoleon (3)
- HST324 Global Environmental History (3)

SELECT 12 CREDITS FROM THE FOLLOWING

- ANT210 Contemporary Native America (3)
- FRE315 French Civilization and Culture (3)
- HST137 African American History (3)
- HST/WST215 Introduction to Women's Studies (3)

- HST220 American History to 1877 (3)
- HST221 American History from 1877 to the Present (3)
- HST230 Problems of the Third World (3)
- HST308 Modern Latin America (3)
- HST/WST309 Introduction to the History of American Women (3)
- HST312 Sub-Saharan Africa (3)
- IND212 Latino and Latin American Culture (3)
- LIT213 Contemporary Native American Literature (3)
- LIT320 Modern and Contemporary Literature (3)
- LIT330 The Scottish Renaissance and Scottish National Identity (3)
- PHI/REL211 African American Thought (3)
- PSC210 The Politics of Globalization (3)
- PSC213 Sustainability and Third World Development (3)
- PSC231 International Organizations and Global Governance (3)
- SPA309 Survey of Spanish American Literature (3)
- SPA315 Spanish Civilization and Culture (3)
- SPA316 Spanish-American Civilization & Culture (3)

*Other courses may be selected with the permission of the Atlantic Studies Director, Dr. Andrew Wise.

BLACK STUDIES MINOR

Requirements (18 credits)

HISTORY & POLITICAL SCIENCE (9 CREDITS)

- PSC223 Political & Civil Rights in the U.S. (3)
- **SELECT ONE:**
 - HST137 African American History (3)
 - HST230 Problems of the Third World (3)
 - HST312 Sub-Saharan Africa (3)
- **SELECT AN ADDITIONAL 3 CREDITS FROM HISTORY & POLITICAL SCIENCE COURSES.**

Courses will be selected in consultation with the Advisor for the Black Studies minor, Dr. Joseph Sankoh, and may be one of the unused courses listed in the options referenced above.

ECONOMICS AND HUMANITIES (6 CREDITS)

SELECT 6 CREDITS FROM THE FOLLOWING (COURSES TO BE SELECTED IN CONSULTATION WITH THE ADVISOR FOR THE BLACK STUDIES MINOR)

- ECO209 Economics of Poverty (3)
- ECO213 Economics of Inequality (3)
- IND315 Perspectives on Blacks and Education (3)
- PHI211 African American Thought (3)
- PHI/REL328 Comparative Genocide (3)
- REL309 The Holocaust (3)
- SOC209 Social Problems (3)
- SOC224 Ethnicity, Race & Cultural Diversity (3)

SERVICE LEARNING (3 CREDITS)

This minor requires students to complete three credits in service learning related to the Black experience. The placement must be approved by the advisor for the Black Studies minor, who will collaborate with staff in the service learning and/or global program offices in order to determine an appropriate placement. The appropriate experiential learning office must provide authorization (via a signed permit to register form) prior to registration.

CRIMINAL JUSTICE MINOR

Requirements (21 credits)

- PSC117 Criminal Justice: Law and Procedures (3)
- PSC230 United States Judicial Process (3)
- PSC305 American Constitutional Law (3)
- PSY306 Forensic Psychology

SELECT 9 CREDITS, ONE FROM 3 OF THE 4 DISCIPLINES AS FOLLOWS

PHILOSOPHY

- PHI311 Philosophy of Mind (3)
- PHI216 Ethics (3)
- PHI322 Philosophy of Law (3)
- PHI326 Meaning of Care in a Technological Society (3)

POLITICAL SCIENCE

- PSC114 State and Local Government (3)
- PSC223 Political & Civil Rights in the U.S. (3)

PSYCHOLOGY

- PSY103 Introduction to Psychological Science (3)
- PSY212 Developmental Psychology: Infancy through Childhood (3)
- PSY210 Social Psychology (3)
- PSY219 The Psychology of Mental Illness (3)

SOCIOLOGY

- SOC209 Social Problems (3)
- SOC224 Ethnicity, Race and Cultural Diversity (3)
- SOC304 Social Class and Inequality (3)

NOTE

It is recommended that students completing the Criminal Justice minor complete the following electives as part of their degree program studies: CFE Career Field Experience; MTH104 Survey of Statistics (3); SPA105-106 Intermediate Spanish for Professional Communication I-II (3/3)

GLOBAL STUDIES MINOR

PROGRAM ADVISOR: DR.
AAKRITI TANDON

Mission Statement for the Global Studies Minor

The mission of the Global Studies minor is to complement and enhance the Daemen College mission to “prepare students for life and leadership in an increasingly complex world” who “recognize the importance of a global perspective” and who are committed to the “well-being of both their local and global communities.”

Through coursework, international experience and service learning abroad or with local immigrant or refugee communities, Daemen students completing the Global Studies minor will demonstrate the knowledge, insight, and skills to work for and with people, organizations and businesses with a global focus.

Requirements (15 credits)

SELECT ONE OF THE FOLLOWING FOUNDATIONAL COURSES:

- IND120 Introduction to Global Studies (3)
- PSC 121 International Relations (3)
- PSC 210 Politics of Globalization (3)
- HIS 106 World History II (3)

SELECT ONE INTERNATIONAL EXPERIENCE:

Students will complete an International Experience. It may be credit-bearing or not and may include extended living abroad, long or short term study abroad, volunteer or military experience. Typically vacation experiences are not acceptable. Completion of a non-credit study abroad seminar is required prior to departure on study abroad programs. Consult the Global Studies Program Director for details.

SELECT FOUR FROM THE LISTING OF GLOBAL STUDIES COURSES:

NOTE: Select from at least THREE disciplines (no more than TWO courses from any one discipline). The following list is not exclusive. Students are encouraged to request a review of other Daemen or transfer courses with significant non-USA content for consideration for the minor by the Director of Global Studies.

Additional courses may be allowed. Students wishing to take courses other than those on the list below must submit their request, with rationale for the substitution, to the Global Studies Program Director. Substitutions are subject to the approval of the Global Studies Committee.

- BA201 Introduction to International Business (3)
- BA220 Diversity and Cross-Cultural Management (3)
- BIO304 Conservation Biology (3)
- ECO343 Global Economic Geography (3)
- FLIT200 Literature in Transition: Crisis of Identity (3)
- FRE207 French Conversation and Composition I (3)
- FRE208 French Conversation and Composition II (3)
- FRE220 Introduction to Literature in French (3)
- FRE240 Grammar and Culture Workshop I (3)
- FRE250 Grammar & Culture Workshop II (3)
- FRE307 Survey of French Literature I (3)
- FRE308 Survey of French Literature II (3)
- FRE312 Advanced French Grammar (3)
- FRE315 French Civilization and Culture (3)
- FRE326 Advanced Conversation in French (3)
- FRE333 Special Topics in Literature (3)
- FRE334 Special Topics in Culture (3)
- FRE335 Special Topics in Linguistics (3)
- HPR303 Traditional Chinese Medicine (3)
- HPR335 Critical Issues in Global Health (3)
- HST105 Introduction to World History I: From Antiquity to 1500 (3)
- HST106 Introduction to World History II: From 1500 (3)
- HST206 Twentieth Century Europe (3)
- HST224 History of the Byzantine World (3)
- HST228 Multicultural Poland: History and Public Memory (3)
- HST230 Problems of the Third World (3)

- HST237 European Intellectual History from the Renaissance to the Enlightenment (3)
- HST248 Ancient Mediterranean World (3)
- HST304 Modern China (3)
- HST308 Modern Latin America (3)
- HST312 Sub-Saharan Africa (3)
- HST317 The Middle East (3)
- HST319 20th Century Russia and Eastern Europe (3)
- HST324 Global Environmental History (3)
- IND104 Global Environmental History (3)
- IND120 Intro to Global Studies (3)
- IND123 Intro to Sustainable Communities (3)
- IND212 Latino and Latin American Culture (3)
- IND215 Service Learning for Refugees Studies (3)
- IND248 International Service Learning (3)
- IND322: Alt and Renewable Energy Issues (3)
- IND325: Introduction to Polish Culture (3)
- IND334: Non-Western Art & Culture (3)
- IND338: Food and Agriculture Issues (3)
- IND345: Introduction to Russian Culture (3)
- IND398: International Experiential Learning (3)
- IND448 International Service Learning (1-3)
- ITA101 Elementary Italian I (3)
- ITA102 Elementary Italian II (3)
- ITA105 Intermediate Italian I (3)
- ITA106 Intermediate Italian II (3)
- ITA207 Italian Conversation & Composition I (3)
- ITA208 Italian Conversation & Composition II (3)
- LIT201 World Lit I (3)
- LIT202 World Lit II (3)
- LIT230 Exile Literature (3)
- LIT309: Film Seminar (3)
- LIT314 Magic Realism in Literature & Film (3)
- LIT316: Empire and the Imagination (3)
- LIT317 Gender Trouble (3)
- LIT320: Modern & Contemporary Irish Literature (3)
- LIT326 Understanding Africa (3)
- LIT329 Imagining Trauma (3)
- LIT330: Scottish Renaissance (3)
- LNG309 Language in Society (3)
- LNG335 Special Topics in Linguistics (3)
- MGT306 International Management (3)
- PHI225 Readings in World Culture (3)
- PHI234 Scientific and Religious View of the World(3)
- PHI306 Eastern Philosophies (3)
- PHI309 The Holocaust (3)
- PHI328 Comparative Genocide (3)
- PSC101 Comparative Political Systems (3)
- PSC121 International Relations (3)
- PSC210 Politics of Globalization (3)
- PSC213 Third World Development (3)
- PSC214 Introduction to Refugee Studies (3)
- PSC218 US Government, World Politics & Globalization (3)
- PSC221 Political Economy of East Asia (3)
- PSC231 International Organizations and Global Governance (3)
- PSC232 International Political Economy (3)
- PSC236 Sports and International Politics (3)
- PSC238 Dictatorship and Democracy (3)
- PSC242 African Politics, Culture & Society (3)
- PSC315 Politics of Western Europe (3)
- PSC326 Politics of East Asia (3)
- PSC327 Politics of South Asia (3)
- REL241 Intro to Islam (3)
- REL308 Spiritual Traditions Sequence I (3)
- SPA105 Intermediate Spanish for Professional Communication I (3)
- SPA106 Intermediate Spanish for Professional Communication II (3)
- SPA207 Spanish Conversation and Composition I (3)
- SPA208 Spanish Conversation and Composition II (3)
- SPA209 Business Spanish (3)
- SPA210 Advanced Spanish for the Health Professional (3)
- SPA110 Spanish for the Health Professions (3)
- SPA220 Introduction to Literature in Spanish (3)
- SPA240 Grammar and Culture Workshop I (3)
- SPA250 Grammar and Culture Workshop II (3)
- SPA307 Survey of Spanish Literature (3)
- SPA309 Survey of Spanish-American Literature (3)
- SPA312 Advanced Spanish Grammar (3)
- SPA315 Spanish Civilization and Culture (3)
- SPA316 Spanish-American Civilization and Culture (3)
- SPA326 Advanced Conversation in Spanish (3)
- SPA328 Spanish Language Film (3)
- SPA333 Special Topics in Literature (3)
- SPA334 Special Topics in Culture (3)
- SPA335 Special Topics in Linguistics (3)
- SPA336 Phonetics & Phonology-Spanish (3)
- SPA337 Hispanic Sociolinguistics (3)
- SUST310 Global Water Issues (3)

- WST216 Women's Worlds: Global Issues in Women's Studies (3)

HISTORY MINOR

Requirements: (18 Credits)

As part of the requirements referenced below, 6 credits must be taken at the 300/400 level:

- 3 credits in American History
- 3 credits in European History
- 3 credits in World History
- 9 additional credits in History courses to be selected with departmental advisement

POLITICAL COMMUNICATION MINOR

Requirements: (21 credits)

**NOTE: This minor is shared by the
Departments of English and History & Political
Science.**

REQUIRED COURSES:

- PSC313 Politics and the Media (3) – CR;CS;ILIT
- CMP212 News Writing (3) OR CMP217 Principles of Rhetoric (3)
- Total Credits (6)

**SELECT THREE COURSES
FROM THE FOLLOWING TWO
AREAS (minimum one from each):**

Area 1:

- PSC224 American Voter in Campaigns (3)
- PSC222 Polling and Public Opinion (3) – CR;ILIT
- PSC217 The American Political Party System (3)

Area 2:

- PSC114 State and Local Government (3)
- PSC311 Congress and the Chaos of Democracy (3)
- PSC415 Seminar on the Presidency (3)
- PSC401 American Foreign Policy (3)

Total Credits (9)

SELECT TWO COURSES:

- CA205 Oral and Visual Communication (3)
- CMP301 Professional Writing (3)
- CA/CMP317 Journalism (3)
- CA/CMP318 Writing for Media (3)
- CMP420 Promotional Writing (3)
- Total Credits (6)

NOTE: CMP101 is a prerequisite for many of these courses

POLITICAL SCIENCE MINOR

Requirements: (18 credits)

NOTE

A MINIMUM OF 6 CREDITS MUST BE SATISFIED WITH COURSES AT THE 200 LEVEL OR HIGHER.

Some of the courses have prerequisites so students should plan accordingly and consult the Search for Schedules option on WebAdvisor to view course offerings and prerequisites.

SELECT TWO

- PSC101 Comparative Political Systems (3)
- PSC113 American Politics (3)
- PSC121 International Relations (3)
- PSC125 Introduction to Public Policy (3)

SELECT 12 CREDITS FROM AT LEAST TWO OF THE AREAS BELOW AND THE COURSES INDICATED.

COMPARATIVE/INTERNATIONAL

- PSC101 Comparative Political Systems (3)—if not already taken
- PSC121 International Relations (3)—if not already taken
- PSC210 The Politics of Globalization (3)
- PSC213 Sustainability and Third World Development (3)
- PSC220 Contemporary International Issues (3)
- PSC221 Political Economy of East Asia (3)
- PSC225 Politics of China (3)

- PSC231 International Organizations and Global Governance (3)
- PSC232 International Political Economy (3)
- PSC238 Dictatorship and Democracy in World Politics (3)
- PSC315 Politics of Western Europe (3)
- PSC326 Politics of East Asia (3)
- PSC327 Politics of South Asia (3)
- One of the following may be taken if PSC101 was completed:
 - HST223 U.S. Foreign Policy: World War II to the Present (3)
 - HST230 Problems of the Third World (3)
 - HST308 Modern Latin America (3)
 - HST317 The Middle East (3)
 - HST319 20th Century Russia and Eastern Europe (3)

AMERICAN POLITICS

- HST221 American History from 1877 to the Present (3)
- PSC113 American Politics (3) — if not already taken
- PSC114 State and Local Government (3)
- PSC115 Hollywood and Politics (3)
- PSC216 The Politics of (Mis)representation: the Importance of Political Geography (3) – CR
- PSC217 American Political Parties and Pressure Groups (3)
- PSC222 Politics and Public Opinion (3)
- PSC223 Democracy in America (3)
- PSC224 Influencing Politics: The American Voter in Campaigns and Elections (3) – CE, CI
- PSC311 Congress and the Chaos of Democracy (3) – CE, CI
- PSC313 Politics and the Media (3)
- PSC321 Politics and Pop Culture in America (3) – CI, CR, WI
- PSC415 Seminar on the Presidency (3)

POLICY

- PSC125 Public Policy Making (3)
- PSC211 Environmental and Energy Policies I (3)
- PSC215 Issues in Public Policy (3)
- PSC219 Politics, Planning and Land Use (3)
- PSC320 Gender and Policy in the U.S. (3)

- PSC350 Political Argumentation and Debate (3)

PUBLIC LAW

- PSC117 Criminal Justice: Law and Procedures (3)
- PSC223 Political and Civil Rights in the U.S. (3)
- PSC230 U.S. Judicial Process (3)
- PSC305 American Constitutional Law (3)

PRE-LAW STUDIES MINOR

Requirements: (18 –
19 credits)

- PSC230 U.S. Judicial Process (3)
- PSC305 American Constitutional Law (3)

SELECT ONE

- CMP301 Professional Writing (3)
- PAR301 Legal Research and Writing (3) – provided that the student has already declared the Pre Law minor.

Select 9 credits from at least two of the areas below and courses indicated

NOTE: Some of the courses have prerequisites so students should plan accordingly and consult the Search for Schedules option on Self Service to view course offerings and prerequisites.

HISTORY, POLITICAL SCIENCE AND LAW

- BA221 The Environment and the Law (3)
- PHI322 Philosophy of Law (3)
- PSC117 Criminal Justice: Law and Procedures (3)
- PSC223 Political and Civil Rights in the U.S. (3)

ORAL AND WRITTEN COMMUNICATION SKILLS

- BA211 Effective Business Communications (3)
- CA205 Oral and Visual Communication (3)
- CA221 Human Communication (3)
- PSC350 Political Argumentation and Debate (3)
- PSY304 Counseling and Interviewing (3)

SOCIAL INSTITUTIONS AND HUMAN BEHAVIOR

- HSM302 Health and Administrative Law (3)
- PSY210 Social Psychology (3)
- PSY219 The Psychology of Mental Illness (3)
- PSY306 Forensic Psychology (3)
- SOC243 Child Welfare Policy & Services (3)

THE BUSINESS WORLD

- BA210 Legal Environment of Business (3)
- BA350 Business Law I (3)
- BA351 Business Law II (3)
- BA405 Legal Issues in Sport Management (3)
- BA420 Legal Aspects of International Transactions (3)
- ECO/FIN409 Money and Banking (3)
- FIN325 Corporate Finance (3)

Visit the [Pre Law Studies webpage](#) for more information

PUBLIC ADMINISTRATION MINOR

Requirements: (18 credits)

NOTE

Some of the courses have prerequisites so students should plan accordingly and consult the Search for Schedules option on WebAdvisor to view course offerings and prerequisites.

PREREQUISITE TO THE MINOR

ONE OF THE FOLLOWING MUST HAVE BEEN COMPLETED PRIOR TO BEGINNING STUDIES FOR THIS MINOR

- MGQ221 Business Statistics I (3)
- MGQ222 Business Statistics II (3)
- MTH104 Survey of Statistics (3)

REQUIRED COURSES

- MGT312 Human Resource Management (3)
- PSC113 American Politics (3)
- PSC114 State and Local Government (3)
- PSC125 Introduction to Public Policy (3)
- PSC227 Introduction to Public Administration (3)

SELECT ONE:

- BA211 Effective Business Communications (3)
- CMP301 Professional Writing (3)

RECOMMENDED STUDIES: The following courses are recommended studies to be selected in consultation with one's Advisor:

- BA220 Diversity & Cross-Cultural Management (3)
- ECO201 Principles of Microeconomics (3)
- ECO202 Principles of Macroeconomics (3)
- ECO206 Economics of Sustainable Development (3)
- ECO213 Economics of Inequality (3)
- ENS/PSC211-212 Environmental & Energy Policies I/II (3/3)
- ENS/PSC219 Politics, Planning and Land Use (3)
- HST211 Introduction to Public History (3)
- MGT208 Principles of Management (3)
- MGT321 Organizational Behavior and Theory (3)
- MIS280 Computer Studies and Problem Solving (3)
- MIS290 Information Systems Management (3)
- PSC215 Issues in Public Policy (3)
- PSC217 American Political Parties and Pressure Groups (3)
- PSC228 Community Planning & Sustainability (3)
- PSC311 Congress and the Chaos of Democracy (3) – CE, CI
- PSC411 Environmental Law (3)
- PSC416 Internship in Public Administration (3)
- SOC201 Introductory Sociology (3)
- SOC209 Social Problems (3)
- SOC224 Ethnicity, Race, and Cultural Diversity (3)
- SOC243 Child Welfare Policy and Services (3)

PUBLIC HISTORY MINOR

Requirements: (18 credits)

NOTE

Some of the courses have prerequisites so students should plan accordingly and consult the Search for Schedules option on Self Service to view course offerings and prerequisites.

Note: Other courses may be allowed with permission of program director, Dr. Penny Messinger

Complete each of the following:

- HST211 Introduction to Public History (3)
- HST220 American History to 1877 (3)
- HST221 American History from 1877 to the Present (3)

Select 9 credits from the following options; 3 credits must be taken in each of the 3 areas referenced below:

- **Written Communication Skills/Public Relations:**
 - CA/CMP318 Writing for Media (3)
 - CMP301 Professional Writing (3)
 - CMP311 Advanced English Composition (3)
 - CMP/PR420 Promotional Writing (3)
 - PR322 Introduction to Public Relations (3)
- **Allied Fields and Applied Knowledge:**
 - ACC225 Financial Accounting (3)
 - HP/IND 250 Introduction to Historic Preservation (3)
 - BA/HPR352 Grant Writing (3)
 - HST416 Internship in Public History (1-3)
 - PSC227 Introduction to Public Administration (3)
- **Computer and Web Design:**
 - MIS231 Visual Software (3)
 - MIS280 Computer Studies and Problem Solving (3)
 - MIS290 Information Systems Management (3)
 - MIS331 Animation Software (3)

REFUGEE AND MIGRATION STUDIES MINOR

Requirements: (18 credits)

- PSC 214: Introduction to Refugee Studies (3)
- **SELECT ONE: Foundations in Global Knowledge (3)**
 - HST106 World History 1500-Present
 - IND120 Introduction to Global Studies
 - PSC121 International Relations
- **SELECT THREE: Causes, Contexts, and Consequences of Population Movements (9)**
 - HST317 The Middle East
 - HST228 Multicultural Poland: History & Public Memory
 - LIT230 Exile Literature
 - LIT316 Empire & the Imagination

- LNG309 Language in Society
- LNG415 Second Language Acquisition/Applied Linguistics
- PHI309 The Holocaust
- PHI/REL328 Comparative Genocide
- **SELECT ONE: Applied/Experiential: Service Learning* (3)**
 - FRE/SPA 299/399 Service Learning in French and Spanish
 - FRE/SPA 348/448 International Service Learning in Spanish/French
 - IND215 Service Learning for Refugee Studies
 - IND 31 Reaching Refugees in the Buffalo Community
 - IND230 Refugees Tell Their Stories
 - IND348 or 448 International Service Learning

***NOTE:** Other SL courses and internships, may be allowed by permission of the oversight committee if the course has a primary focus on refugees or migration.

WOMEN'S STUDIES MINOR

Requirements: (18 credits)

NOTE

Other courses may be allowed with the approval of the Program Director, Dr. Penny Messinger.

REQUIRED:

- WST/HST215 Introduction to Women's Studies (3)

SELECT 15 CREDITS FROM THE FOLLOWING

- ART356 Women in Art (3)
- LIT324 Jane Austen (3)
- LIT334 British Women Writers (3)
- WST/IND216 Women's Worlds: Global Issues in Women's Studies (3)
- WST/IND216 Women & Girls in Literature & Film (3)
- HSC/NUR221 Issues in Women's Health (3)
- WST/REL224 Women and Religion (3)
- WST/HST309 Introduction to the History of American Women (3)
- WST/LIT317 Gender Trouble: Literature and Film (3)
- WST/PSC320 Gender and Policy in the U.S. (3)
- WST/IND328 The Image of Women in Art and Media (3)
- WST/PHI/REL336 Sex, Love, and God (3)

Geography

GEO 117: World Geography

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration, Critical Thinking. This course will familiarize students with the spatial geography of the United States and other major regions of the world and will help them to understand the political and economic differences between nations, regions, and differently populated areas. (UG)

History & Political Science

HP 333: Methods of Teaching Secondary Social Studies

3 Credit Hour(s)

Writing Intensive. Registration in this course is limited to History & Political Science Adolescence Education/Social Studies majors. This course is designed to prepare prospective teachers who will engage in teaching social studies at the secondary level. It is intended to invest them with an understanding of the skills of teaching as well as provide them with content knowledge. It is also intended to assist prospective teachers in generating and implementing ideas and then assessing how well these plans have worked in the classroom. Students must complete 50 hours of field experience as part of course requirements. Prerequisite: EDU 203, EDU 237, EDU 313, EDU 314, EDU 336, and SED 270 or permission of instructor. (UG)

HP 445: Senior Capstone Project

3 Credit Hour(s)

Fulfills Core Competencies: Information Literacy; Research and Presentation; Writing Intensive. Every student pursuing a major in the History and Political Science Department must complete the senior capstone project. This class fulfills the capstone course requirement in the major, as well as the college-wide Research & Presentation (R&P), Information Literacy (IL), and Writing Intensive (WI) requirements. Students will be required to complete a 15-20 page research project consistent with the expectations of their major track (i.e., History, Political Science, History and Political Science majors). Prerequisite: PSC 331 or HST 331. (UG)

HP 446: Advanced Senior Research

2 Credit Hour(s)

This is a 2.0 credit course in which students who have successfully completed the required HP 445 (capstone) research project can revise that project to include original research (i.e., application of advanced methodology, execution of research design, integration of primary sources, or data collection and analysis). This is an optional course, designed for students who are considering graduate studies or employment in careers in which advanced research and writing is a required/desired skill. Students taking this course will be expected to integrate coursework, knowledge, research skills, and communication skills to demonstrate a mastery of learning within the disciplines of history or political science. Successful completion of HP 445 (with C or higher grade) and advisement of HP 445 faculty. It is strongly recommended that students take HP 445 in fall of their senior year; thus, HP 446 will be taken in spring of the senior year. (UG)

History

HST 104: The Human Place in Nature: An Introduction to Global Environmental History

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Civic Responsibility; Moral & Ethical Discernment. Cross-listed as IND 104. In this course, we will focus on different patterns of human responses to environmental challenges and identify ways in which they have changed over time. Students will be challenged to understand individual and collective behaviors in their social, cultural, political, and economic contexts. This course highlights several key aspects of environmental history: 1) humankind's impact on the environment as we have attempted to alter our natural surroundings; 2) various moral and ethical perspectives about the environment and humankind's place in the natural world; 3) the role that nature has played in various aesthetic visions; 4) modern environmental crises and their political impact; and 5) the modern green movement as a grassroots call for social justice in response to environmental degradation. (Sponsored by the History & Political Science Department). (UG)

HST 105: Introduction to World History I: From Antiquity to 1500

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The two-course world history sequence focuses on the peoples, forces and ideas that have shaped the way individuals have experienced (and still do experience) the world. The course's perspective is global and focuses on the origins and development, geographical context, and interactions of world cultures. In this course, we will focus on two key themes of early world history: 1) the ways in which different cultures emerged in response to the demands of their environmental surroundings; and 2) the ways in which different peoples began to increasingly interact with one another by 1500. (UG)

HST 106: Introduction to World History II: From 1500

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The two-course world history sequence focuses on the peoples, forces and ideas that have shaped the way individuals have experienced (and still do experience) the world. The course's perspective is global and focuses on the origins and development, geographical context, and interactions of world cultures. In this course, we will focus on two key themes of modern world history: 1) the ways in which global connections have developed; and 2) the ways in which different peoples at different times have resisted globalization, instead seeking to preserve their distinct cultural traditions. (UG)

HST 107: Revolutionary Principles: the History Of the Declaration of Independence

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Critical Thinking and Creative Problem Solving. This course traces the development of modern ideas about natural rights and freedoms within the US and the world from 1776 to the recent past. Through examining replies to the Declaration, we will study the way that groups and liberation movements in the US and throughout the world have adapted the foundational ideas of the Declaration in different political and temporal contexts. (UG)

HST 108: Ancient Aliens: History, Archaeology and Pseudo-Science

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking & Problem Solving; Information Literacy. Why do people continue to come up with theories about ancient civilizations, aliens coming to earth, lost civilizations, apocalypses, conspiracies? Why do these theories remain popular? This course introduces critical, scientific thinking by examining some of the many pseudo-scientific and uncritical readings of the ancient world. Students will learn about ancient history and archaeology while exploring fantastic archaeology, hoaxes, alien builders, lost empires, and sites believed to have mysterious powers. (UG)

HST 125: Historical Approaches to Contemporary Problems: Domestic Affairs

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course attempts to deepen understanding of contemporary issues in American society by studying their historical evolution. We will examine the events and impact of contested economic, political, social, and cultural issues in the U.S. since the 1960s. Major topics include the impact of foreign policy on domestic affairs; the civil rights movement; the women's movements; the New Left; liberation movements; Watergate; the rise of modern conservatism; and the culture wars of the 1980s and 1990s. (UG)

HST 137: African American History

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. A study of the African American experience in America. The course will explore African origins and cultural influences and examine the social and political significance of African Americans in American history. (UG)

HST 206: Communism, Fascism & Democracy in 20th Century Europe

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course deals with the story of Europe during the tumultuous 20th century. While we will focus much of our attention on political, economic and diplomatic developments; considerable time will be devoted to social and cultural phenomena as well. (UG)

HST 211: Introduction to Public History

3 Credit Hour(s)

This survey course introduces students to the field of public history - how historians make history come alive for the general public. Among areas covered will be the role of historians in museums, historical societies, archives, historic preservation, government and business organizations, and other non-academic careers. Students will explore effective exhibit design and presentation of history to the public through museum visits and class projects. (UG)

HST 215: Introduction to Women's Studies

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Cross-listed as WST 215. This course is an interdisciplinary overview of the language, concepts, and issues in the field of Women's Studies. We will explore the construction of gender by focusing upon the intersection of race, class, gender, ethnicity, sexuality, and religion in shaping women's lives, and will look at women's efforts to define their identities through work, creative activity, and through feminism. (UG)

HST 216: History of Medieval Europe: 300 - 1400

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course will focus on five specific developments: 1) the transition from the Roman world to the medieval world; 2) the emergence of several distinct cultures within the territories of the old Roman empire; 3) the key role played by religion in the various medieval cultures; 4) the burst of creative energy and economic expansion associated with the High Middle Ages; and 5) the crises of the 14th century (church schism, the Black Death, etc.) that devastated medieval Europe. (UG)

HST 220: American History to 1877

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course, an introduction to American civilization from the age of exploration and colonization through the Civil War and Reconstruction, focuses on central themes and issues in the development of American society and institutions by raising questions about human values, economic growth, institutional change, cultural development, and political democracy in the American past. Major themes include: exploration and colonization; life in early America; the creation of a slave society; colonial America and the British empire; the establishment of representative government; the American Revolution; establishing a new nation; the era of Andrew Jackson; the first industrial revolution; social and cultural life in the early republic; expansion and sectional crisis; and the Civil War and Reconstruction. Offered Each Year (Fall). (UG)

HST 221: American History From 1877 to Present

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course seeks to have students gain a perspective on the position of the United States among the nations of the world and on the controversies and agreements among Americans concerning the desired attributes of their own culture, government, and ideals. Major themes include: conquest of the West; the Populist movement; the creation of the Jim Crow system; industrialization and its effects on the American society, economy, and political processes; immigration and urbanization; the American Empire; Progressivism and the struggle for social justice; World War I; social changes of the 1920s, the Great Depression, and the New Deal; World War II; post-war affluence and social change, the Cold War and anti-communism; the liberal state; minorities and civil rights; the Vietnam era; the New Right and neo-conservatism; and the recent past. (UG)

HST 224: History of the Byzantine World

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course introduces students to the history of the Byzantine Empire. This course focuses on the following key features of Byzantine history: 1) the transformation of the Roman Empire into the Byzantine; 2) the role of the Byzantine church in political and cultural affairs; 3) the interaction of Byzantium with the other heirs of Rome: medieval Islam and medieval Western Christendom; and 4) the influence of Byzantium on neighboring states that interacted with Byzantium, especially Kievan Rus. (UG)

HST 225: The Indian Ocean in World History

3 Credit Hour(s)

Fulfills Core Competencies: Contextual Integration; Critical Thinking and Problem Solving. This course covers the history of the Indian Ocean world, from the East African Coast to Southeast Asia, from the beginning of ancient maritime trade to the twentieth century, paying particular attention to the Islamic period. We will look at how movement in and around the ocean for purposes of trade, travel, and pilgrimage created a rich multi-cultural environment. We will examine how trade and religious networks connected people, and at how people throughout the region adopted and adapted new religions and cultures. In addition to syntheses of Indian Ocean history and modern histories, we will read primary sources, including accounts of individuals who traveled in the Indian Ocean. Students are encouraged to think about major historical processes and to develop critical and analytical skills: evaluating evidence, analyzing written and visual documents, developing and presenting an argument and supporting evidence in writing. (UG)

HST 228: Multicultural Poland: History and Public Memory

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Moral & Ethical Discernment; Affective Awareness. This course focuses on the multicultural legacy in Poland, especially the historic region of Galicia. This course also requires students to consider the complex interplay of history and memory in Poland, especially as it relates to World War I, the interwar period, and World War II. (UG)

HST 229: History and Film

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This course uses film as the primary lens to understand historical issues from around the world. Individual instructors will select films that connect thematically to a unifying topic that provides focus for the class. Topics may be geographical/regional (ex: Middle East), may focus on a chronological era (ex: 20th century), or may be thematic (ex: war and peace). Films chosen for this course will be selected to facilitate discussion of the theme of the course and will be contextualized to the time/place of the film's setting and also the time/place of its creation. (UG)

HST 230: Problems of the Third World

3 Credit Hour(s)

The growing consciousness of the developing nations (LDC's) and their relationship with the advanced capitalist nations (First World) has been a major development of the post World War II period. While the term Third World was originally a political designation, it now implies certain economic and cultural characteristics. This course is designed to acquaint the student with many of the economic, political, social and international problems faced by these nations, while exploring the historical roots of these problems. (UG)

HST 232: Migration & Diaspora in US

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course examines the history of immigration, migration, and diaspora communities in the United States from 1800-the present. Three overarching themes guide this course: the movement of peoples to the US and some of the major migratory movements of peoples within the US; the relationship between American ideas concerning citizenship and immigration and the experiences of immigrants within the US in the 19th, 20th, and 21st centuries; and the evolving governmental policies towards immigration from throughout this period. The course addresses what draws people to the United States, what pushes them to leave their countries of origin, and how the United States has been shaped by immigrants and diaspora communities. (UG) (UG)

HST 233: Nomads, Mystics, Conquerors: Cultural History of the Premodern Islamic World

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course covers the cultural history of the Islamic world from the 7th to 15th centuries, from the beginning of Islam through the Mongol conquests. We will read a variety of primary sources, from popular stories to literary works of the courts, including foundational texts of Islam, mystical writings, poetry, histories of conquest, and travel narratives. We will examine the culture of the Islamic world from its origins in Arabia through its interactions with the diverse cultures it encountered as it grew to become a vast empire, in order to understand the variety of beliefs, ideas and practices within the Islamic world. (UG)

HST 237: European Intellectual History From the Renaissance to the Enlightenment

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course introduces students to the key elements of modern European society that began to emerge during the period from the Renaissance to the age of Napoleon. In this course, we will focus on the following key developments: 1) the Renaissance; 2) the Protestant Reformation and Catholic Reformation; 3) the rise of the modern system of European states; 4) the creation of the Atlantic economy; 5) the Scientific Revolution and the Enlightenment; 6) the global rivalries of the European colonial powers; and 7) the French Revolution and its legacy. (UG)

HST 248: Ancient Mediterranean World

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course introduces students to the various cultures of the ancient Mediterranean world. The course is divided into four sections: 1) the origins of Mediterranean civilizations, including the history of ancient Mesopotamia and Egypt; 2) the Greek cultural expansion from the classical period through the Hellenistic age; 3) the history of Rome from the foundations of the republic to the fall of the empire; and 4) the rise of Christianity as a cultural phenomenon in the Mediterranean world. (UG)

HST 304: Modern China

3 Credit Hour(s)

This course focuses primarily on twentieth century China and will include the Revolution of 1911, the rise of the Kuomintang or Nationalist Party, and China since the Communist victory in 1949. Students will be encouraged to make their own evaluations regarding the Maoist regime, U.S.-Chinese relations in the twentieth century and the Chinese relationship with Third World nations. (UG)

HST 308: Modern Latin America

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. A course to acquaint the student with significant historical and cultural developments in Latin America since independence (political instability, economic underdevelopment, class conflict, anti-clericalism, militarism, and the relationship with the United States). Select countries such as Brazil, Argentina and Cuba will be emphasized; however, a topical rather than a country-by-country approach will generally be followed. (UG)

HST 309: Introduction to the History of American Women

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as WST 309. This course surveys the social, political, and economic history of American women from the colonial era to the present. The class places particular emphasis on the ways in which women's experiences have been shaped by such factors as race, class, and ethnicity, as well as by gender. Prerequisites: None, but upper division status, or foundational coursework in history or women's studies, is highly recommended. (UG)

HST 312: Sub-Saharan Africa

3 Credit Hour(s)

A study of essential historical and cultural background necessary for understanding contemporary problems of Sub-Saharan Africa. Emphasis is placed on pre-selected countries: Nigeria, Zaire, Ghana and the Republic of South Africa. (UG)

HST 315: History of Political and Social Theory

3 Credit Hour(s)

Students will analyze key problems in political philosophy by reading original works by thinkers who have influenced our own political discourse today. (UG)

HST 317: The Middle East

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course covers the major social, cultural, political and economic developments in the history of the modern Middle East, from the end of the Ottoman Empire to the present. (UG)

HST 319: 20th Century Russia and Eastern Europe

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course explores the nature of communism in Russia and Eastern Europe, the reasons for the collapse of communist regimes, and the transition to the post-communist era. We begin by examining how communist governments gained control in Russia and Eastern Europe, the nature of communist rule, and the crisis confronted by various regimes. In addition, we explore the nature of the Cold War and the ideological struggle between state and society, the democratization of politics, the problems of ethnic conflict, and changing relations with the West. (UG)

HST 324: Issues in Global Environmental History

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. This course deals with several key aspects of environmental history: 1) humankind's impact on the environment as we attempt to alter our natural surroundings; 2) various philosophical and religious concepts of the environment and humankind's place in the natural world; 3) European global expansion and the impact of this ecological imperialism on indigenous peoples and ecologies; 4) the modern green movement; and 5) global environment crises and their impact on domestic affairs and international relations. (UG)

HST 325: Cultural History of Poland

3 Credit Hour(s)

Fulfills core competency: Contextual Integration; Writing Intensive. Cross-listed as IND 325. Students are introduced to the history of Polish culture. This survey course will focus primarily on cultural developments, but students will also learn about key political, economic, and social developments in Polish history. (UG)

HST 326: Culture Wars: Social and Political Conflict in Recent US History

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Critical Thinking; Moral & Ethical Discernment. This course explores the influence of the culture wars both historically and in contemporary American society and politics during the 20th and early 21st centuries. We will trace the historical roots of recent debates over culture while also analyzing and evaluating historical claims about past events. The course heavily emphasizes events and developments since the 1960s, although we also examine issues and themes from early American history and the early 20th century through such topics as religion, science, urbanization, immigration and assimilation, race relations, changing gender roles, and sexual behavior as represented in cultural and political history. Offered as Needed. (UG)

HST 331: History Research Methods and Historiography

3 Credit Hour(s)

Writing Intensive. Students will learn about how historians conduct research and write history. Classes are conducted in seminar format. Class discussions focus on research skills and strategies and the intensive study of a wide variety of historical writings. This course is part of a capstone requirement for History majors and History & Political Science majors (including Adolescent Ed and Environmental Specialization); non-majors may also enroll. (UG)

HST 333: Labor & the Working Class in American History

3 Credit Hour(s)

Fulfills core competency: Contextual Integration; Critical Thinking and Problem Solving. This course explores the American labor history from the 1600s to the present, including the experience of work, labor activism, and the development of working-class consciousness. A major theme of this course explores the way industrialization has shaping work life and culture, transforming concepts of work and social mobility. We also examine workers' efforts to improve their circumstances through collective action, including strikes, unionization, and political mobilization, and the ways that such factors as racial, ethnic, gender, class, and cultural identity have shaped the history of labor. (UG)

HST 345: Cultural History of Russia

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Writing Intensive. Cross-listed as IND 345. This course introduces students to select themes in the Russian cultural tradition. The peoples of Russia have engaged actively with other cultures in Europe and Asia for over a millennium. We will explore how a distinct Russian culture has emerged, with special emphases on the following developments: the introduction of Christianity; the Mongol Yoke; the Europeanization of Muscovite Russia; the cultural splendor of the Russian empire during the reign of Catherine II; the flourishing of Russian literary culture under an absolutist regime during the Golden Age of the mid-19th century; and Russia's role in the birth of Modernism at the end of the tsarist era. (UG)

HST 416: Internship in Public History

3 Credit Hour(s)

Encouraged for students who are pursuing a public history minor. Prerequisite: HST 211. (UG)

Political Science

PSC 101: Comparative Political Systems

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course is a general introduction to the field of comparative politics. The course's main objective is to enable students to analyze the political systems of countries outside the U.S. The course covers countries selected from established democracies, transitional political systems, and developing societies. (UG)

PSC 113: American Politics

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. This is an introductory course focusing on the basic structure and processes of the American political system, the institutions of the federal government, and the processes of decision making. The course is also a foundation for the American Politics subfield of the political science discipline. (UG)

PSC 114: State and Local Government

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. A survey of the development, structure and functions of state and local government in the United States. Specific reference is made to the politics and problems of New York State and the Buffalo Metropolitan Area. (UG)

PSC 115: Hollywood and Politics: Introducing Political Science Through Pop Culture

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Civic Responsibility; Communication Skills. This course is designed to introduce students to the study of Political Science. Specifically, we will explore Political Science through popular culture. Throughout this course, students will be exposed to the foundational concepts useful in studying political phenomena that are universal to the various subfields and methodological approaches within political science. The American system will be used as a point of comparison, but we will examine various other ways to structure a governmental system (e.g. various executive, legislative, or judicial branch designs, the differences between presidential and parliamentary systems, and differences between capitalist and socialist economic structures). To explore these themes we will use film, television, fiction, and music. Using these various aspects of pop culture we will explore topics such as why we need government, various ideologies, the role of executive leadership, legislative politics, judicial systems, democracy, political culture, the media, and international politics. (UG)

PSC 117: Criminal Justice: Law and Procedures

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The case-based approach used in this course requires students to analyze criminal procedure rulings of the United States Supreme Court. Students will be exposed to the logical and legal arguments of a series of cases which comprise the evolving corpus of the Court's criminal rights jurisprudence. (UG)

PSC 121: International Relations

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. An introduction to international politics. Covers the transformation of world politics since the early modern era. Examines major international events such as the two world wars, the Cold War, and the end of the Cold War. Exploration of the origins and causes of wars and conflicts, the roles of international organizations and international law in achieving lasting peace, and key issues of post-Cold War international politics including globalization, the environment, human rights and terrorism. (UG)

PSC 125: Public Policymaking

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem-Solving. This course is an introduction to the policy making process and the subfield of Public Policy and covers the evolution of the field of public policy, and the policy making process from agenda setting to policy termination and change; select substantive policy areas and current events are used as illustrative examples. Students will learn the basic social science research approach and its critical uses in policy-making and analysis. (UG)

PSC 210: The Politics of Globalization

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course focuses on the politics of globalization in the new world order and its impact on international relations and on developing nations. Topics include international terrorism, issues of justice and poverty, the role of multinational corporations, environmental issues, and the role of international organizations such as the IMF, the World Bank, and the World Trade Organization. (UG)

PSC 211: Environmental and Energy Policies I

3 Credit Hour(s)

Cross-listed as ENS 211. A survey of major environmental and energy policies and the intergovernmental administrative system established to implement them. Topics include a history of the environmental movement, green politics, international environmental issues, and the contrasts between scientific and political decision-making. If taken as ENS 211, this course cannot be used as a science elective. (UG)

PSC 212: Environmental and Energy Policies II

3 Credit Hour(s)

A continuation of ENS/PSC 211. Prerequisite: PSC/ENS 211. (UG)

PSC 213: Sustainability and Third World Development

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course examines the process of development in the Third World. Topics include HIV/AIDS, overpopulation, the role of women, the environment, socio-cultural barriers, and responses to inequality and poverty. (UG)

PSC 214: Introduction to Refugee Studies

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration. This course will introduce students to the basic theories, concepts, and vocabulary of Refugee Studies. It will primarily focus on the political, historical, economic, socio-cultural, and global processes that have impacted refugees and Refugee Studies in our world today. Why are there refugees? How does local, national, and international communities address refugee crises? How can the academic study of refugees lead to policy changes in national and international political and economic systems? To the extent that forced migration of refugees is an integral part of the relationship between poor and rich nations, the issues facing refugee communities are not just a product of internal/civil wars and local impoverishment, but are closely linked to the fundamental political and economic structures and processes of our globalized world. As such, students, organizations, policy advocates interested in working with refugees need to take the holistic approach to refugee studies in order to have a better understanding and in-depth knowledge of the issues. This course will provide students with foundational knowledge of refugee populations and the field of Refugee Studies. The course will involve intensive reading and writing, the use of theoretical analyses, critical discussions, and in-depth examination of displacement and forced migration of refugees globally. (UG)

PSC 215: Issues in Public Policy

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. An examination of the various analytical models employed by political scientists in the study of political life and the application of these models to specific domestic policy areas, with a focus on environmental policy. (UG)

PSC 216: The Politics of (mis)representation: The Importance of Political Geography

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Do voters pick the right candidate to represent their concerns? After these candidates become politicians, are they held accountable for their actions? Are these politicians demographically representative of their voters (i.e. do they look like us)? These questions are central to the study of political geography, an underlying theme to everything covered in this course. Throughout this course we will explore representation in American politics, focusing primarily on these three overarching questions. Specifically, we will examine how well citizens are being represented in the American political system by their elected leaders. There are continual concerns about how poorly our political representatives mirror the population in terms of demographics, partisanship, and ideology. In this course, we will explore whether these concerns about misrepresentation are valid as well as their causes. First, we will look at demographic groups (race and gender specifically) and how well these groups are being represented in our system. Specifically, we will focus on three aspects of the American political system that are commonly blamed for misrepresentation: redistricting and gerrymandering, nomination elections (both congressional and presidential), and the Electoral College. (UG)

PSC 217: The American Political Party System

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. An examination of the principles, development and organization of American political parties as well as the electorate and the electoral process. The nature and role of political interest groups will be examined. Special emphasis will be placed on environmental activism at national, state and local levels. (UG)

PSC 219: Politics, Planning and Land Use

3 Credit Hour(s)

Cross-listed as ENS 219. Principles and practice of land management policies at the state and local levels of government. Topics include zoning power of local government, preparation of master plans, variance procedures, federal mandates and Environmental Impact Statements. (UG)

PSC 220: Contemporary International Issues

3 Credit Hour(s)

Fulfills core competency: This course will examine some of the major issues facing the international community, including states as well as non-state actors, such as interstate conflict, civil war, terrorism, human rights abuses, environmental degradation as well as global financial crises. The course will provide students with a firm grounding in International Relations theory; students will learn how to understand, interpret and solve international issues from different theoretical perspectives including realism, liberalism and constructivism. Students will also learn how contemporary international issues are shaped by historical experiences. Finally, the course will examine the role of international law and organization in affecting the outcomes (or not!) of various international crises such as the Syrian civil war or nuclear armament by rogue states such as North Korea. This course will enable students to be informed global citizens that are equipped to critically examine and respond to unfolding international crises of various kinds. The course is contemporary in nature, and we will pay considerable attention to current international events. (UG)

PSC 221: Political Economy of East Asia

3 Credit Hour(s)

Cross-listed as ECO 221. An analysis of the successful industrialization of East Asia. Topics include the roles of development strategies, political institutions, industrial policy, culture, financial and monetary policies and China's recent transition toward a market economy. (UG)

PSC 222: Polling and Public Opinion: Following The Will of the People

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Information Literacy. This course focuses on why public opinion and polling are important to American democracy and how political scientists go about measuring public opinion. The course explores where public opinion comes from, how people form opinions, how well informed people are about political objects, and how public officials use public opinion. (UG)

PSC 223: Political and Civil Rights in the United States

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. This course will examine the development and current state of political and civil rights in the U.S., through the use of texts, court cases and the U.S. Constitution. Areas covered will include prohibitions against discrimination, voting rights and elections, freedom of expression and the right to privacy. While emphasis is placed on the role of the Supreme Court, discussion will address the interplay of the other branches of government as well as other factors (historical, economic, societal, etc.) in the evolution of political and civil rights. Students will be asked to consider whether these rights exist primarily to serve the interests of individuals, or to promote communitarian values. (UG)

PSC 224: Influencing Politics: The American Voter in Campaigns and Elections

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Contextual Integration. This course is designed to present students with an understanding of why elections are important to American democracy and how political scientists go about measuring campaign effects. Further, we begin to explore how individuals come to a decision on which candidate to support in an election, if they choose to participate at all. We will explore a number of different aspects of campaigns and elections in American politics, including campaign finance, strategy, the media, and the different stages of various elections. We also tackle the big questions: Should you vote? Why do people vote the way they do? How can we get people to vote? The goal is for you to have a broad understanding of how American elections work and why they are important. (UG)

PSC 225: Politics of China

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course is an introduction to Chinese politics. We will study the history, institutions, and processes of Chinese politics. We will critically examine the economic and political reforms that have transformed China since the late 1970's. We will also compare China's reforms with other countries that have undergone similar transitions. Finally, this course will examine the strategic and economic impact of China's rise as a great power. (UG)

PSC 227: Introduction to Public Administration

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility. This is a general survey course designed to familiarize students with the role and function of government agencies. This course will introduce students to the field of public administration through an examination of both theory and practice. (UG)

PSC 228: Community Planning and Sustainability

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. This course focuses on neighborhood planning for both citizens and professionals. Students will learn how to pinpoint key issues, set clear goals, and devise strategies to achieve these goals. In addition, they will learn what type of information to collect, where to get it, and how to assess it. Finally they will be able to package the information, implement the plan and update it periodically. This will be achieved both through classroom work and actual development and implementation of a neighborhood plan. (Sponsored by the History & Political Science Department). (UG)

PSC 230: United States Judicial Process

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. This course will examine the basic elements of the United States judicial system. Among the topics to be discussed will be the functions of the courts within a federal system of government, different roles of different state and federal courts, roles of attorneys and judges within the system, distinctions between different areas of the law, different methods of dispute resolution and the difference between the trial and appellate process, judicial selection and philosophy, and judicial policymaking. Students will also address the effect of the judicial process on citizens and ways in which citizens can either support or oppose the current functioning of the judicial system. (UG)

PSC 231: International Organizations and Global Governance

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course explores the growing importance of global governance. This course studies how recent trends have generated greater international cooperation in various issue areas, such as proliferation of weapons of mass destruction, trade and investment, environment, and human rights. Students will be required to design their own plans to resolve selected policy problems through global cooperation. (UG)

PSC 232: International Political Economy

3 Credit Hour(s)

Cross-listed as ECO 232. Study of the globalization of the world economy, why nations trade with each other and why they sometimes practice trade protectionism. Examines the growing importance of regional economic blocs, such as the European Union and the North American Free Trade Agreement. Other topics include the rise and decline of American economic hegemony, the rise of Japan's economic power, global trade conflicts, economic reforms in the former Soviet Union and China, and causes of development and underdevelopment in the third world. (UG)

PSC 233: Democracy in America

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Students will gain comprehension of the democratic process and participatory rights in the United States. This knowledge will be geared toward helping students better understand myriad forms of civic engagement and encouraging greater political efficacy. The manifestation of democratic ideals in America will be analyzed against the backdrop of historical developments and worldwide trends in democratization. Thus, while the primary focus will be on democracy in America, students will study how the development of the American political system compares to broader conceptions of democracy and democratic theory. (UG)

PSC 238: Dictatorship and Democracy in World Politics

3 Credit Hour(s)

This course examines the global resurgence of democracy in recent decades, analyzing the causes and dynamics of this recent wave of democratization as well as the different paths of democratic transitions in Southern Europe, Latin America, East Asia, and Eastern Europe. Exploration of strategies for achieving successful democratic consolidation. Study of factors that influence successful democratic consolidation, such as ethnic conflicts, economic reform, constitutional choice, and the role of culture. (UG)

PSC 242: African Politics, Culture & Society

3 Credit Hour(s)

This course examines African politics, culture, and society from pre-colonial era to present. It will primarily focus on the political, historical, and developmental processes that have shaped contemporary African societies as we know them today. It will involve intensive readings, theoretical analyses, critique, discussions, and in-depth examination of this unique continent and its impact on our contemporary world historically. Some of the themes addressed include, an examination of the culture of traditional Africa, cultural barriers to development, change and continuity in African politics and society, European colonization, African nationalism, impact of modernization, impact of today's globalization, impact of transatlantic slave trade, and why Africa is the richest continent in world (in terms of natural resources), but the poorest in per capita income. The course will also address post independence problems, quality of life, corruption, and diseases, among other topics. In addition, students will engage in cross cultural education experience off-campus in select humanitarian groups and organizations that serve African people; such as refugees, agencies, and the African community. (UG)

PSC 305: American Constitutional Law

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course offers an in-depth examination of major constitutional doctrines, including judicial review, separation of powers, and federalism and theories of constitutional interpretation. This course is excellent preparation for pre-law students and for those who want familiarity with the foundations of American constitutional government. Upper Division or PSC 117 or PSC 230 highly recommended. (UG)

PSC 310: Seminar in Black Political Leadership, Consciousness and Change

3 Credit Hour(s)

This course will examine the role of Black political leadership and consciousness in American political system. What is the impact of Black political leadership in changing American society? What are the current and future prospects for Black leadership in America? This course will attempt to answer these and other questions. It will involve intensive readings, analyses, critique, discussions, reports, interviews, and in-depth research by students in the issue area of Black political leadership and consciousness in American political system. In addition, students will be asked to select a Black leader and/or problem area in Black political leadership for class presentations. (UG)

PSC 311: Congress and the Chaos of Democracy

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Contextual Integration. This course will explore Congress, how it fits into our system of government, how it interacts with the other branches of government, and how the legislative process works. The course is designed to look at the organization of Congress, its membership, the various procedures used, and the policy outputs. In this course, we also explore why Congress is often seen as broken. Political parties, interest groups, the president, and the courts are just a few groups that often affect policy outputs and are a major obstacle to Congress passing the policies it wants. Congress is integral to U.S. politics and this course explores why that is the case and how Congress works. (UG)

PSC 312: Judicial Politics & Behavior

3 Credit Hour(s)

This class addresses the role of law in the political process. We explore several central questions: What is law, what role does law play in the political process, and how does the political process impact the law? We will examine the critical role which judges and courts play in the interpretation, creation and evolution of law by focusing on judicial review, constitutional and statutory interpretation and judicial decision-making. We will explore the major classifications of the law, including administrative, contract, criminal, property, and tort law, with an emphasis on constitutional and statutory interpretation. We will also focus on the competing theories of judicial decision making (attitudinal model, legal model and strategic model) as identified in political science research: how and why do judges make their decision? Are they mere oracles of the law as Blackstonian conceptions would argue, or are they politicians wearing robes? What factors influence judicial choices - what role does political ideology, political bargaining, and role theory play in judicial rulings? (UG)

PSC 313: Politics and the Media: Watchdogs Or Lapdogs

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy; Civic Responsibility. The media are called many things: governmental watch dogs, the fourth branch of government, and partisan lapdogs. No matter what you call the media, it is impossible to dispute their importance in the US system of government. In this course, we will examine the role the media plays in politics. The media report on what the government is doing as well as on how the public reacts to what the government is doing. We will examine how the media landscape has changed over time. We look at the advent of cable news reporting as well as the rise of the new media--Facebook, Twitter, and Instagram, for example--and how these new media sources have changed the role of candidates and campaigns are able to use the media for their benefit. The United States has a unique media system and we will compare it to other countries. Partisanship and bias in the media will also be discussed extensively, as these are issues that have plagued media outlets since the founding of our country. (UG)

PSC 315: Politics of Western Europe

3 Credit Hour(s)

An examination of the politics and governments of selected nations of Western Europe including Britain, France and Germany. Special emphasis on comparative and contemporary policymaking and on progress toward European unification. Prerequisite: PSC 101 or permission of instructor. (UG)

PSC 320: Gender and Policy in the US

3 Credit Hour(s)

Cross-listed as WST 320. Fulfills core competency: Critical Thinking and Problem-Solving; Writing Intensive. This course will be a survey of the development of, and current issues involving, legal rights as they are impacted by gender in the U.S. Among the topics that will be covered are interpretation of the U.S. Constitution and gender concerns regarding equal protection, reproductive rights, political participation, education law, labor issues, and family law. The course will also address the role of feminism in the development of civil rights, including the diversity of approaches and concerns among different branches of feminism. Also addressed will be examples of ways in which males have been negatively affected by protective legislation and rigid policy approaches to gender roles. Offered as Needed. (UG)

PSC 321: Politics and Popular Culture in America

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Civic Responsibility. Writing Intensive. This course is designed to provide students with an examination of cultural change in American politics using film, television, music, and literature. We explore a number of different aspects of American politics, including the presidency, elections, protests, and issue evolution. While this is not an exhaustive list, the course should help students gain deeper insight into these aspects of American government. Further, this course should help students begin to think more critically about different aspects of popular culture and how American politics permeates film, television, music, and literature. (UG)

PSC 325: Local Government Reform and Community Renewal

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Critical Thinking and Problem Solving. This course provides an examination of local government in New York State, including counties, towns and villages, with emphasis on structure, function and duties of each municipality, and the rise of local government reform. Students will research the origin, purpose and principles of local governments in providing service delivery, representation in local and state policy-making, and as a pass-through entity for state and federal funding. Particular emphasis will be given to citizen engagement and coalition-building in local governance and the rise of citizen-led efforts for reform. (UG)

PSC 326: Politics of East Asia

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course is designed to provide students with a comprehensive understanding of the principal events and interactions in East Asia. Various political, social, and economic aspects of China, Japan, and the two Koreas will be closely examined within the regional context of the past and present, carefully discerning the similarities and differences among those East Asian countries. Prerequisite: PSC 101 or permission of instructor. (UG)

PSC 327: Politics of South Asia

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course is designed to provide an introduction to the governments and politics of South Asia. We will begin the course with an overview of South Asian civilization and its unique development for over several millennia. We then look at the British colonialism and independence movement. Since the independence and the partition that soon followed, the countries in the Indian subcontinent have taken different paths to modernity and national development. The politics, society, and economy of each country - India, Pakistan, Bangladesh, Sri Lanka - will then be carefully examined. In doing so, students will gain a better understanding of such questions as how and why these countries have adopted different ways; what are the sources of social and religious tensions in each country; how these countries have accommodated social diversity, etc. We will complete the course by paying special attention to the conflict between India and Pakistan, two nuclear-armed states. Prerequisite: PSC 101 or permission of instructor. (UG)

PSC 331: Political Science Research and Methods

3 Credit Hour(s)

Registration in this course is limited to Political Science and History & Political Science (including Adolescence Education/Social Studies) majors. This course addresses the different ways in which political scientists formulate and attempt to answer questions about politics and political behavior. We will begin by considering fundamental issues in the philosophy of science, including the process of inquiry, the limits to knowledge, and the extent to which the study of politics can be scientific. We will address issues central to the discipline of Political Science: methodological approaches, the literature review, research designs, and data collection as they pertain to both qualitative and quantitative research. Prerequisite: junior status in the department; majors only. (UG)

PSC 350: Political Argumentation and Debate

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course will be an introduction to the skills of persuasive speaking and argumentation. Students will develop the ability to advocate a position persuasively, in an enthusiastic yet dignified manner, using current political controversies as subjects. In the process, students will also gain a deeper understanding of the multiple points of view inherent in current political controversies which they have selected to discuss. Among the topics that will be covered are the role of argumentation in society, structure and process of debate, development of arguments, researching and analyzing subjects for debate, use of evidence, use of logic and rhetorical devices, refutation and the role of emotion in advocacy. Prerequisites: None, but upper division status or PSC 113 or PSC 125 or PSC 223 highly recommended. (UG)

PSC 401: American Foreign Policy

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Contextual Integration; Critical Thinking and Problem Solving. This course examines the content of American foreign policy and the processes by which it is made. Students will be introduced to the theories and grand strategies that guide US foreign policy. Students will also be introduced to the actors, including individuals and institutions that shape foreign policy decisions. We will study the historical context of current foreign policy choices made by the United States, while giving emphasis the post WW2 and Cold War period. Finally, we will debate the direction future of US foreign policy given the current engagements of the United States. Prerequisite: PSC 121. (UG)

PSC 411: Environmental Law

3 Credit Hour(s)

Cross-listed as ENS 411. Case method approach to judicial interpretations of environmental laws. Additional topics may include litigation as a political tactic, expansion of standing to sue and intervenor funding strategies. Prerequisite: PSC/ENS 211. (UG)

PSC 415: Seminar on the Presidency

3 Credit Hour(s)

Fulfills core competencies: Civic Responsibility; Contextual Integration. This seminar focuses on the institutional powers of the modern executive, the presidential selection process, presidential campaigns and elections, presidential character and performance and presidential/congressional relations. Discussion and analysis will follow current events in presidential politics and practice. (UG)

PSC 416: Internship in Public Administration

3 Credit Hour(s)

Available to students who have declared a minor in Public Administration. Prerequisite: PSC 227. (UG)

Women's Studies

WST 215: Introduction to Women's Studies

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Cross-listed as HST 215. This course is an interdisciplinary overview of the language, concepts, and issues in the field of Women's Studies. We will explore the construction of gender by focusing upon the intersection of race, class, gender, ethnicity, sexuality, and religion in shaping women's lives, and will look at women's efforts to define their identities through work, creative activity, and through feminism. (UG)

WST 216: Women's Worlds: Global Issues in Women's Studies

3 Credit Hour(s)

Cross-listed as IND216. Fulfills Core Competencies: Contextual Integration, Critical Thinking and Problem Solving, Moral and Ethical Discernment. This course examines the impact of global and transnational issues in shaping women's lives, historically and currently. While centering our analysis on the lives of women, we will study traditional roles in families and communities, reproductive rights, sexuality, capitalist economic development and poverty, the world of work, women's place in the environment, education, political participation, transnational movements of people and ideas, feminism, and human rights policies related to women. (UG)

WST 217: Women and Girls in Literature and Film

3 Credit Hour(s)

Cross-listed as IND 217. Fulfills core competencies: Affective Awareness; Moral & Ethical Discernment. This course will introduce short stories, poetry, biographical work and film by and/or about women in various cultures. We will look at how geography, religion, class, education, political events and family roles affect the lives and destinies of women in the world today. While we will see great challenges throughout the world we will also focus on the great progress being made toward gender equality. Sponsored by the Department of Modern Languages. (UG)

WST 309: Introduction to the History of American Women

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as HST 309. This course surveys the social, political, and economic history of American women from the colonial era to the present. The class places particular emphasis on the ways in which women's experiences have been shaped by such factors as race, class, and ethnicity, as well as by gender. Prerequisites: None, but upper division status, or foundational coursework in history or women's studies, is highly recommended. (UG)

WST 317: Gender Trouble: Literature and Film

3 Credit Hour(s)

Fulfills core competency: Communication Skills; Writing Intensive. Cross-listed as LIT 317. Do the gender roles represented in literary works reflect a reality based on biological differences between the sexes? Or are gender roles simply a product of a culture's religious, economic, and political agendas? This course examines works from various genres and historical periods in order to understand how they reinforce or subvert gender stereotypes that inform and condition people's lives. Prerequisite: CMP 101 or permission of instructor. (UG)

WST 320: Gender and Policy in the US

3 Credit Hour(s)

Cross-listed as PSC 320. Fulfills core competency: Critical Thinking and Problem-Solving; Writing Intensive. This course will be a survey of the development of, and current issues involving, legal rights as they are impacted by gender in the U.S. Among the topics that will be covered are interpretation of the U.S. Constitution and gender concerns regarding equal protection, reproductive rights, political participation, education law, labor issues, and family law. The course will also address the role of feminism in the development of civil rights, including the diversity of approaches and concerns among different branches of feminism. Also addressed will be examples of ways in which males have been negatively affected by protective legislation and rigid policy approaches to gender roles. (UG)

WST 328: The Image of Women in Art and Media

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as IND 328. This course addresses the ways in which women have been represented visually (painting, sculpture, film, advertising). The examination will examine both historical prototypes and contemporary examples. Among the issues we will discuss in an open forum are: the depiction of women from both a masculine and feminine vantage point, how the feminist agenda has been perceived in contemporary culture to condone sexualization and objectification, and how the image conveys assumptions and knowledge. (UG)

WST 336: Sex, Love and God

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as PHI 336 or REL 336. This course is about human sexuality and religion, specifically, how religious people have read and interpreted biblical texts and traditions in relation to sex, human sexuality, and expressions of love. Students are encouraged to investigate how their own religious beliefs inform their bodily lives and attitudes regarding sexual, romantic, and erotic expressions. The main focus of this course is concerned with Christianity, though depending on student interest, Jewish and Muslim interpretations may be covered briefly as well. Students will learn about concepts of the human body and related concerns of sexuality in ancient and medieval times, and investigate religious perspectives and prescriptions as they relate to specific understandings. Students will distinguish between historical ideas of erotic love and the modern construction of heterosexuality and homosexuality. The politicization of sexuality by religious groups and the use of religious ideas about sexuality by secular groups will be discussed. (UG)

MATHEMATICS

Contact Information

phone: (716) 839-8541

daemen.edu/math

Chair

Claudiu Mihai

(716) 839-8319

Degree Offered

- [Bachelor of Arts in Mathematics](#)
- [Bachelor of Arts in Adolescence Education: Mathematics](#)
- [Bachelor of Science in Data Science](#)

Minors

- [Computer Science](#)
- [Mathematics](#)

All students taking Mathematics courses must take the quantitative skills placement tests. Scores for admission to various courses are determined by the Mathematics faculty.

Mathematics/Computer Science Goals

I. Develop effective thinking and communication skills

II. Learn to use technological tools

III. Learn to link applications and theory

IV Develop mathematical independence and experience open-ended inquiry

V. Content Specific Goal: Learn the theory and application from calculus; linear algebra; data analysis; computer programming; lab science sequence; and read, analyze and produce proofs.

Additional goal for mathematics majors seeking adolescent teaching certification:

VI. Demonstrate knowledge and apply the national and state standards for mathematics instruction.

Specific learning objectives for mathematics Core courses (as outlined in the Quantitative Literacy requirement of the Core Curriculum):

A) Interpret models such as formulas, graphs, tables, and schematics, and draw inferences from them.

(B) Represent information symbolically, visually, numerically, and verbally. Use arithmetical, algebraic, geometric and statistical methods to solve problems.

(C) Estimate and check answers to problems in order to determine reasonableness, identify alternatives, and select optimal results.

(D) Recognize that quantitative methods and statistical methods have limits.

Mathematics Department Goals and Learning Objectives: as outlined by the Mathematical Association of America (MAA), “Mathematical Association of America’s Committee on the Undergraduate Program in Mathematics (CUPM).” <http://www.maa.org>.

1. Develop in depth knowledge of the key tools in data science including: data mining; machine learning; data exploration; programming; and statistics.
2. Apply data science concepts and methods to produce effective solutions based on a set of data, and effectively communicate these solutions.
3. Demonstrate use of team work, leadership skills, decision-making, and communication skills.

Data Science Program Objectives and Goals:

BACHELOR OF ARTS IN MATHEMATICS

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses of All Mathematics Majors

1. MAJOR: 34 CREDITS

- MTH144 Calculus and Analytic Geometry I (3) — CT; QL
- MTH145 Calculus and Analytic Geometry II (3) — CT; QL
- MTH246 Linear Algebra (3)
- MTH254 Calculus and Analytic Geometry III (3)
- MTH255 Calculus and Analytic Geometry IV (3)
- MTH264 Discrete Mathematics (3)
- MTH307 Introduction to Abstract Algebra I (3)
- MTH407 Advanced Calculus I (3)
- MTH414 Elementary Theory and Probability (3)
- MTH415 Theory of Mathematical Statistics (3)
- MTH459 Introduction to Mathematical Research (1)
- MTH460 Mathematics Capstone (3) — ILIT; RP; WI

2. CORE : 9 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- CSC201 Introduction to Computer Science I (3) — CT
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements for the BA, Mathematics

1. MAJOR: 3 CREDITS

- Mathematics Elective: 3 credits to be taken at the 200 level or higher, suggested to be selected from the following:
 - MTH416 Numerical Analysis (3)
 - MTH430 Mathematics Reading List & Proseminar (3)
 - MTH457 Independent Study/Research (3)

2. ADDITIONAL REQUIREMENTS OUTSIDE OF THE MAJOR: 11 CREDITS

- CSC212 Introduction to Computer Science II (3)
- PHY151/L General Physics I (4)
- PHY152/L General Physics II (4)

3. CORE : 36 CREDITS

- **FOREIGN LANGUAGE AND CORE ELECTIVES: 36 CREDITS**
- **FOREIGN LANGUAGE REQUIREMENT:**

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalogue.

4. FREE ELECTIVES: 30 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in Mathematics courses.

TOTAL PROGRAM REQUIREMENTS = 123 CREDITS

Additional Requirements for the BA, Adolescence Education: Mathematics

All Adolescence Education: Mathematics majors must be admitted into the Education Department through the Upper Division application process. No student may pursue this major without meeting the Education Department's requirements.

1. MAJOR: 6 CREDITS

- MTH310 Methods in Teaching Secondary and Middle School Mathematics (3)
- MTH351 Modern Geometry (3)

2. ADDITIONAL REQUIREMENTS OUTSIDE OF THE MAJOR: 37 CREDITS

- **NOTE:** A student who has earned a B- or less in EDU237/L in his/her first two attempts will not be allowed to pursue the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237/L Instructional Design: Theory & Practice (3/1)
- EDU313 Foundations of Education (3)
- EDU314 Promoting English Language Arts Across the Content Areas (3)
- EDU327 Teaching to the Standards (3) — ILIT
- EDU336 Language/Literacy Development for the Adolescent Learner (3)
- EDU402 Methods in Classroom Management in Secondary Education (3)

- EDU479-480 Student Teaching & Seminar at Early Secondary and Secondary Level (6/6)
- SED270 Nature & Educational Needs of Students with Disabilities (3)

3. CORE: 36 CREDITS

- PSY103 Introduction to Psychological Science (3) — CI
- PSY214 Psychology of Adolescence (3) — CT; UD; WI
- SOC243 Child Welfare Policy & Services (3)
- **Science studies (with laboratory): 8 credits in ONE science area to be selected from the options below. NOTE:** If the Biology sequence is selected, the courses will satisfy core requirements; selection of the chemistry or physics options will count as free electives, thereby requiring the student to complete additional core electives. **Select from the following:**
 - BIO109/L-110-L General Biology I-II(4/4) — CT
 - CHE110/L-111/L Chemistry I-II (4/4)
 - PHY151/L-152/L General Physics I-II (4/4)

• FOREIGN LANGUAGE

This teacher certification program requires successful completion of a minimum of 6 credits in one foreign language, in which the student must demonstrate proficiency in a foreign language through the intermediate level. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalogue.

• CORE ELECTIVES: 13 CREDITS

4. FREE ELECTIVES: 6 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in Mathematics courses.

NOTE: Students may be required to complete PSY103 Introduction to Psychology (3 credits) as prerequisite to PSY214 Psychology of Adolescence, and should consult the Psychology Chair. If the course is required, it may be taken as part of the Free Electives.

TOTAL PROGRAM REQUIREMENTS = 128 CREDITS

Admission Requirements

Three high school units of college preparatory mathematics, though trigonometry.

Admission To Upper Division Requirements (Mathematics major)

1. An overall grade point average (GPA) of 2.0 or better for all completed courses.
2. A grade point average (GPA) of 2.55 or better in Mathematics courses.
3. A minimum grade of C in: CSC201; MTH124; MTH134; MTH144; MTH145; MTH246; MTH264.
4. Students must compile and submit a portfolio for review by the Mathematics Department during the Spring semester of the Sophomore year.

Admission to Upper Division Requirements (Adolescence Education: Mathematics)

1. An overall grade point average of 2.75 or better for all completed college courses.
2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Please go to <http://www.college->

[scholarships.com/online_college_gpa_calculator.htm](http://www.college-scholarships.com/online_college_gpa_calculator.htm) to calculate.

3. A Dispositional Interview.
 4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.
- A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
 - A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

1. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.
2. **Transfer students must apply by March 19th during the semester in which they are completing EDU 267 or ECSE 280.** Transfer students who enter Daemen College with an Associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other

institutions, indicating where they were taken and the grade earned.

3. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the end of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

Requirements For Student Teaching

1. An overall grade point average (GPA) of 2.75
2. A grade point average (GPA) of 2.75 in all courses in the major
3. Apply for Student Teaching, usually at the end of the third year
4. Be recommended for student teaching by the Chairs of the Education and Mathematics departments

Graduation Requirements

1. An overall grade point average (GPA) of 2.00
2. A grade point average (GPA) of 2.55 in all courses in the major.
3. **ADOLESCENCE EDUCATION PROGRAM:** Minimum GPA of 2.75.

Suggested Course Sequence

Access the *suggested* course sequence for the [BA, Mathematics](#), [BA, Adolescence Education: Mathematics](#), from the Mathematics Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN DATA SCIENCE

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses of All Data Science Majors

1. MAJOR: 42 CREDITS

- MTH144 Calculus and Analytic Geometry I (3) — CT; QL
- MTH246 Linear Algebra (3)
- MTH264 Discrete Mathematics (3)
- CSC201 Introduction to Computer Science (3)
- CSC212 Introduction to Computer Science (3)
- CSC350 Data Structures (3)
- CSC400 Data Mining (3)
- CSC401 Machine Learning (3)
- CSC402 Internship (3)
- MTH324 Applied Statistics I/Lab (4/0)
- MTH325 Applied Statistics II/Lab (4/0)
- MTH400 Data Exploration (3)
- MTH459 Intro to Mathematical Research (1)
- MTH460 Capstone (3) ILIT; RP ;WI

2. SPECIALIZATION: 21 CREDITS

Select one from the following specializations. Note that some courses may fulfill core competencies and/or other core

requirements. (Competency and/or other core requirements are indicated after the course title.) Consult the course descriptions available in the College catalog and accessible from the course schedules published on the Daemen web site.

STANDARD CURRICULUM

- MTH145 Calculus and Analytic Calculus II (3) CT; QL
- MTH254 Calculus and Analytic Geometry (3)
- MTH255 Calculus and Analytic Geometry IV (3)
- MTH414 Elementary Theory of Probability (3)
- MTH415 Theory of Mathematical Statistics (3)
- Take 6 additional credits in CSC and/or MTH at a minimum of 200 level or higher

HEALTH PROMOTION

- HPR102 Introduction to Health Care: Systems and Professions (3) CT
- HPR234 Foundations of Public Health (3)
- HPR305 Communicating Health (3)
- HPR313 Principles of Health Behavior Change (3)
- HPR320 Community Health Education and Disease Prevention (3) CT
- HPR338 Social Determinants of Health (3) CR
- HPR353 Introduction to Epidemiology (3)

MARKETING

- MKT209 Principles of Marketing (3)
- MKT210 E-Commerce (3)
- MKT302 Physical Distribution Management (3)
- MKT310 Foreign Marketing of International Business (3) or
MKT313 Customer Relations (3)
- MKT312 Promotional Strategies (3)
- MKT335 Market Research (3)
- MKT420 Marketing Planning and Strategy (3) RP

POLITICAL SCIENCE

- PSC113 Introduction to American Politics (3) CR
- PSC125 Introduction to Public Policy (3) CT
- PSC222 Polling and Public Opinion (3) CR; ILIT
Complete 12 credits in courses selected from the

following:

- PSC101 Comparative Politics (3) CI
- PSC115 Hollywood and Politics: Introduction Political Science Through Popular Culture (3) CI; CR; CS
- PSC121 International Relations (3) CI
- PSC215 Issues in Public Policy (3) CT
- PSC216 Politics of (Mis)Representation: The Importance of Political Geography (3)
- PSC217 American Political Parties and Pressure Groups (3) CR
- PSC224 Influence Politics: The American Voter in Campaigns and Elections (3) CR; CI
- PSC227 Introduction to Public Administration (3) CR
- PSC231 Global Governance (3) CI
- PSC232 International Political Economy (3)
- PSC233 Democracy in America (3) CR
- PSC311 Congress and the chaos of Democracy (3) CR; CI
- PSC401 American Foreign Policy (3) CR; CI; CT
- PSC415 Seminar on the Presidency (3) CR; CI

SPORT MANAGEMENT

- BA350 Business Law I (3)
- BA405 Legal Issues in Sport Management (3) CT
- MGT208 Principles of Management (3)
- MGT260 Introduction to Sport Management (3) CT
- MKT209 Principles of Marketing (3)
- MKT312 Promotional Strategies (3)
- MKT402 Sport Marketing (3)

3. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- CMP301 Professional Writing (Minimum grade of C required) (3) RP; WI
- IND101 Sustainable & Critical Relationships (3)
- Core Electives (36 credits)

4. FREE ELECTIVES: 6 credits

**TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS**

Additional Requirements for the BS, Data Science, Political Science Specialization

1. FREE ELECTIVES: 6 CREDITS

Courses used to fulfill the free electives may have but are not required to have a competency. A maximum of 6 credits may be taken in Data Science courses.

**TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS**

Additional Requirements for the BS, Data Science; Standard Curriculum, Health Promotion, Marketing and Sport

Management Specializations

1. MAJOR: 6 CREDITS

- PSC125 Introduction to Public Policy (3)
- PSC222 Polling and Public Opinion (3)

TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS

Admission Requirements

Three high school units of college preparatory mathematics, through trigonometry.

Admission To Upper Division Requirements

1. An overall grade point average (GPA) of 2.0 or better for all completed courses.
2. A grade point average (GPA) of 2.55 or better in CSC and MTH courses.
3. A minimum grade of C in all major and specialization courses.
4. Students must compile and submit a portfolio for review by the Mathematics Department during the Spring semester of the Sophomore year.

Suggested Course Sequence

Access the *suggested* course sequence for the [BS, Data Science](#) from the Mathematics Department web page or the Program Plans site on the Registrar's web page.

COMPUTER SCIENCE MINOR

Requirements (15 credits)

- CSC201 Introduction to Computer Science I (3)
- CSC212 Introduction to Computer Science II (3)
- Select 9 credits in Computer Science courses at the 200 level or higher

MATHEMATICS

MINOR

Requirements (15 credits)

- MTH144/145/254 Calculus and Analytic Geometry I/II/III (3/3/3)
- MTH246 Linear Algebra (3)
- MTH264 Discrete Mathematics (3)

Computer Science

CSC 100: Computer Literacy

3 Credit Hour(s)

This course is designed to provide students with the basic concepts of computing systems and information systems. Students gain knowledge of how computers are used in today's society and are introduced to applications packages. (UG)

CSC 101: Introduction to Computer Programming

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Introduction to programming. Problems analysis and algorithms. Discussion of computer systems and use. A substantial amount of BASIC programming is included. Prerequisite: MTH 97 (or adequate competence as determined by mathematics placement). (UG)

CSC 201: Introduction to Computer Science

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Introduction to the basic concepts of computer science. Covers fundamental computer science concepts and programming in C++. Includes these topics: computing system concepts, problem solving, algorithm design, top-down development, program testing and documentation, data types (built-in and enumerated), data manipulation, sequences, selection, loops, modules, parameters, arrays, records, strings, files, introduction to sorting and searching techniques and other basic algorithms. Requires extensive programming. Prerequisite: MTH 131 or MTH 144 or equivalent placement. (UG)

CSC 212: Introduction to Computer Science II

3 Credit Hour(s)

A continuation of CSC 201. Covers abstract data structures and their operations, and software concepts. Includes these topics: program development (interpreting specifications, top-down development, information hiding, structured testing), implementation of built-in data types and structures, files, pointers, stacks, queues, linked lists, recursion, trees, graphs, searching and sorting algorithms, and an introduction to complexity analysis of algorithms. Requires extensive programming. Prerequisite: A grade of C or better in CSC 201. (UG)

CSC 310: Introduction to Computer Systems and Organization

3 Credit Hour(s)

Study of the relationships between computer systems, software concepts and programming technologies. Computer architecture, language processors and systems resources are also studied. Prerequisite: CSC 212. (UG)

CSC 350: Data Structures

3 Credit Hour(s)

Essentials of data structures and data structure algorithms. Includes lists, stacks, queues, linked lists, trees, binary trees, sorting, hashing, etc. Programming in a modern language. Prerequisite: CSC 212. (UG)

CSC 400: Data Mining

3 Credit Hour(s)

This course discusses techniques for preprocessing data or analysis and presents the concepts related to data warehousing, online analytical processing (OLAP), and data generalization. It presents methods for mining frequent patterns, associations, and correlations. It also presents methods for data classification and prediction, data-clustering approaches, and outlier analysis. Topics will include: Rule induction; decision trees; naive Bayesian probability; neural networks, image processing, perception and support vector machines, ensemble methods; boosting, bagging and random forests, cross validation, ROC, clustering and rule mining; association rule mining, time series (UG)

CSC 402: Internship

3 Credit Hour(s)

Cross-listed as MTH 402. This course is designed to provide the student with a structured experience to apply basic tools in data analysis to decision making. The course consists of a 150 clock hour supervised placement (10 hours per week at site), along with a weekly class Seminar. (Students are not permitted to work less than 10 hours for their practicum hours). Students must work with a company who employs data analytic tools to make business decisions. (UG)

CSC 405: Operating Systems

3 Credit Hour(s)

Study of some of the functions of the operating system, such as management of processes, storage and files. An operating system is studied in depth. The history and development of operations systems, process concepts, management and scheduling, real and virtual storage, file storage and access will also be covered. Prerequisites: CSC 310 and 350. (UG)

CSC 416: Numerical Analysis

3 Credit Hour(s)

Cross-listed as MTH 416. Study of finite differences, interpolation, root finding algorithms, numerical differentiation and integration, linear systems and matrices, eigenvalues and eigenvectors. Numerical solution of ordinary differential equations. Prerequisite: MTH 145. (UG)

Mathematics

MTH 100: Mathematics in Our Daily Life

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Fulfills Quantitative Literacy requirement. A course designed to improve students' application of mathematical concepts in their everyday experience. These concepts will be developed through inductive/deductive reasoning, and topics such as fractal, pattern, sequences, geometry, logic, and statistics. Not offered for credit to mathematics majors. Prerequisite: MTH 97 or adequate competence as determined by mathematics placement. Offered As Needed. (UG)

MTH 104: Survey of Statistics

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. An intuitive study of descriptive and inferential statistics with emphasis on applications using a statistical package. Prerequisite: MTH 97 (or adequate competence as determined by the mathematics placement). This course is not permitted for BA Math majors. (UG)

MTH 111: Mathematics for Elementary School Teachers

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. Basic ideas underlying mathematics in general, arithmetic and geometry in particular. Prerequisites: MTH 97 or adequate competence as determined by mathematics placement. For Education majors only. (UG)

MTH 112: Geometry and Logic

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. The second of a two-course sequence for future elementary teachers. Elementary logic and truth tables, geometric entities with their properties as sets of points, coordinate geometry, measurement, other geometries. Prerequisite: MTH 111. (UG)

MTH 124: College Algebra

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. The real number system, first and second degree equations and inequalities, exponents, polynomials and rational functions are studied in depth. Elementary analytic geometry is also covered. Prerequisite: Grade C in MTH 97 (or adequate competence as determined by mathematics placement). (UG)

MTH 131: Calculus and Mathematics for Business and Social Sciences

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. This course is specifically designed for non-science majors. It covers single and multi-variables calculus, linear algebra including the simplex method for linear programming, with their applications in business and social sciences. Prerequisite: MTH 124 (or adequate competence as determined by mathematics placement). (UG)

MTH 134: Pre-Calculus

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. Topics in this pre-calculus mathematics course include functions; graphing; polynomial, exponential, and logarithmic functions; and trigonometry. Intended for students who must take calculus but who lack the necessary background. Prerequisite: MTH 124 (or adequate competence as determined by mathematics placement). (UG)

MTH 144: Calculus and Analytic Geometry I

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. Limits, continuity, differentiation, anti-differentiation, definite integrals, transcendental functions, formal integration, and application to physical, natural and engineering sciences. Prerequisite: Minimum grade C in MTH 134 (or adequate competence as determined by mathematics placement). (UG)

MTH 145: Calculus and Analytic Calculus II

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Quantitative Literacy. Limits, continuity, differentiation, anti-differentiation, definite integrals, transcendental functions, formal integration, and application to physical, natural and engineering sciences. Prerequisite: Minimum grade C in MTH 144 (or adequate competence as determined by mathematics placement). (UG)

MTH 246: Linear Algebra

3 Credit Hour(s)

This course is an introduction to linear algebra. Topics covered include systems of linear equations, vector spaces and subspaces, dimension of vector spaces, linear transformations and eigenvalues. The interrelationship between these concepts is emphasized. An attempt is made to provide motivation for abstract ideas by presenting them as natural generalizations of familiar geometric concepts. Prerequisite: a grade of a C or better in MTH 144 or equivalent. (UG)

MTH 254: Calculus and Analytic Geometry

3 Credit Hour(s)

Polar coordinates, infinite sequences, series, vector algebra and geometry, two and three dimensional vector algebra, calculus of functions of several variables, vector differential calculus lines and surface integrals. Prerequisite: a grade of a C or better in MTH 145. (UG)

MTH 255: Calculus and Analytic Geometry IV

3 Credit Hour(s)

Polar coordinates, infinite sequences, series, vector algebra and geometry, two and three dimensional vector algebra, calculus of functions of several variables, vector differential calculus lines and surface integrals. Prerequisite: MTH 254. (UG)

MTH 264: Discrete Mathematics

3 Credit Hour(s)

Study of a variety of discrete mathematical systems. Introduction to mathematical logic and its applications; sets, relations, and functions; combinatorics; discrete number systems; induction, recursion and generating functions; graph theory; lattices and boolean algebra. Prerequisite: Minimum grade C in MTH 144. (UG)

MTH 274: Differential Equations

3 Credit Hour(s)

Ordinary equations of the first, second and higher orders; linear differential equations with constant coefficients; applications in physics and geometry. Solutions of linear systems of ordinary differential equations. Prerequisite: MTH 145. (UG)

MTH 303: Introduction to Proofs

3 Credit Hour(s)

A course that teaches students how to read and construct proofs as they are typically presented in the textbook, journal articles, and other mathematical literature, at the appropriate level. Prerequisites: Minimum grades of C in MTH 145 and MTH 264. (UG)

MTH 307: Introduction to Abstract Algebra I

3 Credit Hour(s)

This is the first part of a two-course sequence. Introduction to theory of groups, rings, ideals, integral domains and fields; vector spaces, matrices and determinants. Prerequisite: MTH 145 and upper division status. (UG)

MTH 308: Introduction to Abstract Algebra II

3 Credit Hour(s)

This is part two of a two-course sequence. Introduction to theory of groups, rings, ideals, integral domains and fields; vector spaces, matrices and determinants. Prerequisite: MTH 307 and upper division status. (UG)

MTH 310: Methods in Teaching Secondary and Middle School Mathematics

3 Credit Hour(s)

An introduction to the secondary school curriculum and pedagogical implications for teaching mathematics. Topics include developing lesson plans, exploring assessment techniques, and special learning techniques. Includes lectures, field experience, the role of technology as a teaching resource and classroom tool, and classroom management issues. Students are expected to complete 50 hours of field experience. Prerequisite: Upper division status. This course cannot be used as a Math elective for BA Math majors or Education majors with Math Area Studies. Offered As Needed. (UG)

MTH 324: Applied Statistics I

4 Credit Hour(s)

An introduction to descriptive and inferential statistics with emphasis on applications in health sciences, marketing, finance, and political science. Students will explore commonly used descriptive and inferential statistical techniques; and learn how to apply these techniques using the computer software R and interpret the corresponding results. Topics will include: basic descriptive statistics, basic probability, sampling distributions, inferential statistics, and parametric and non-parametric tests of association. Prerequisite: MTH 144, CSC 201, and CSC 212. (UG)

MTH 324L: Applied Statistics I Lab

0 Credit Hour(s)

Laboratory techniques for Applied Statistics I. Corequisite: MTH 324 (UG)

MTH 325: Applied Statistics II

4 Credit Hour(s)

An introduction to statistical regression models with emphasis on applications in health sciences, marketing, finance, and political science. Students will explore commonly used regression techniques, including: univariate and multi-variable linear models, logistic regression models, and ANOVA models represented as general linear models. These methods will be illustrated using the computer software R. Time permitting, advanced topics will include time-series models and statistical measures of validity (sensitivity, specificity, and basic ROC analyses). Prerequisite: MTH 324. (UG)

MTH 325L: Applied Statistics II Lab

0 Credit Hour(s)

Laboratory techniques for Applied Statistics II. Corequisite: MTH 325 (UG)

MTH 351: Modern Geometry

3 Credit Hour(s)

Historical background, transformational geometry: mapping and transformation, synthetic plane geometry: Mobius and hyperbolic geometry, other geometries: projective geometry, pseudo geometry, universal and multidimensional projective geometry. Prerequisites: MTH 145 and MTH 264 and upper division status. Offered As Needed. (UG)

MTH 400: Data Exploration

3 Credit Hour(s)

An advanced statistical methods course on exploratory data analysis and its application in the fields of health science, marketing, finance, and political science. Using the R software package, students will examine the basic tenants of Exploratory Data Analysis (EDA). Topics will include: transforming and standardizing data, handling missing data, data visualization (distributions, relationships, clusters, et.), data summarization, data reduction, cluster identification, and hypothesis development. Prerequisite: MTH 325 and CSC 350 (UG)

MTH 402: Internship

3 Credit Hour(s)

Cross-listed as CSC 402. This course is designed to provide the student with a structured experience to apply basic tools in data analysis to decision making. The course consists of a 150 clock hour supervised placement (10 hours per week at site), along with a weekly class Seminar. (Students are not permitted to work less than 10 hours for their practicum hours). Students must work with a company who employs data analytic tools to make business decisions. (UG)

MTH 407: Advanced Calculus

3 Credit Hour(s)

This is part one of a two-course sequence. A rigorous study of calculus, sequence, real number system, functions, limits, continuity, differentiation, integration, infinite series. Prerequisite: MTH 255 and upper division status. Offered As Needed. (UG)

MTH 408: Advanced Calculus II

3 Credit Hour(s)

This is part two of a two-course sequence. A rigorous study of calculus, sequence, real number system, functions, limits, continuity, differentiation, integration, infinite series. Prerequisite: MTH 407. Offered As Needed. (UG)

MTH 414: Elementary Theory of Probability

3 Credit Hour(s)

Algebra of sets applied to discrete sample spaces; combinatorial analysis; conditional probability; binomial, Poisson and normal distributions. Applications of advanced probability techniques to a research problem. Prerequisite: MTH 145, MTH 264 and upper division status, or permission of instructor. Offered As Needed. (UG)

MTH 415: Theory of Mathematical Statistics

3 Credit Hour(s)

Sampling, distributions, statistical inference, estimation, confidence intervals, hypothesis testing and regression. Prerequisite: MTH 414. Offered As Needed. (UG)

MTH 416: Numerical Analysis

3 Credit Hour(s)

Cross-listed as CSC 416. Study of finite differences, interpolation, root finding algorithms; numerical differentiation and integration. Numerical solution of ordinary differential equations. Prerequisite: MTH 145. Offered As Needed. (UG)

MTH 430: Mathematics Reading List and Proseminar

3 Credit Hour(s)

History, development and foundations of mathematics. Prerequisite: MTH 264 and upper division status. Offered As Needed. (UG)

MTH 457: Independent Study or Research

1-6 Credit Hour(s)

Individually arranged reading and research. Open to qualified students at the invitation of the faculty. Offered As Needed. (UG)

MTH 459: Introduction to Mathematical Research

1 Credit Hour(s)

In this course students select topics for their research project and make substantial progress on researching the senior thesis required in MTH 460 Mathematics Capstone. Students are required to submit a polished research proposal and an annotated bibliography and to make an oral presentation of the research proposal to the class. Prerequisite: Upper division status in the Mathematics Department. Offered as Needed. (UG)

MTH 460: Mathematics Capstone

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. This course has been designed to give students an introduction to research and literature in mathematics. Students will demonstrate their research, analytical, oral, and writing skills by researching and writing an original document (minimum 12 pages) based on sources appropriate to the discipline and approved by the instructor. At the end of the semester students will offer oral presentations to the class with selected members of the Daemen College community in attendance. Prerequisite: Junior/Senior status. Offered As Needed. (UG)

MTH 90: Pre-Algebra

3 Credit Hour(s)

This self-paced course emphasizes basic computational skills including whole number operations, fractions, mixed numbers, decimal fractions, ratios and proportions, signed numbers, simple linear equations and operations on polynomials. As a student's level of preparation for entry into this course may vary, mastery of course content may require enrollment in the course for more than one semester. Offered Each Semester. Please note: The number of credits this course carries are in clock hours, not institutional credit hours. A clock hour course will not advance your degree progress; rather, it is designed to strengthen your skill in order to qualify for a credit-bearing course in this area of study or in a related field. The clock hours DO count, however, towards your course load and for financial aid purposes. (UG)

MTH 96: Developmental Skills in Basic Mathematics

3 Credit Hour(s)

This course emphasizes computational and fundamental skills, including whole numbers, fractions, decimals, proportions, percents, and beginning algebra. Offered in HEOP Summer Program. Please note: The number of credits this course carries are in clock hours, not institutional credit hours. A clock hour course will not advance your degree progress; rather, it is designed to strengthen your skill in order to qualify for a credit-bearing course in this area of study or in a related field. The clock hours DO count, however, towards your course load and for financial aid purposes. (UG)

MTH 97: Basic Mathematics

3 Credit Hour(s)

This course covers the essentials of algebra, including signed numbers, fractions, factoring, polynomials, rational functions, solving equations, and word problems. Intended for students needing skills in mathematics. Prerequisite: MTH-90 or adequate competency as determined by mathematics placement. Offered Each Semester. Please note: The number of credits this course carries are in clock hours, not institutional credit hours. A clock hour course will not advance your degree progress; rather, it is designed to strengthen your skill in order to qualify for a credit-bearing course in this area of study or in a related field. The clock hours DO count, however, towards your course load and for financial aid purposes. Please note: This is a developmental course. Students needing this course are required to register for it upon placement and to remain enrolled until satisfactory completion. Course withdrawal is not allowed except by permission of both the instructor and the student's advisor. (UG)

MODERN LANGUAGES

Contact Information

Kevin Telford: ktelford@daemen.edu

daemen.edu/modernlanguages

Chair

[Kevin Telford](#)

Degrees Offered

- [Bachelor of Arts in French](#)
- [Bachelor of Arts in Adolescence Education: French](#)
- [Bachelor of Arts in Spanish](#)
- [Bachelor of Arts in Adolescence Education: Spanish](#)

PLEASE NOTE: There are multiple pathways to dual and double degrees with language and another discipline. See Modern Language website ([Program Highlights](#)) for options and information.

Minors

- [French \(Beginner; Traditional\)](#)
- [Global Studies](#)
- [Health Professions](#)
- [Hispanic Linguistics](#)
- [Hispanic Studies](#)
- [Spanish \(Beginner; Traditional\)](#)
- [Accelerated Minor for French Speakers \(Heritage/Native Speaker\)](#)
- [Accelerated Minor for Spanish Speakers \(Heritage/Native Speaker\)](#)

Our students are able to combine their love of language and culture with the coursework and internships that lead to

professional success. The Modern Languages Department offers **three innovative tracks** for majors:

- An **Education Track** for those who seek adolescent education certification in languages other than English. Education Track students working toward provisional secondary certification have coursework, observation, and practice in classroom methodology and technology.
- A **Professional Track** for those with interest in applying their language and cultural fluency to their career. Professional Track students participate in an internship Junior and/or Senior year – locally, during their study abroad experience, or during a semester with the Washington Internship Institute.
- A **Dual-Degree BS/Double-Major BA Track** in language and another discipline. Studies show an increasing desire among students and employers for preparation in a specific field of study coupled with proficiency in one or more languages other than English.

Regardless of which track is chosen, our students are strongly encouraged to complete an external [Language Testing and Assessment](#) prior to graduation.

Daemen College Core

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a core requirement will have such designation indicated after the course title.

Specific requirements also include:

IND 101 Sustainable & Critical Relationships (3)

CMP 101 English Composition (3)

3-credits taken in a 200, 300, or 400 level Composition course.

Note: Courses which carry a competency may be credited under the core, thereby resulting in an additional 3-credits to be taken in Free Electives. Courses used to fulfill the Free Electives may have, but are not required to have, a competency

Nearly all of the courses offered through the Modern Languages Department are **Core Courses**. Students looking for

interesting ways to examine the **core competencies** may accomplish this through the content we offer. We invite all students to explore our course offerings delivered in Spanish, French and English.

Further information about +Plus programs is available from the Modern Languages Department on the +Plus program Catalog page.

Language Content Courses

Major: 37 credits

15 credits in courses designated as Language & Linguistics

15 credits in courses designated as Literature & Culture

4 Credits Senior Project Sequence (442 = 1 credit, 443 = 3 credits)

3 Credits Internship

Internship

All Majors are required to complete **one 3-credit internship**; two are recommended. Internships may be local, regional, national, or international. Placement is based upon career-specific interests and objectives of the individual major. Opportunities through the Washington Internship Institute and study abroad internships approved by the department satisfy this requirement.

Service Learning

Daemen College graduates complete a service learning experience. The Department of Modern Languages offers FRE/SPA service learning opportunities. Placements may be local, regional, national, or international. Courses are FRE/SPA 299, 399, 499.

Secondary Language

All majors are required to demonstrate **a minimum level** of intermediate proficiency in a language other than the major language of study. ***Our majors are strongly encouraged to pursue advanced level courses in their second foreign language in order to increase each student's marketability.*** The requirement may be satisfied through the completion of

college level coursework or the successful completion of a proficiency examination.

International Experience

All majors are required to complete an international experience in a country where the student's major language is an official language. Majors should complete one long term experience (minimum of one semester but preferably one year). Dual degree/double majors may choose 2 short-term experiences (inter-semester and/or summer terms), the combination of which must total a minimum of 7 weeks of experience.

Most study abroad programs **require** a minimum GPA of 3.0 in language courses.

Courses taken abroad must be approved by the Modern Languages Department. Official transcripts from the universities abroad must be sent directly to the Registrar's Office at Daemen College. All students must visit the Global Programs Office for information, advice, clearance.

Note: depending upon how the study abroad experience is structured it might be applied as progress in Language & Linguistics courses, Literature & Culture courses, Service Learning, or Internship. 12-15 credits required in the major are to be fulfilled through Study Abroad.

Senior Project

All majors complete a senior project. In the first part of the sequence FRE/SPA 442 (1-credit) students select the topic for research and make substantial progress under the direction of the Modern Language faculty members. Students may not enroll in the second part of the sequence, FRE/SPA 443(3-credits), until they have successfully passed 442. In 443, students complete their project, demonstrating mastery of the language in the context of literary, cultural studies, or professional applications. Students present their work, in the target language, in a public defense.

Note: ALL 443 projects must reflect work completed in 442; substantial changes in topic or content may require a student to repeat 442 before enrolling in 443.

Note: In order to be fully prepared to enter the teaching profession, student-teacher candidates must showcase their preparedness in the 442-443 sequence prior to approval/recommendation for student teaching.

Admission Requirements

Enrollment at the appropriate course level will be determined by previous foreign language instruction and/or interview with the Modern Languages Department. In general, students will be placed in courses in language studies according to the following guidelines. However, students may request advice on their proficiency levels, from Modern Language faculty, to ensure best placement.

- Placement in course 101: No previous language experience or 1-2 years of middle or high school language study.
- Placement in course 102: Credit for college level Elementary Language I study, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 101.
- Placement in course 105: Credit for college level Elementary Language II, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 102.
- Placement in course 106: Credit for college level Intermediate Language I with an average of 85% or above. Passing grade in Daemen College 105.
- Placement in 200-level courses or above: 4+ years of middle and high school language study with an average of 85% or above. Passing grade in Daemen College 106.
- Heritage Speakers are likely to be placed at the 200-level or above.

Any student with questions concerning placement is urged to consult with the Department Chair.

If a student is interested in majoring in French or Spanish but needs to complete courses at the 100 level, up to 6 credits of course work may be credited as Free Electives taken in the major; any additional credits completed will be over and above the minimum program requirements. Please note that course work in the major language at the 100 level does not count toward completion of the major.

Admission to Upper Division

By April 1st of the second semester of the sophomore year, the student is required to make an application in writing to the Modern Languages Chair for [admission to upper division](#). Normally the student should have accrued at least 6 hours of credit at the 200 level or above before [applying to upper division](#).

- Overall grade point average (GPA) of 2.0.
- A grade point average (GPA) of 2.80 in major language courses.
- Progress towards demonstrated proficiency through the intermediate level of a second foreign language.
- Study Abroad plan for junior or senior year must be approved by the Modern Languages Department and the Global Programs Office. Most Study Abroad programs require a 3.0 GPA for admission.

Admission to Upper Division – Adolescence Education majors

1. An **overall grade point average of 2.75 or better** for all completed college courses.
2. A **grade point average of 2.75 or better in all education courses** (ECSE, EDU & SED prefix). Please go to http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate.
3. For Modern Language Students: Most Study Abroad programs require a 3.0 GPA, in language courses, for admission.
4. A Dispositional Interview
5. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be

the scanned originals submitted to the professors and, therefore, include the professors' comments/ corrections/annotations.

- A researched, scholarship-based paper submitted for EDU 203.
- An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
- A researched, scholarship-based paper submitted for SED 270.
- A written emerging professional resume.
- A written emerging philosophy of education.
- A written emerging, comprehensive, reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).
- A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

1. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.
2. **Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.** Transfer students who enter Daemen College with an associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.

3. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the end of the spring semester. The review process will be complete by August 31 before the start of the new fall semester.

Requirements For Admission To Student Teaching (Adolescence Education Majors)

1. An overall grade point average (GPA) of 2.75.
2. A minimum grade point average (GPA) of 2.75 in one's major language. For Modern Language Students: Most Study Abroad programs require a 3.0 GPA, in language courses, for admission.
3. Application for Student Teaching, usually at the end of the third year.
4. Recommendation for student teaching from the Chairs of both the Education and Modern Languages Departments.
5. Study Abroad must be fulfilled.
6. FRE/SPA443 Senior Project must be completed before the student teaching semester. **443 Projects must reflect work completed in 442.** Substantial changes might require a student to repeat 442 before enrolling in 443.
7. It is strongly recommended that the student teacher candidate take and pass the required Teacher Certification Exams and the Oral Proficiency Interview (OPI) *before* student teaching begins. In addition, students are strongly advised to complete New York State's Bilingual Education Assessment (BEA).

Graduation Requirements

An overall grade point average (GPA) of 2.00.

Teacher Certification Majors: Minimum GPA of 2.75.

Specific Requirements Based on Track Chosen:

All majors are admitted into Upper Division through the application process described above.

Dual Degree/Double Majors – Students on this track automatically have a content area specialization through declaration of the dual degree/double major. Typically the dual/double area specialization fulfills free elective courses.

Professional Track Majors – Students choose at least one disciplinary minor or one interdisciplinary +Plus pathway. This choice should be made based on clearly established career-goals. While only one minor is required, many students choose multiple minors. Note: some courses required of a +Plus or a discipline based minor may have prerequisites. Courses which carry a competency may be credited under core electives or free electives.

Adolescence Education Track – FRE/SPA BA

All Adolescence Education majors must be admitted into the Education Department through the Upper Division application process described above. No student may pursue this major without meeting the Education Department's requirements. Students must specify BA-French or BA-Spanish.

Note: A student who has earned a B- or less in EDU 237/L in the first two attempts will not be allowed to pursue the teacher certification program. *Students must have a minimum of a 2.8 in their major language for Modern Language approval for student-teacher candidacy. In addition, grades in their major language courses must demonstrate improvement as the*

student progresses through the program.

Pertinent Additional Information

- Official transcripts from a foreign institution must be sent directly to the Daemen College Registrar to ensure credit approval.
- Additional courses to satisfy certification requirements to prepare those who wish to teach modern languages at the secondary level are offered through the Education Department.
- Bilingual or multilingual students may meet the foreign language requirement for some Daemen degrees. Access the following link for details or contact the Modern Languages Department: [Languages Other Than English](#)

Mission Statement

Department Mission Statement: Our mission is to prepare our students to meet the demands and expectations of linguistic and intercultural competency for college graduates entering the workforce where appreciation and understanding of diverse perspectives merges with the linguistic abilities that offer them short and long-term viability in a variety of professions. We advocate the study of language through culture and culture through language via coursework that concentrates on Language & Linguistics, Literature & Culture. We promote skills development through emphasis on Interpretive (reading, writing), Interpersonal (person to person communication, and Presentational (writing, speaking) communication through exploration of the Perspective, Practices, and Products of the communities that speak the language of study, with World Readiness Standards (Communication, Cultures, Connections, Comparisons, Communities) interwoven into the curriculum.

Department Vision Statement: The vision of the Department of Modern Languages is for students to learn language not only for the ability to appreciate other cultures, but also for the preparation to negotiate the complexities of an increasingly intercultural world as global citizens who utilize critical

thinking skills, effective communication, and intercultural competence to navigate career-specific demands in a multitude of culturally diverse environments. We promote Dual-BS and Double-BA double major pathways to maximize the undergraduate experience and most strategically prepare for post graduate realities.

Department Values Statement:

- exploration of language through cultural experience and career-specific application
- scholarly inquiry through interest-driven student projects aimed at advancing linguistic proficiency and developing intellectual aptitude
- connections with local, national, and global communities through service learning, study abroad and career-specific internships
- intercultural competency through the study of culture, language, linguistics, and literature

BACHELOR OF ARTS IN FRENCH OR SPANISH; BACHELOR OF ARTS IN ADOLESCENCE EDUCATION: FRENCH OR SPANISH

French and Spanish majors will choose either the Professional Track or the Adolescence Education Track.

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

International Experience

All majors are required to complete an international experience in a country where the major language is the official language. Majors should complete one long term experience (minimum of 1 semester but preferably one year); in special circumstances the department may approve 2 short-term experiences

(Intersemester and/or Summer terms), the combination of which must total a minimum of 7 weeks of experience.

Most study abroad programs will **require** a minimum GPA of 3.0 in language courses. Spanish students attend a Daemen-approved program in Spain, Argentina, Costa Rica, Cuba, Mexico, or Puerto Rico. French students attend Daemen-approved programs in France or Quebec. Courses taken abroad must be approved by the Modern Languages Department because the student program for subsequent semesters is subject to those courses. Official transcripts from universities abroad must be sent directly to the Registrar's Office at Daemen College. All students interested in studying abroad must visit the Global Programs Office for information, advice and clearance.

Secondary Foreign Language

All majors are required to demonstrate proficiency in a second foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalog.

Required Courses Of All Language Majors

1. MAJOR: 34 CREDITS

- 15 credits in courses designated as Language and Linguistics
- 15 credits in courses designated as Literature and Culture
- Senior Project: 4 credits. The topic, depth and format of the written project and oral presentation are determined in consultation with one's advisor. Projects may include but are not

limited to a research paper, Career Field Experience, policy paper, service learning, curriculum and lesson planning. Both of the following courses are required:

- **French majors:**
 - FRE442 Senior Project Research (1) Taken fall junior year.
 - FRE443 Senior Project (3) — ILIT; RP; WI Taken senior year.
- **Spanish majors:**
 - SPA442 Senior Project Research (1) Taken fall junior year.
 - SPA443 Senior Project (3) — ILIT; RP; WI Taken senior year.

(Senior projects for student teacher candidates must showcase preparedness for the profession and **must** be completed prior to student teaching. ALL 443 Projects **must reflect work completed in 442**. Substantial changes might require a student to repeat 442 before enrolling in 443.)

2. ADDITIONAL REQUIREMENTS OUTSIDE OF THE MAJOR: 3 CREDITS

- 3 credits taken in a 200, 300 or 400 level Composition course. (Courses which carry a competency may be credited under the core, thereby resulting in an additional 3 credits to be taken in Free Electives. Courses used to fulfill the Free Electives may but are not required to have a competency.)

3. CORE

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements For The BA, French

Program and the BA, Spanish Program – Professional Track

3. *CORE: SECONDARY FOREIGN LANGUAGE AND CORE ELECTIVES: 39 CREDITS*

4. *+PLUS, MINOR, INTERNSHIP AND FREE ELECTIVES: 41 CREDITS*

+PLUS / MINOR: Students are required to complete at least one +PLUS, minor or certificate program related to their professional goals. Note that some courses required of a +PLUS or minor may have prerequisites. Courses which carry a competency and support the +PLUS or minor may be credited under core electives or free electives. Upon authorization of the Modern Languages Chair, a sequence of courses in a discipline which does not offer a +PLUS or minor may be substituted. Consult the Modern Languages Chair and Career Services for further information and advice.

INTERNSHIP: 3 credits of internship experience are required. Career Field Experience, internship opportunities such as those with the Washington Internship Institute, or study abroad internships approved by the Modern Languages Chair will satisfy the requirement. Two experiences – local and abroad – are suggested but are not required.

FREE ELECTIVES: Courses used to fulfill the free electives may, but are not required to, have a competency. A maximum of 6 credits may be taken in courses in the major.

NOTE: Students are strongly encouraged to participate in either LEADS or LEAP Academy and should discuss these options with their advisor.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Additional Requirements For The BA, Adolescence Education: French; BA, Adolescence Education: Spanish

All Adolescence Education : Spanish and/or French majors must be admitted into the Education Department through the Upper Division application process. No student may pursue this major without meeting the Education Department's requirements.

1. MAJOR: 3 CREDITS:
FRE/SPA420
METHODOLOGY (3)
2. REQUIREMENTS OUTSIDE
THE MODERN LANGUAGE
DEPARTMENT: 40 CREDITS

- **NOTE:** A student who has earned a B- or less in EDU237/L in his/her first two attempts will not be allowed to pursue the teacher certification program.
 - EDU203 Learning Theory (3)
 - EDU237/L Instructional Design: Theory and Practice (3/1)
 - EDU313 Foundations of Education (3)
 - EDU314 Promoting English Language Across the Content Areas (3)
 - EDU327 Teaching to the Standards (3) – RP; ILIT
 - EDU336 Language/Literacy Development for the Adolescent Learner (3)
 - EDU402 Methods in Classroom Management in Secondary Education (3)
 - EDU479-480 Student Teaching & Seminar at the Early Secondary/Secondary Level (6/6)

- LNG415 Second Language Acquisition and Applied Linguistics (3) – CT; CI
- SED270 Nature & Educational Needs of Students with Disabilities (3)

3. CORE

- PSY103 Introduction to Psychological Science (3) – CI
- PSY214 Psychology of Adolescence (3) – CT; UD; WI
- SOC243 Child Welfare Policy and Services (3)
- Secondary Foreign Language **AND** Core Electives: 30 credits

NOTE: Should you fulfill the 300-400 level Composition requirement with a course which has a competency (such as CMP311 Advanced English Composition (3) or CMP315 Advanced Composition of Health Professionals (3), the credit will count in the Core and you may then take 3 credits in Free Electives. These 3 credits in Free Electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 128 CREDITS

Requirements for [Modern Languages Programs: Admission](#), [Admission to Upper Division, Graduation](#) – consult the Modern Languages Department section of the catalog or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequence for the [BA, French](#); [BA, Adolescence Education: French](#); [BA, Spanish](#); [BA, Adolescence Education: Spanish](#), from the Modern Language Department web page or the Program Plans site on the Registrar's web page.

GUIDELINES FOR LANGUAGE OTHER THAN ENGLISH (LOTE) PROFICIENCY

If the student is a native speaker of a LOTE he/she may submit a transcript of his/her schooling in the native country to the name and address below. Transcripts should be accompanied by English translations where necessary.

Students who are native or heritage speakers of a

LOTE who do not have transcripts can demonstrate intermediate level proficiency in various ways

- Completion of intermediate college-level course work in the US
- Intermediate level placement on [CLEP exams](#)
- Proficiency assessment for intermediate level by a qualified tester: [Heritage Speaker Testing](#) or [Language Testing International](#).

FRENCH MINOR

Requirements: 15 credits

- Depending on language placement you will complete the following:
 1. FRE 106* (with a grade of B or better) (3) **OR** One course at the 200 level or higher (3)
 2. Four courses at the 200-level or higher (12)

NOTE: * FRE105 is a pre-requisite for FRE106. In order for FRE 106 to count towards the Minor, a grade of B or higher must be earned in BOTH FRE 105 and FRE 106.

Accelerated Option

The accelerated pathway to a minor is a method by which heritage speakers, native speakers, or speakers with advanced proficiency in French may obtain a minor in an accelerated manner upon demonstrating their proficiency levels. This pathway acknowledges the skill set that bilinguals already bring to the table and enables them to fast track to the upper level

courses so that they may complete the minor at an accelerated pace.

Requirements

(accelerated): (15 credits)

- 3 credits completed in French courses at the 200 level
- 6 credits completed in French courses at the 300 level
- Oral Proficiency Interview & Cultural Presentation
- Up to 6 credits completed by using Credit for Life Learning*

*See your departmental advisor for assistance

NOTE

Equivalent courses from an approved study abroad program are acceptable provided that the course work is authorized by the Chair of Daemen's Modern Languages Department.

GLOBAL STUDIES MINOR

PROGRAM ADVISOR: DR.
AAKRITI TANDON

Mission Statement for the Global Studies Minor

The mission of the Global Studies minor is to complement and enhance the Daemen College mission to “prepare students for life and leadership in an increasingly complex world” who “recognize the importance of a global perspective” and who are committed to the “well-being of both their local and global communities.”

Through coursework, international experience and service learning abroad or with local immigrant or refugee communities, Daemen students completing the Global Studies minor will demonstrate the knowledge, insight, and skills to work for and with people, organizations and businesses with a global focus.

Requirements (15 credits)

SELECT ONE OF THE FOLLOWING FOUNDATIONAL COURSES:

- IND120 Introduction to Global Studies (3)
- PSC 121 International Relations (3)
- PSC 210 Politics of Globalization (3)
- HIS 106 World History II (3)

SELECT ONE INTERNATIONAL EXPERIENCE:

Students will complete an International Experience. It may be credit-bearing or not and may include extended living abroad, long or short term study abroad, volunteer or military experience. Typically vacation experiences are not acceptable. Completion of a non-credit study abroad seminar is required prior to departure on study abroad programs. Consult the Global Studies Program Director for details.

SELECT FOUR FROM THE LISTING OF GLOBAL STUDIES COURSES:

NOTE: Select from at least THREE disciplines (no more than TWO courses from any one discipline). The following list is not exclusive. Students are encouraged to request a review of other Daemen or transfer courses with significant non-USA content for consideration for the minor by the Director of Global Studies.

Additional courses may be allowed. Students wishing to take courses other than those on the list below must submit their request, with rationale for the substitution, to the Global Studies Program Director. Substitutions are subject to the approval of the Global Studies Committee.

- BA201 Introduction to International Business (3)
- BA220 Diversity and Cross-Cultural Management (3)
- BIO304 Conservation Biology (3)
- ECO343 Global Economic Geography (3)
- FLIT200 Literature in Transition: Crisis of Identity (3)
- FRE207 French Conversation and Composition I (3)
- FRE208 French Conversation and Composition II (3)
- FRE220 Introduction to Literature in French (3)
- FRE240 Grammar and Culture Workshop I (3)
- FRE250 Grammar & Culture Workshop II (3)
- FRE307 Survey of French Literature I (3)
- FRE308 Survey of French Literature II (3)
- FRE312 Advanced French Grammar (3)
- FRE315 French Civilization and Culture (3)
- FRE326 Advanced Conversation in French (3)
- FRE333 Special Topics in Literature (3)
- FRE334 Special Topics in Culture (3)
- FRE335 Special Topics in Linguistics (3)
- HPR303 Traditional Chinese Medicine (3)
- HPR335 Critical Issues in Global Health (3)
- HST105 Introduction to World History I: From Antiquity to 1500 (3)
- HST106 Introduction to World History II: From 1500 (3)
- HST206 Twentieth Century Europe (3)
- HST224 History of the Byzantine World (3)
- HST228 Multicultural Poland: History and Public Memory (3)
- HST230 Problems of the Third World (3)

- HST237 European Intellectual History from the Renaissance to the Enlightenment (3)
- HST248 Ancient Mediterranean World (3)
- HST304 Modern China (3)
- HST308 Modern Latin America (3)
- HST312 Sub-Saharan Africa (3)
- HST317 The Middle East (3)
- HST319 20th Century Russia and Eastern Europe (3)
- HST324 Global Environmental History (3)
- IND104 Global Environmental History (3)
- IND120 Intro to Global Studies (3)
- IND123 Intro to Sustainable Communities (3)
- IND212 Latino and Latin American Culture (3)
- IND215 Service Learning for Refugees Studies (3)
- IND248 International Service Learning (3)
- IND322: Alt and Renewable Energy Issues (3)
- IND325: Introduction to Polish Culture (3)
- IND334: Non-Western Art & Culture (3)
- IND338: Food and Agriculture Issues (3)
- IND345: Introduction to Russian Culture (3)
- IND398: International Experiential Learning (3)
- IND448 International Service Learning (1-3)
- ITA101 Elementary Italian I (3)
- ITA102 Elementary Italian II (3)
- ITA105 Intermediate Italian I (3)
- ITA106 Intermediate Italian II (3)
- ITA207 Italian Conversation & Composition I (3)
- ITA208 Italian Conversation & Composition II (3)
- LIT201 World Lit I (3)
- LIT202 World Lit II (3)
- LIT230 Exile Literature (3)
- LIT309: Film Seminar (3)
- LIT314 Magic Realism in Literature & Film (3)
- LIT316: Empire and the Imagination (3)
- LIT317 Gender Trouble (3)
- LIT320: Modern & Contemporary Irish Literature (3)
- LIT326 Understanding Africa (3)
- LIT329 Imagining Trauma (3)
- LIT330: Scottish Renaissance (3)
- LNG309 Language in Society (3)
- LNG335 Special Topics in Linguistics (3)
- MGT306 International Management (3)
- PHI225 Readings in World Culture (3)
- PHI234 Scientific and Religious View of the World(3)
- PHI306 Eastern Philosophies (3)
- PHI309 The Holocaust (3)
- PHI328 Comparative Genocide (3)
- PSC101 Comparative Political Systems (3)
- PSC121 International Relations (3)
- PSC210 Politics of Globalization (3)
- PSC213 Third World Development (3)
- PSC214 Introduction to Refugee Studies (3)
- PSC218 US Government, World Politics & Globalization (3)
- PSC221 Political Economy of East Asia (3)
- PSC231 International Organizations and Global Governance (3)
- PSC232 International Political Economy (3)
- PSC236 Sports and International Politics (3)
- PSC238 Dictatorship and Democracy (3)
- PSC242 African Politics, Culture & Society (3)
- PSC315 Politics of Western Europe (3)
- PSC326 Politics of East Asia (3)
- PSC327 Politics of South Asia (3)
- REL241 Intro to Islam (3)
- REL308 Spiritual Traditions Sequence I (3)
- SPA105 Intermediate Spanish for Professional Communication I (3)
- SPA106 Intermediate Spanish for Professional Communication II (3)
- SPA207 Spanish Conversation and Composition I (3)
- SPA208 Spanish Conversation and Composition II (3)
- SPA209 Business Spanish (3)
- SPA210 Advanced Spanish for the Health Professional (3)
- SPA110 Spanish for the Health Professions (3)
- SPA220 Introduction to Literature in Spanish (3)
- SPA240 Grammar and Culture Workshop I (3)
- SPA250 Grammar and Culture Workshop II (3)
- SPA307 Survey of Spanish Literature (3)
- SPA309 Survey of Spanish-American Literature (3)
- SPA312 Advanced Spanish Grammar (3)
- SPA315 Spanish Civilization and Culture (3)
- SPA316 Spanish-American Civilization and Culture (3)
- SPA326 Advanced Conversation in Spanish (3)
- SPA328 Spanish Language Film (3)
- SPA333 Special Topics in Literature (3)
- SPA334 Special Topics in Culture (3)
- SPA335 Special Topics in Linguistics (3)
- SPA336 Phonetics & Phonology-Spanish (3)
- SPA337 Hispanic Sociolinguistics (3)
- SUST310 Global Water Issues (3)

- WST216 Women's Worlds: Global Issues in Women's Studies (3)

SPANISH FOR THE HEALTH PROFESSIONS MINOR

Requirements: 15 Credits

- SPA110 Spanish for the Health Professions I (3)

- SPA210 Spanish for the Health Professions II (3)
- SPA320 Spanish for the Health Professions III (3) CT
- 200/300 level SPA course (SPA336 Phonetics & Phonology strongly recommended)
- SPA106* with a grade of B or better OR a 200/300 level SPA course**

(*SPA106 has a pre-requisite of SPA105. **Requirement can be completed in three different ways based on the student's proficiency level and acquisition needs.)

HISPANIC LINGUISTICS MINOR

Requirements: (15 credit
hours)

SELECT 5:

- SPA312 Advanced Spanish Grammar (3) – CT
- SPA340 Acquisition of Spanish as a Second Language (3) – CT
- SPA335 Special Topics in Linguistics (3)*
- SPA336 Phonetics & Phonology of Spanish (3) – CS
- SPA337 Hispanic Sociolinguistics (3) -CI
- SPA338 Spanish in Contact (3) – CI
- SPA339 Spanish in the USA (3) – CI;AA

*Special Topics could be examining any of the main courses in more detail. See your faculty advisor for guidance.

HISPANIC STUDIES MINOR

Requirements: (15 credit hours)

- **REQUIRED:** 6 credits in any two Spanish courses completed at the 200-300 level. In addition:
- **SELECT THREE from the list below:**
 - HST308 Modern Latin America* (3)
 - SOC224 Ethnicity, Race & Cultural Diversity* (3)
 - SPA209 Business Spanish (3) – CI
 - SPA220 Introduction to Literature in Spanish (3)
 - SPA240 Grammar and Culture Workshop I (3)

- SPA250 Grammar and Culture Workshop II (3)
- SPA309 Survey of Spanish-American Literature (3)
- SPA316 Spanish-American Civilization & Culture (3)
- SPA326 Advanced Conversation in Spanish (3)
- SPA328 Spanish Language Film (3)
- SPA333 Special Topics in Literature (3)
- SPA334 Special Topics in Culture (3)
- SPA335 Special Topics in Linguistics (3)
- SPA337 Hispanic Sociolinguistics (3)
- SPA338 Spanish in Contact (3)
- SPA339 Spanish in the USA (3)
- SPA299, 339, or 499 Service Learning in Spanish (3)

*English is the language of instruction in courses offered outside of the Modern Languages Department.

SPANISH MINOR

Requirements: 15 credits

- Depending on language placement you will complete the following:
 1. SPA 106* (with a grade of B or better) (3) **OR** One course at the 200 level or higher (3)
 2. Four courses at the 200-level or higher (12)

NOTE: * SPA 105 is a pre-requisite for SPA 106. In order for SPA 106 to count towards the Minor, a grade of B or higher must be earned in BOTH SPA 105 and SPA 106.

Accelerated Option

The accelerated pathway to a minor is a method by which heritage speakers, native speakers, or speakers with advanced proficiency in Spanish may obtain a minor in an accelerated manner upon demonstrating their proficiency levels. This pathway acknowledges the skill set that bilinguals already bring to the table and enables them to fast track to the upper level

courses so that they may complete the minor at an accelerated pace.

Requirements

(accelerated): (15 credits)

- 3 credits: Complete Spanish for Spanish Speakers (SPA 213) with a grade of B- or higher
- 6 credits completed in Spanish courses at the 300 level
- Oral Proficiency Interview & Cultural Presentation
- Up to 6 credits completed by using Credit for Life Learning*

*See your departmental advisor for assistance

NOTE

Equivalent courses from an approved study abroad program are acceptable provided that the course work is authorized by the Chair of Daemen's Modern Languages Department.

Literature in Translation

FLIT 200: Literature in Translation: Crisis of Identity in the 20th Century

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. The horror of the inequities between rich and poor, powerful and powerless, perpetrators and victims, is the most obvious manifestation of a profound crisis of identity that stems from industrialization and the growth of the nation states in the 19th and early 20th centuries. This course will examine the theme of identity and marginalization through the films and the major works of literature of the pre and post-war period. Offered As Needed. (UG)

French

FRE 101: Elementary French I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A study of the basic grammar and vocabulary of French through oral and written drills designed to develop the ability to understand, speak, read and write French. Prerequisite: No previous language experience or 1-2 years of middle or high school language study. (UG)

FRE 102: Elementary French II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A study of the basic grammar and vocabulary of French through oral and written drills designed to develop the ability to understand, speak, read and write French. Prerequisite: Credit for college level Elementary Language I study, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 101. (UG)

FRE 105: Intermediate French for Professional Communication I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in French in professional situations. Prerequisite: Credit for college level Elementary Language II, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 102. (UG)

FRE 106: Intermediate French for Professional Communication II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in French in professional situations. The specific areas covered may include Social Services, Education, Health-related professions, Travel and Tourism, Banking and Finance, and Law Enforcement. Prerequisite: Credit for college level Intermediate Language I with an average of 85% or above. Passing grade in Daemen College 105. (UG)

FRE 207: French Conversation and Composition I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. The course is intended to develop the conversational and writing abilities of students in non-technical areas. Grammar review as needed. A variety of media is used, including film, TV, newspapers and magazines. Prerequisite: FRE 106, or four years high school French, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

FRE 208: French Conversation and Composition II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. The course is intended to develop the conversational and writing abilities of students in non-technical areas. Grammar review as needed. A variety of media is used, including film, TV, newspapers and magazines. Prerequisite: FRE 106, or four years high school French, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

FRE 220: Introduction to Literature in French

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. The course will introduce students to a variety of genres, time periods and authors of literature in French from France and the Francophone world. Focus will be on short stories, drama, poetry and the novella. While all work will be done in French, the pace will be appropriate for a student's initial experience with literature in the language. Prerequisite: FRE 106, or four years high school French or permission of instructor. Course type: Literature; Literature and Culture. (UG)

FRE 233: Special Topics in Literature

3 Credit Hour(s)

This course will provide majors, minors, and intermediate language students with the opportunity to explore various authors or genres of French literature. Prerequisite: Three credits FRE 106-level or higher or permission of instructor. May be taken for credit up to three times. Course type: Literature; Literature and Culture. (UG)

FRE 234: Special Topics in Culture

3 Credit Hour(s)

This course will provide majors, minors, and intermediate language students with the opportunity to explore various aspects of French or Francophone culture. Prerequisite: Three credits FRE106-level or higher or permission of instructor. May be taken for credit up to three times. Course type: Culture; Literature and Culture. (UG) (UG)

FRE 235: Special Topics in Linguistics

3 Credit Hour(s)

This course will provide majors, minors and intermediate language students with the opportunity to explore the field of French linguistics. The course is delivered in the French language. Prerequisites: completion of 3 credits in French studies at the 200-level or higher. May be taken for credit up to three times (9 credits maximum). Offered as Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 240: Grammar and Culture Workshop I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course is a bridge between language-learning courses and more advanced study in French. The course will teach the four language skills (listening, speaking, reading, writing), with greater emphasis on listening and speaking, focusing on the people and culture of the French-speaking world. Prerequisite: FRE 106, or four years high school French, or permission of instructor. Offered As Needed. Course type: Fluency; Literature and Culture. (UG)

FRE 250: Grammar & Culture Workshop II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A continuation of FRE 240 Grammar and Culture Workshop I. This course is a bridge between language-learning courses and more advanced study in French. The course will teach the four language skills (listening, speaking, reading, writing), with greater emphasis on listening and speaking, focusing on the people and culture of the French-speaking world. Pre-requisites: FRE 106, 4 years high school French, or permission of instructor. Course type: Fluency; Literature and Culture. (UG) (UG)

FRE 299: Service Learning in French

1-3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in French in a variety of settings: schools, community organizations, social service agencies, etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previous development project, and actively participate in implementing the plan. This course may be taken up to three times for credit. Prerequisites: Three credits French 200 level course or permission of instructor. Offered as Needed. (UG)

FRE 307: Survey of French Literature I

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. This course broadens the student's awareness of the developments of French literature. It provides a literary background for the religious, historical and political growth of the French nation. It fosters critical and creative thinking in French, and will enable the student to compare French literary trends with those of other nations. Prerequisite: FRE 106, or four years high school French, or permission of instructor. Course type: Literature; Literature and Culture. (UG)

FRE 308: Survey of French Literature II

3 Credit Hour(s)

Fulfills core competency: Affective Awareness; Writing Intensive; This course broadens the student's awareness of the developments of French literature. It provides a literary background for the religious, historical and political growth of the French nation. It fosters critical and creative thinking in French, and will enable the student to compare French literary trends with those of other nations. Prerequisite: FRE 106, or four years high school French, or permission of instructor. Offered As Needed. (UG)

FRE 312: Advanced French Grammar

3 Credit Hour(s)

Fulfills core competency: Critical Thinking & Problem Solving. The more difficult concepts of French grammar will be analyzed in order to increase the student's ability to use them correctly in both the written and spoken language. Prerequisite: FRE 200-level or higher, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

FRE 315: French Civilization and Culture

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The study of all the elements which combine to form the French nation. This course will include contemporary culture and norms as well as the traditional civilization components of historical, religious, economic, literary and artistic trends. Prerequisite: Three credits FRE 200-level or higher or permission of instructor. Course type: Culture; Literature and Culture. (UG)

FRE 326: Advanced Conversation in French

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course will focus on oral expression, giving the student the opportunity to hear and speak French exclusively in both directed and spontaneous conversations. Extensive use of French media is included. Prerequisite: Three credits FRE 106. Course type: Fluency; Language and Linguistics. (UG)

FRE 333: Special Topics in Literature

3 Credit Hour(s)

This course will provide majors, minors, and advanced language students with the opportunity to explore various authors or genres of French literature. Prerequisite: FRE 106, or four years high school French, or permission of instructor. May be taken for credit up to three times. Course type: Literature; Literature and Culture. (UG)

FRE 334: Special Topics in Culture

3 Credit Hour(s)

This course will provide majors, minors, and advanced language students with the opportunity to explore various aspects of French or Francophone culture. Prerequisite: FRE 106, or four years high school French, or permission of instructor. May be taken for credit up to three times. Course type: Culture; Literature and Culture. (UG)

FRE 335: Special Topics in Linguistics

3 Credit Hour(s)

This course will provide majors, minors and advanced language students with the opportunity to explore the field of French linguistics. The course is delivered in the French language. Prerequisites: FRE 106, or four years high school French, or permission of instructor. May be taken for credit up to three times (9 credits maximum). Offered as Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 398: International Experiential Learning

1-3 Credit Hour(s)

(UG)

FRE 399: Service Learning in French

1-3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in French in a variety of settings: schools, community organizations, social service agencies, etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previously development project, and actively participate in implementing the plan. This course may be taken up to three times for credit. Prerequisite: 3 credits in French at the 300 level. (UG)

FRE 420: Methods and Assessment

3 Credit Hour(s)

A study of the fundamental principles and practices of language learning theories and language instruction to prepare for work with and assessment of learners in various learning environments. Prerequisite: FRE 300-level or higher or permission of instructor, upper division status in Adolescent Certification French program. Offered As Needed. (UG)

FRE 442: Senior Project Research

1 Credit Hour(s)

Each Modern Language major must complete a senior project as one of the requirements for graduation. In this course, which must be taken in the junior year, students select the topic for research and make substantial progress on researching the senior project under the direction of Modern Language faculty members. Students are required to: submit a polished research proposal, submit an annotated bibliography, and present the research proposal to the class and faculty orally. Students may not enroll in FRE 443 Senior Project until FRE 442 is passed. Note: ALL 443 projects must reflect work completed in 442; substantial changes in topic or content may require a student to repeat 442 before enrolling in 443. Prerequisite: All junior majors must register for this course. This preparation course for the Senior Project is required of all majors and must be taken in the junior year. (UG)

FRE 443: Senior Project

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. The French major will complete this 3 credit project that demonstrates mastery of the language in the context of literary or cultural studies or professional applications. The project may be a traditional thesis on a literary or cultural topic, or it may reflect the student's involvement in professional or volunteer work in the language. The project will normally require a significant research base culminating in the submission of an extensive written report and presentation at the Academic Festival. Prerequisite: Successful completion of FRE 442. Note: ALL 443 projects must reflect work completed in 442; substantial changes in topic or content may require a student to repeat 442 before enrolling in 443. (UG)

FRE 499: Service Learning in French

1-3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in French in a variety of settings: schools, community organizations, social service agencies, etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previously development project, and actively participate in implementing the plan. This course may be taken up to three times for credit. Prerequisites: Three credits FRE 300 level course or permission of instructor. (UG)

Language

LNG 309 : Language in Society

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course introduces students to the field of sociolinguistics, examining the relationship between language and society on a national and global level through the examination of social factors such as age, gender, educational level, social class, race, and the like. Topics include: monolingualism to multilingualism; language contact, prestige and change; diglossia and code switching; language identity, language socialization and language ideology; consequences for educational policy and practice. Offered As Needed. (UG)

LNG 335 : Special Topics in Linguistics

3 Credit Hour(s)

This course will provide majors, minors and advanced language students with the opportunity to explore the field of linguistics. The course is delivered in the English language. Prerequisites: completion of 3 credits at the 200-level or higher or permission of instructor. May be taken for credit up to three times (9 credits maximum). Offered as Needed (UG)

LNG 415 : 2nd Lang Acquisition/Applied Linguistics

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking and Problem Solving; Contextual Integration. This course examines the processes of language learning from linguistic, psychological, and social perspectives. While it address native language acquisition, the focus is on second language acquisition. The underlying assumptions of the three perspectives will be examined from a research vantage point as well as from the perspectives of the language teaching professional. Prerequisites: completion of 3 credits at the 200-level or higher or permission of instructor. (UG)

Spanish

SPA 101: Elementary Spanish I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A study of the basic grammar and vocabulary of Spanish through oral and written drills designed to develop the ability to understand, speak, read and write Spanish. Prerequisite: No previous language experience or 1-2 years of middle or high school language study. (UG) Modality: face-to-face, hybrid, online. (UG)

SPA 102: Elementary Spanish II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A study of the basic grammar and vocabulary of Spanish through oral and written drills designed to develop the ability to understand, speak, read and write Spanish. Prerequisite: Credit for college level Elementary Language I study, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 101. (UG) Modality: face-to-face, hybrid, online. (UG)

SPA 105: Intermediate Spanish for Professional Communication I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in Spanish in professional situations. Prerequisite: Credit for college level Elementary Language II, or 3-4 years of high school language study, with an average of 80% or above. Passing grade in Daemen College 102. (UG) Modality: face-to-face, hybrid, online. (UG)

SPA 106: Intermediate Spanish for Professional Communication II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in Spanish in professional situations. Prerequisite: Credit for college level Intermediate Language I with an average of 85% or above. Passing grade in Daemen College 105. (UG) Modality: face-to-face, hybrid, online. (UG)

SPA 110: Spanish for the Health Professions I

3 Credit Hour(s)

Effective communication is critical in Health Care fields. Providers with linguistic and intercultural competence are poised to elicit the required information for better diagnosis and treatment. Linguistic and intercultural competence helps to establish better provider-patient relationships thus enhancing the quality of care and quality outcomes. This three semester sequence guides future doctors (MD, DO), physician assistants (PA), nurses (RN), health care professionals (MPH), Pharmacists, and others in the field of health care with the medical terminology, grammar, and culture information required to engage with, and communicate effectively with, Hispanic populations. Level one requires high elementary level proficiency to begin the sequence. Prerequisite: elementary level proficiency, or completion of SPA 102 or higher, or permission of instructor. Language of instruction is Spanish. Course type: UG. Literature & Culture. Proficiency level: Novice high to Intermediate Mid. Offered every Fall. Modality: online (UG)

SPA 207: Spanish Conversation and Composition I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. These courses are intended to develop the conversational and writing abilities of students in non-technical areas. Grammar review as needed. A variety of media are used, including film, TV, newspapers and magazines. Prerequisite: SPA 106, four years high school Spanish, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

SPA 208: Spanish Conversation and Composition II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing Intensive. These courses are intended to develop the conversational and writing abilities of students in non-technical areas. Grammar review as needed. A variety of media are used, including film, TV, newspapers and magazines. Prerequisite: SPA 106, four years high school Spanish, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

SPA 209: Business Spanish

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration Class work will be designed to meet the career needs of the student. The class will include intensive career-specific vocabulary, role-playing, lesson planning and the use of trade and professional journals. Prerequisite: SPA 106, four years of high school Spanish, or permission of instructor. Course type: Fluency; Literature and Culture. (UG)

SPA 210: Spanish for the Health Professions II

3 Credit Hour(s)

Spanish for the Health Professions-II Spanish for the Health Professions-II Effective communication is critical in Health Care fields. Providers with linguistic and intercultural competence are poised to elicit the required information for better diagnosis and treatment. Linguistic and intercultural competence helps to establish better provider-patient relationships thus enhancing the quality of care and quality outcomes. This three semester sequence guides future doctors (MD, DO), physician assistants (PA), nurses (RN), health care professionals (MPH), Pharmacists, and others in the field of health care with the medical terminology, grammar, and culture information required to engage with, and communicate effectively with, Hispanic populations. Level two requires intermediate low proficiency to begin the sequence. Prerequisite: SPA 110 or permission of instructor. Language of instruction is Spanish. Course type: UG. Language & Linguistics. Proficiency level: Intermediate-low to Intermediate-high. Offered every Spring. Modality: online (UG)

SPA 213: Spanish for Spanish Speakers

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course is primarily intended for bilingual Spanish students who learned Spanish informally, or at home (heritage speakers), and whose dominant language is English. This course will allow heritage students to examine the Spanish they have previously learned and develop it further, through the critical examination of Spanish language itself, its cultural heritage, literacy skills, and thematic vocabulary. Prerequisite: SPA 106 or permission of the instructor, or Heritage Speaker status. (UG)

SPA 219: Spanish for the Professions

3 Credit Hour(s)

This course is designed for students who anticipate careers in which they will need to interact with Hispanic and Latinx communities. The course is designed around language for professional purposes in fields of (including but not limited to): business, health care, law/legal, social work, education. Offered as Needed. Language of Instruction - Spanish. (UG) Language/Linguistics Modality: online (UG)

SPA 220: Introduction to Literature in Spanish

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. The course will introduce students to a variety of genres, time periods and authors of literature in Spanish from Spain, Latin America and the U.S. Focus will be on short stories, drama, poetry and the novella. While all work will be done in Spanish, the pace will be appropriate for a student's initial experience with literature in the language. Prerequisite: SPA 106, or four years high school Spanish, or permission of instructor. Course type: Literature; Literature and Culture. (UG)

SPA 233: Special Topics in Literature

3 Credit Hour(s)

This course will provide majors, minors, and intermediate language students with the opportunity to explore various authors or genres of Spanish literature. Prerequisite: Three credits SPA 106-level or higher or permission of instructor. May be taken for credit up to three times. Course type: Literature; Literature and Culture. (UG)

SPA 234: Special Topics in Culture

3 Credit Hour(s)

This course will provide majors, minors, and intermediate language students with the opportunity to explore various aspects of culture of Spanish speaking people. Prerequisite: Three credits SPA 106-level or higher or permission of instructor. May be taken for credit up to three times. Course type: Culture; Literature and Culture. (UG)

SPA 235: Special Topics in Linguistics

3 Credit Hour(s)

This course will provide majors, minors and intermediate language students with the opportunity to explore the field of Spanish linguistics. The course is delivered in the Spanish language. Prerequisites: completion of 3 credits in Spanish studies at the 200-level or higher. May be taken for credit up to three times (9 credits maximum). Course type: Fluency; Language and Linguistics. (UG)

SPA 240: Grammar and Culture Workshop I

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course is a bridge between language-learning courses and more advanced study in Spanish. The course will teach the four language skills (listening, speaking, reading, writing), with greater emphasis on listening and speaking, focusing on the people and culture of the Spanish-speaking world. Pre-requisites: Prerequisite: SPA 106, or four years high school Spanish or permission of instructor. Course type: Fluency; Literature and Culture. (UG)

SPA 250: Grammar and Culture Workshop II

3 Credit Hour(s)

Fulfills core competency: Communication Skills. A continuation of SPA 240 Grammar and Culture Workshop I. This course is a bridge between language-learning courses and more advanced study in Spanish. The course will teach the four language skills (listening, speaking, reading, writing), with greater emphasis on listening and speaking, focusing on the people and culture of the Spanish-speaking world. Prerequisite: Prerequisite: SPA 106, or four years high school Spanish or permission of instructor. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 299: Service Learning in Spanish

1-6 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in Spanish in a variety of settings: schools, community organizations, social service agencies, etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previously developed project, and actively participate in implementing the plan. Prerequisite: Three credits SPA 200 level course and permission of instructor. (UG)

SPA 307: Survey of Spanish Literature

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. This course provides a survey of literature written in Spanish. This course will present narrative, poetry and drama from major authors from Spain approximately covering the Early Middle Ages to contemporary writers. Students will understand and appreciate the many cultures that have contributed to literature written in Spanish from the Islamic, Jewish and Christian traditions of early Spanish literature to the Italian influences of the Renaissance, the height of Spanish literary achievement in the Golden Age and the considerable French influence in the 18th and 19th centuries, the critical self-analysis of the Generation of '98, the innovations of the Generation of '27, the censorship of the Franco era and the explosion of creativity on the heels of democracy. Critical thinking skills will be promoted as students analyze literature as part of a broader cultural reality that deals with issues of national and personal identity, gender, social status and religion. Prerequisite: Prerequisite: SPA 106, or four years high school Spanish or permission of instructor. Course type: Literature; Literature and Culture. (UG)

SPA 309: Survey of Spanish-American Literature

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. This course provides a survey of literature originally written in Spanish by authors in the Spanish speaking nations of the Western Hemisphere. This course will present narrative, poetry and drama from major authors from pre-conquest indigenous writing to contemporary writers. Students will understand and appreciate the European, Indigenous and African cultures that have contributed to Spanish-American literature from the creation book of the Maya, Aztec poetry and Inca drama, the historical narratives of the Conquest, the nascent regional identities of Colonial texts, nationalistic post-independence literature, the innovations of Vanguardista poetry of the early 20th century and the phenomenal creativity of the Boom narrative of the late 20th century. Select contemporary readings will be included as well, including writings by US Latino authors. Critical thinking skills will be promoted as students analyze literature as part of a broader cultural reality that deals with issues of national and personal identity, gender, social status and religion. Prerequisite: 200-level Spanish course, or permission of instructor. Course type: Literature; Literature and Culture. (UG)

SPA 312: Advanced Spanish Grammar

3 Credit Hour(s)

Fulfills core competency: Critical Thinking & Problem Solving. The more difficult concepts of Spanish grammar will be analyzed in order to increase the student's ability to use them correctly in both the written and spoken language. Prerequisite: Three credits of SPA 200-level or higher, or permission of instructor. Course type: Fluency; Language and Linguistics. (UG)

SPA 315: Spanish Civilization and Culture

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The study of all the elements which combine to form the Spanish nation. This course will include contemporary culture and norms as well as the traditional civilization components of historical, religious, economic, literary and artistic trends. Prerequisite: Three credits SPA 200-level or higher or permission of instructor. (UG)

SPA 316: Spanish-American Civilization and Culture

3 Credit Hour(s)

Fulfills core competency: Contextual Integration; Communication Skills; Moral and Ethical Discernment. This course will introduce the student to the major geographic, historical, artistic, political and economic factors that reflect the diversity of Spanish-speaking nations in the Western Hemisphere. We will examine the significant linguistic, religious, artistic and political contributions of Spain, which reflect Christian, Jewish and Islamic traditions, the importance of the varied indigenous societies that existed pre-conquest and how their legacy survives in language, culture, and social and political institutions and the impact of Africans from the slavery of colonial times, through independence movements and the cultural, social and political integration of the 20th - 21st centuries. We will analyze how in each nation of the Spanish speaking world - Mexico, Central America, the Caribbean and South America - these three influences have combined to form distinct national cultures. This exploration of historical events will be examined concurrently with discussion and analysis of the moral and ethical concerns both of the historical period and in the context of our own sensibilities. Prerequisites: 3 credits of 200 level Spanish course or Permission of Instructor. (UG)

SPA 320: Spanish for the Health Professions III

3 Credit Hour(s)

Effective communication is critical in Health Care fields. Providers with linguistic and intercultural competence are poised to elicit the required information for better diagnosis and treatment. Linguistic and intercultural competence helps to establish better provider-patient relationships thus enhancing the quality of care and quality outcomes. This three semester sequence guides future doctors (MD, DO), physician assistants (PA), nurses (RN), health care professionals (MPH), Pharmacists, and others in the field of health care with the medical terminology, grammar, and culture information required to engage with, and communicate effectively with, Hispanic populations. Level three requires intermediate-mid proficiency to begin the sequence. Prerequisite: SPA 210 or permission of instructor. Language of instruction is Spanish. Course type: UG. Language & Linguistics. Proficiency level: Intermediate-mid to Advanced. Offered every fall. Modality: online (UG)

SPA 326: Advanced Conversation in Spanish

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course will focus on oral expression, giving the student the opportunity to hear and speak Spanish exclusively in both directed and spontaneous conversation. Extensive use of Spanish media is included. Prerequisite: SPA 200-level or higher, or permission of instructor. May be taken for credit up to three times. Course type: Fluency; Language and Linguistics. (UG)

SPA 328: Spanish Language Film

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course will use film in Spanish from Spain, Latin America and the US as a vehicle for artistic expression, for linguistic enrichment and for cultural understanding. Students will come to see film both as an art form and as a vehicle for social commentary. Prerequisites: 200-level SPA course or permission of instructor. Course type: Culture; Literature and Culture. (UG)

SPA 333: Special Topics in Literature

3 Credit Hour(s)

This course will provide majors, minors, and advanced language students with the opportunity to explore various authors or genres of Spanish literature. Prerequisite: SPA 106, or four years high school Spanish or permission of instructor. May be taken for credit up to three times. Course type: Literature; Literature and Culture. (UG)

SPA 334: Special Topics in Culture

3 Credit Hour(s)

This course will provide majors, minors, and advanced language students with the opportunity to explore various aspects of culture of Spanish speaking people. Prerequisite: SPA 106, or four years high school Spanish or permission of instructor. May be taken for credit up to three times. Course type: Culture; Literature and Culture. (UG)

SPA 335: Special Topics in Linguistics

3 Credit Hour(s)

This course will provide majors, minors and advanced language students with the opportunity to explore the field of Spanish linguistics. The course is delivered in the Spanish language. Prerequisites: SPA 106, or four years high school Spanish or permission of instructor. May be taken for credit up to three times (9 credits maximum). Course type: Fluency; Language and Linguistics. (UG)

SPA 336: Phonetics & Phonology-Spanish

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Spanish Phonetics and Phonology is designed to bring an understanding of the phonetic features of Spanish sounds, the linguistic logic and historical context behind how the sounds are organized into a system, and how they operate when they form syllables, words, sentences and discourse (phonology). This course is both analytical and practical and covers: contemporary Spanish pronunciation (phonetics and phonology); how geographical, social and ethnic variation is manifest throughout the Spanish sound system through the study of geolects and dialects; as well as the interplay of morphological, syntactical and lexical elements with the phonological system. Ultimately students will: improve their pronunciation in Spanish, develop and improve their auditory perception of the Spanish sounds, reasonably successfully replicate L2 pronunciation and intonation patterns, recognize dialectal variation for improved comprehension and communication, all within sociocultural, historical, pragmatic, and contexts of the language and the cultures particular to the language. Prerequisite: Completion of a 200-level Spanish course. Course type: Fluency; Language and Linguistics. (UG)

SPA 337: Hispanic Sociolinguistics

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Critical Thinking. The purpose of this course is to introduce the study of the relationship between language and a range of social factors (class, ethnicity, gender, age, and the like) influencing human behavior in Spanish-speaking societies. Themes explored include but are not limited to linguistic identity, attitudes, language contact, and the like. It is designed to generate an appreciation of the link between language, culture, and society. Language of instruction: Spanish (UG)

SPA 338: Spanish in Contact

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration. The Spanish language comes into contact with a multitude of other languages (indigenous language in Latin America; Portuguese, Basque, Catalan, Galician in Spain; Arabic in Spanish Morocco; American English in the US & Puerto Rico; French, Creole, Papiamentu, English, and Dutch in the Caribbean; Philippine languages/dialects in the Philippines; Judeo-Spanish in various parts of the world). This course focuses on the various situations that have resulted from Spanish in contact with other languages (where in some cases it is the primary, dominant language, and in others it is the peripheral, minority language) and the cultural constructions that have emerged as a result of the various contexts. Offered as Needed. Language of Instruction - Spanish. (UG) (UG)

SPA 339: Spanish in the USA

3 Credit Hour(s)

Fulfills Core Competencies: Contextual Integration; Affective Awareness. This course examines the distinguishing characteristics of the major varieties of Spanish found in the USA. Historical analysis and sociolinguistic information are the backdrop for the short stories that tell the tales of the various groups' experiences living in the USA. Offered as Needed. Language of Instruction - Spanish. (UG), Literature & Culture, INTASC - Content, Communication (UG)

SPA 340: Acquisition of Spanish As a Second Language

3 Credit Hour(s)

This course examines the rules that govern Spanish language from a pragmatic, social, and discourse based perspective while exploring second language acquisition learning theories particular to acquiring Spanish as a second language. Attention is on metacognition even though there are activities designed for personal cognitive development and gains. Offered as Needed. Language of Instruction - Spanish. (UG), Language & Linguistics, INTASC - Content, Communication (UG)

SPA 398: International Experiential Learning

1-3 Credit Hour(s)

(UG)

SPA 399: Service Learning in Spanish

1-6 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in Spanish in a variety of settings: schools, community organizations, social service agencies etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previously developed project, and actively participate in implementing the plan. Prerequisite: 3 credits of SPA 300 level or permission of instructor. (UG)

SPA 420: Methods and Assessment

3 Credit Hour(s)

A study of the fundamental principles and practices of language learning theories and language instruction to prepare for work with and assessment of learners in various learning environments. Prerequisite: SPA 300-level or higher or permission of instructor, upper division status in Adolescent Certification Spanish program. Offered As Needed. (UG)

SPA 442: Senior Project Research

1 Credit Hour(s)

Each Modern Language major must complete a senior project as one of the requirements for graduation. In this course, which must be taken in the junior year, students select the topic for research and make substantial progress on researching the senior project under the direction of Modern Language faculty members. Students are required to: submit a polished research proposal, submit an annotated bibliography, and present the research proposal to the class and faculty orally. Students may not enroll in SPA 443 Senior Project until SPA 442 is passed. Note: ALL 443 projects must reflect work completed in 442; substantial changes in topic or content may require a student to repeat 442 before enrolling in 443. Prerequisite: All junior majors must register for this course. This preparation course for the Senior Project is required of all majors and must be taken in the junior year. (UG)

SPA 443: Senior Project

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. The Spanish major will complete this 3-credit project that demonstrates mastery of the language in the context of literary or cultural studies or professional applications. The project may be a traditional thesis on a literary or cultural topic, or it may reflect the student's involvement in professional or volunteer work in the language. The project will normally require a significant research base culminating in the submission of an extensive written report and presentation at the Academic Festival. Prerequisite: SPA 442. Note: ALL 443 projects must reflect work completed in 442; substantial changes in topic or content may require a student to repeat 442 before enrolling in 443. (UG)

SPA 499: Service Learning in Spanish

1-6 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning. Students will perform service in Spanish in a variety of settings: schools, community organizations, social service agencies etc. Projects will vary depending on student interest. Students will conduct a needs assessment of the agency or individual, decide on a project or continue on a previously developed project, and actively participate in implementing the plan. Prerequisite: SPA 399 and permission of instructor. (UG)

NATURAL SCIENCES

Contact Information

phone: (716) 839-8541

daemen.edu/naturalsciences

Chair

[Diane Ramos](#)

(716) 839-8560

Degrees Offered

- [Bachelor of Arts in Biology](#)
- [Bachelor of Science in Biochemistry](#)
- [Bachelor of Science in Biology](#)
- [Bachelor of Science in Adolescence Education: Biology](#)
- [Bachelor of Science in Biology/Master of Science in Cytotechnology](#)
- [Bachelor of Science in Natural Science](#)

Minors

- [Biology](#)
- [Chemistry](#)

3+ 4 Program with Lincoln Memorial University College of Veterinary Medicine

Daemen College and Lincoln Memorial University College of Veterinary Medicine <http://vetmed.lmunet.edu> have partnered to offer highly qualified students an opportunity to earn their Doctor of Veterinary Medicine in 7 years. Up to 20 students are

accepted as first-year students into this accelerated program annually and are guaranteed seats in the LMU-CVM program as long as they meet program requirements, including a specified grade point average. After 3 years of classes at Daemen College and successful completion of their first year of veterinary medical school at LMU, a B.S. in Natural Science will be conferred by Daemen College.

Lincoln Memorial University's College of Veterinary Medicine is located in the beautiful rolling hills of Harrogate, Tennessee with state-of-the-art facilities. Students begin hands-on training with animals in their first semester with a wide variety of species located at LMU-CVM's DeBusk Veterinary Teaching Center housed on 700 acres in Ewing, Virginia (12 miles from the main campus). Fourth year clinicals are offered off-site, including locations in Western New York.

3+ 4 Program with the University of Buffalo School of Pharmacy and Pharmaceutical Sciences

Daemen College and the University of Buffalo School of Pharmacy and Pharmaceutical Sciences have partnered to offer highly qualified students an opportunity to earn their Doctor of Pharmacy degree in 7 years. Two students are accepted as first-year students into this program annually and are guaranteed seats in the UB School of Pharmacy Pharm.D program as long as they meet program requirements, including a specified grade point average. The student will spend three years at Daemen, then complete their fourth undergraduate year at UB in the Pharmacy program. After successful completion of the first year of pharmacy school, a B.S. in Natural Science/Health Sciences Specialization will be conferred by Daemen College.

The UB Pharmacy School, the only pharmacy school in the SUNY system, is ranked among the top pharmacy schools in the U.S. and one of the top departments in the world in pharmacokinetics, pharmacodynamics and biopharmaceutics.

Interested applicants and students need to consult with Daemen College Admissions as well as the faculty in the Department of Natural Sciences regarding requirements for admission and program details.

3 + 4 Program with the D'Youville College School of Pharmacy

Daemen College and the D'Youville College School of Pharmacy and have partnered to offer highly qualified students an opportunity to earn their Doctor of Pharmacy degree in 7 years. The student will spend three years at Daemen, then complete their fourth undergraduate year at D'Youville in the Pharmacy program. After successful completion of the first year of pharmacy school, a B.S. in Natural Science/Health Sciences Specialization will be conferred by Daemen College.

Interested applicants and students need to consult with Daemen College Admissions as well as the faculty in the Department of Natural Sciences regarding requirements for admission and program details.

Departmental Mission Statement

The Daemen College Natural Sciences Department prepares students for life and leadership in a rapidly changing, technological society. Science is an integral part of the liberal arts reflecting the creative and dynamic interplay that exists among experimentation, theory, logic, symmetry, and language. Emphasis is placed on developing the critical thinking and problem-solving skills necessary to understand and apply scientific concepts to real world problems. In this spirit, the faculty and students collaborate in exploration of our changing world through classroom and research opportunities.

Student Learning Objectives for Natural Sciences

OUR DEPARTMENTAL GOALS ARE AS FOLLOWS:

1. Students will acquire an understanding of the interdisciplinarity of the sciences and mastery of the scientific vocabulary.
2. Students will gain proficiency in experimental design using appropriate controls according to the scientific method and will be able to:
 1. perform experiments;
 2. generate data using appropriate field and/or laboratory techniques;
 3. analyze and interpret experimental data.
3. Students will be able to critically read the current scientific literature and will be able to perform literature searches using all available sources.
4. Students will be able to communicate scientific knowledge both orally and in writing.
5. Graduates will be prepared for further education in the sciences, for teaching science or for direct entry to the work force in a science-related career.

GOAL 1

Students will acquire an understanding of the interdisciplinarity of the sciences and mastery of the scientific vocabulary.

Objectives:

1. Students will understand the similarities and differences among the major scientific disciplines in terms of methods, acquired knowledge and collective understanding (e.g., be able to explain the similarities and differences between physics and biology, or inorganic and organic chemistry).
2. Students will understand how the scientific method unifies all disciplines in the natural sciences, and distinguishes these disciplines from other areas of human inquiry (e.g., art history).

3. Students will acquire a basic knowledge of scientific terms in the major scientific disciplines as well as specific and more profound knowledge in one or more specialized areas.

GOAL 2

Students will gain proficiency in the process of experimental science and will be able to: design experiments with appropriate controls according to the scientific method; perform experiments and generate data using appropriate field and/or laboratory techniques; and analyze and interpret experimental data.

Objectives:

1. Students will conduct research in their junior or senior year under the guidance of a faculty research advisor, during which they will:
 1. Select a research topic from those available at Daemen College or at neighboring facilities (e.g., University at Buffalo, Roswell Park Cancer Institute).
 2. Read widely through primary and secondary literature in that research area.
 3. Design an experiment in their research area with the help and guidance of their faculty research advisor with the aim of generating new knowledge and understanding.
 4. Perform experiment(s) which generate data.
 5. Use appropriate laboratory and/or field techniques and instrumentation to obtain experimental data.
 6. Analyze/interpret that data by appropriate statistical methodologies or other methods of analysis.
 7. Draw conclusions based on generated data and analysis of that data.

GOAL 3

Students will be able to critically read the current scientific literature and will be able to perform literature searches using all available sources.

Objectives:

1. Students will increase their information literacy by reading widely in the primary literature in their chosen

research area. As such, they will:

1. Obtain appropriate journal articles at libraries in the area by visitation of those libraries.
2. Obtain journal articles from libraries through interlibrary loan.
3. Search databases online for appropriate materials.
4. Read available primary or other literature online.
5. Attend appropriate seminars (when scheduled).
6. Critically evaluate research articles for experimental design and conclusions.

GOAL 4

Students will be able to communicate scientific knowledge both orally and in writing.

Objectives:

1. Written:
 1. Students will recognize the different writing styles of newspapers, popular science magazines and scientific journals and will be able to provide effective written communication in each format.
 2. Students will prepare graphs and tables to clarify and supplement the presentation of scientific results in their writing.
 3. Students will write a senior thesis based on their research project which will demonstrate:
 1. A good background knowledge of their chosen research field.
 2. A thorough knowledge of the primary literature in their research area.
 3. A thorough understanding of the methodologies employed in their research.
 4. Proper data presentation (if data available).
 5. Adequate analysis of any generated data and conclusions drawn from that data.
 6. Clear, well-organized writing in correct scientific format.
 7. Proper citations and credits.
2. Oral Presentation:
 1. Students will orally present scientific topics to their peers and faculty in the science seminar courses using PowerPoint or other visual aids.
 2. Students will orally present their research to students, family and faculty at the end of their senior

semester using appropriate presentation technology (e.g., PowerPoint) and demonstrating:

1. Good public speaking skills.
2. Good organization of presented material.
3. Good visual presentation including appropriate graphs, tables and photographs.
4. Good knowledge and understanding of their research in terms of what was accomplished and why it was important.
5. Good ability to answer questions in a public setting.

GOAL 5

Graduates will be prepared for further education in the sciences, for teaching science, or for direct entry to the workforce in a science-related career.

Objectives:

1. Students will have adequate knowledge in one or more scientific areas.
2. Students will have a thorough knowledge of the scientific method and its application.
3. Students will have the resources (knowledge, understanding, skills) to be life-long learners in the sciences and all fields of knowledge.
4. Students will have sufficient skills in biology, chemistry, and other areas to allow them to be reasonably marketable.
5. Students will have strong written and oral skills to allow them to effectively communicate with other professionals.
6. Students will be able to work with groups of diverse individuals in problem-solving, experimentation and presentation.
7. Students will have technological competency to be effective in the work place.

Requirements for Admission of First-Year Students

High school chemistry and mathematics through trigonometry.

Admission to Upper Division Requirements (all majors and specializations except Adolescence Education: Biology – see separate section)

1. A completed application with essay must be submitted to the Natural Sciences Department by the date published in the academic calendar.
2. An overall grade point average (GPA) of 2.0 earned at the end of the sophomore year. Biochemistry majors pursuing pre-professional studies must earn an overall grade point average (GPA) of 2.75 at the end of the sophomore year.
3. Minimum grade of C earned in lectures and labs as follows:

ALL BIOLOGY PROGRAMS

- BIO109-110
- CHE110-111; 301-302
- MTH134 (if required as prerequisite to MTH144)
- NSC231
- Six credits of 300-level Biology may be substituted for CHE301-302. An additional 3 credits of 300-level Biology may be substituted for NSC231.

BIOCHEMISTRY PROGRAM

- BIO109-110
- CHE110-111; 301-302
- MTH134 (if required as prerequisite to MTH144)
- NSC231
- Biochemistry majors pursuing pre-professional studies must also earn a minimum of C in MTH144.

- **NOTE:** In place of NSC231, an additional 3 credit hours of Chemistry at the 300 level, with a grade of C or better, may be substituted.

NATURAL SCIENCE PROGRAMS

ENVIRONMENTAL STUDIES SPECIALIZATION

- BIO109-110
- CHE110-111; 301-302
- MTH134 (if required as prerequisite to MTH144)
- NSC231
- Six credits of 300 level Biology may be substituted for CHE301-302.
- An additional 3 credits of 300 level Biology may be substituted for NSC231.

FORENSIC SCIENCE SPECIALIZATION

- BIO109-110
- CHE110-111
- MTH134
- NSC231
- 6 credit hours of Biology or Chemistry at the 300-level or above.

HEALTH SCIENCES SPECIALIZATION

- BCH317
- BIO109-110
- CHE110-111
- MTH134
- NSC231
- 3 credit hours of 300-level or above Biology or Chemistry.
- An additional 3 credit hours of 300-level Biology or Chemistry with C or better may be substituted for NSC231.

INDIVIDUALIZED STUDIES TRACK

- BIO109-110
- CHE110-111

- MTH134 (if required as prerequisite to MTH144)
- NSC231
- 6 credit hours of Biology or Chemistry at the 300-level or above.
- An additional 3 credit hours of Biology or Chemistry at the 300-level may be substituted for NSC231.

Admission to Upper Division – Adolescence Education: Biology

1. An overall grade point average of 2.75 or better for all completed college courses.
 2. A grade point average of 2.75 or better in all education courses (ECSE, EDU & SED prefix). Please go to http://www.college-scholarships.com/online_college_gpa_calculator.htm to calculate.
 3. A Dispositional Interview.
 4. Compile and submit, for Education Department faculty review, a comprehensive emerging e-portfolio, the contents of which include the following exhibits: artifacts, facsimiles, projects, grades. Projects must be the scanned originals submitted to the professors and, therefore, include the professors' comments/corrections/annotations.
- A researched, scholarship-based paper submitted for EDU 203.
 - An outline of an instructional unit, including a fully designed 3-lesson learning segment, prepared for EDU 237.
 - A researched, scholarship-based paper submitted for SED 270.
 - A written emerging professional resume.
 - A written emerging philosophy of education
 - A written emerging comprehensive reflective narrative detailing perception of current status, skills gained during coursework, targets or goals for continuing professional development, and expectations for the future (i.e., intended career choice).

- A completed Disposition Self-Assessment (DSA) containing narrative reflection showing examples to support the ranking of each of the criteria.

Absence of any of these items or an overall GPA lower than 2.75 will constitute an incomplete submission, and the portfolio will not be accepted for review. If you are missing assignments, please see your advisor before the submission date to seek advice about your options.

7. Traditionally admitted students (non-transfer students) who are seeking admission to upper division status must apply by March 19th of the second year of study.
8. **Transfer students must apply by March 19 during the semester in which they are completing EDU 267 or ECSE 280.** Transfer students who enter Daemen College with an associate degree must submit a portfolio which includes an emerging professional resume, a written emerging philosophy of education, a comprehensive reflective narrative, and, if available, artifacts from comparable courses taken at other institutions, indicating where they were taken and the grade earned.
9. In the event of a resubmission due to extenuating circumstances approved by the department chair, the GPA will be considered as closed as of the end of the spring semester. The review process will be complete by August 31st before the start of the new fall semester.

REQUIREMENTS FOR STUDENT TEACHING:

1. An overall grade point average (GPA) of 2.75.
2. A grade point average (GPA) of 2.75 in all courses in the major.
3. Apply for Student Teaching, usually at the end of the third year.
4. Be recommended for student teaching by the Chairs of the Education and Natural Sciences departments.

Pre-Professional Studies

Although no specific major is required to apply for postgraduate study in any of the medical fields (e.g. medicine, dentistry, veterinary medicine, podiatry, osteopathy, optometry), certain courses are recognized as beneficial to students considering such career options. These are the basis for the Bachelor of Science in Biochemistry with a Pre-Professional specialization. Professional programs in medically related fields give preference to students who have completed courses in biology, general chemistry, organic chemistry, physics, and English. Also helpful are courses in biochemistry, biostatistics and genetics.

Requirements for Recommendation for Admission to Professional Schools

Senior Status in Pre-Professional program; a cumulative grade point average (GPA) of 3.0, and an average of B earned in mathematics and science courses in the first three years.

GRADUATION REQUIREMENTS

1. A minimum grade of C in all Science courses and MTH144.
2. An overall grade point average (GPA) of 2.00. Biochemistry majors pursuing pre-professional studies must earn an overall grade point average (GPA) of 3.00.
3. **TEACHER CERTIFICATION MAJORS:** A minimum GPA of 2.75.

Bachelor of Arts in Biology

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses

1. MAJOR: 45 CREDITS

- BIO109/L General Biology I (3/1) — CT
- BIO110L General Biology II (3/1) — CT
- BIO436/L Evolutionary Biology (4/0)
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- NSC310 Biostatistics (3) — CT
- **SELECT ONE:**
 - BIO302/L General Ecology (3/1) **OR**
 - BIO325/L Cell Biology (3/1)
- **SCIENCE ELECTIVES:** 18 credits to be selected from [recommended Science courses](#).

1. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- CMP311 Adv English Composition (3)– CS; ILIT; WI; RP
- IND101 Sustainable & Critical Relationships (3)
- MTH134 Precalculus (3) — CT; QL
- **Core Electives: 33 Credits**

1. FREE ELECTIVES: 30 CREDITS

TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS

Suggested Course Sequence

Access the suggested course sequences for: [BA in Biology](#), from the Natural Sciences Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN BIOCHEMISTRY

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 76 CREDITS

- BCH313/L General Biochemistry (3/1)
- BCH401 Biological Organic Chemistry (3) **OR**
CHE420 Medicinal Chemistry (3)
- BCH/BIO440/L Molecular Biology (3/1)
- BIO109/L General Biology I (3/1) — CT
- BIO110L General Biology II (3/1) — CT
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- CHE301/L Organic Chemistry I (3/1)
- CHE302/L Organic Chemistry II (3/1)
- CHE303/L Introduction to Physical Chemistry (4/0)
- CHE311/L Contemporary Chemical Analysis (4/0)
- NSC231 Natural Science: Scientific Language and Literacy (3)
- NSC331 Natural Science Literature Survey (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC443=RP
- NSC443 Natural Science Research Seminar (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC331=RP
- **SELECT ONE SEQUENCE (8 CREDITS)**

- PHY201/L-202/L Physics I-II (3/1-3/1)
- PHY151/L-152/L General Physics I-II (4/0-4/0)

• SCIENCE ELECTIVES:

18 credits to be selected from recommended Science courses. Courses must be at the 300 level or higher. Students will consult their Advisor for selection of courses most suitable to their professional career goals.

2. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH144 Calculus & Analytic Geometry I (3) — CT; QL
- **Core Electives:** 36 credits:

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

Requirements for Biology, Biochemistry, Natural Sciences Programs: Admission, Admission to Upper Division, Graduation consult the Natural Sciences department section of the catalogue or the Program Plans option on the Registrars web page.

Suggested Course Sequence

Access the suggested course sequence for the B.S., Biochemistry from the Natural Sciences Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN BIOLOGY

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses of all B.S. Biology Programs

1. MAJOR: 47 CREDITS

- BCH313/L General Biochemistry (3/1)
- BIO109/L General Biology I (3/1) — CT
- BIO110/L General Biology II (3/1) — CT
- BIO302/L General Ecology (3/1)
- BIO303/L Plant Biology (4/0)
- BIO308/L Genetics (3/1)
- BIO436/L Evolutionary Biology (4/0)
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- CHE301/L Organic Chemistry I (3/1)
- CHE302/L Organic Chemistry II (3/1)
- NSC231 Natural Science: Scientific Language and Literacy (3)

2. CORE: 6 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements for BS, Biology – Standard Curriculum

1. MAJOR: 36 CREDITS

- NSC331 Natural Science Literature Survey (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC443=RP
- NSC443 Natural Science Research Seminar (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC331=RP
- **SELECT ONE SEQUENCE (8 CREDITS):**
 - PHY201/L-202/L Physics I-II (3/1-3/1)
 - PHY151/L-152/L General Physics I-II (4.0-4/0)
- **SCIENCE ELECTIVES:**

24 credits to be selected from [recommended Science courses](#). 16 of the 24 credits **MUST BE TAKEN** in Biology.

2. CORE: 39 CREDITS

- MTH144 Calculus & Analytic Geometry I (3) — CT; QL
- Core Electives: 36 Credits

**TOTAL PROGRAM
REQUIREMENTS = 128
CREDITS**

Additional Requirements for BS, Biology with

Environmental Science Specialization

1. MAJOR AND SPECIALIZATION: 38 CREDITS:

- **MAJOR: 25 CREDITS:**
 - NSC331 Natural Science Literature Survey (2)
— ILIT; WI.**NOTE:** IN COMBINATION WITH NSC443=RP
 - NSC443 Natural Science Research Seminar (2)
— ILIT; WI.**NOTE:** IN COMBINATION WITH NSC331=RP
 - PHY201/L Physics I or PHY151/L General Physics (4)
 - PHY202/L Physics I or PHY152/L General Physics (4)
 - **Science Electives:** 13 credits to be selected from any 300-400 level BIO, CHEM, ENS, or NSC course (excluding courses for non-science majors) from recommended Science courses.
- **SPECIALIZATION: 13 CREDITS:**
 - ENS304/L Environmental Chemistry (3/1)
 - BIO304 Conservation Biology (3)
 - **SELECT TWO:**
 - ENS205 Planet Earth I: Physical Features (3)
 - ENS/NSC303 Environmental Toxicology (3) CT
 - ENS/SUST310 Global Water Issues (3)
 - SUST3XX courses (3)
 - Study Abroad ENS courses
 - NSC Research Problems 4XX (3)
 - **NOTE:**
 - Maximum 6 credits in SUST courses not cross-listed with BIO
 - International environmental courses should be at 300 level.
- **CORE: 39 CREDITS:**
 - MTH134 Pre-Calculus (3) CT;QL
 - Core Electives: 36 credits

TOTAL PROGRAM
REQUIREMENTS = 130
CREDITS

Additional Requirements for BS, Adolescence Education: Biology

All Adolescence Education: Biology majors must be admitted into the Education Department through the Upper Division application process. No student may pursue this major without meeting the Education Department's requirements. Please see specific admission requirements listed in the Natural Sciences section of the Catalog.

1. MAJOR: 21 CREDITS

- NSC306 Teaching Science in the Middle and High School (3)
- **SELECT ONE SEQUENCE (8 CREDITS):**
 - PHY201/L-202/L Physics I-II (3/1-3/1)
 - PHY151/L-152/L General Physics I-II (4.0-4/0)
- **SCIENCE ELECTIVES:**
10 credits to be selected from recommended Science courses.

2. ADDITIONAL REQUIREMENTS OUTSIDE OF THE NATURAL SCIENCES DEPARTMENT: 37 CREDITS

- **NOTE:** A student who has earned a B- or less in EDU237/L in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237/L Instructional Design: Theory & Practice (3/1)

- EDU313 Foundations of Education (3)
- EDU314 Promoting English Language Arts Across the Content Areas (3)
- EDU327 Teaching to the Standards (3) – ILIT
- EDU336 Language/Literacy Development for the Adolescent Learner (3)
- EDU402 Methods in Classroom Management in Secondary Education (3)
- EDU479-480 St Teaching & Seminar at the Early Secondary/Secondary Level (6/6)
- SED270 Introduction to the Nature & Educational Needs of Students with Disabilities (3)

• CORE: 39 CREDITS

- MTH144 Calculus & Analytic Geometry I (3) — CT; QL
- PSY214 Psychology of Adolescence (3) — CT; UD; WI
- SOC243 Child Welfare Policy & Services (3)
- FOREIGN LANGUAGE: This teacher certification program requires successful completion of 6 credits in one foreign language. A student may **not** waive this requirement via demonstrated proficiency in a foreign language.

- CORE ELECTIVES: 24 CREDITS

TOTAL PROGRAM REQUIREMENTS = 150 CREDITS

Requirements for [Biology, Biochemistry, Natural Sciences Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Natural Sciences department section of the catalog or the Program Plans option on the Registrar’s web page.

Suggested Course Sequence

Access the suggested course sequences for: BS, [Biology-standard curriculum](#), [Biology with ENS specialization](#); [Adolescence Education: Biology](#), from the Natural Sciences Department web page or the Program Plans site on the Registrar’s web page.

BACHELOR OF SCIENCE IN BIOLOGY/MASTER OF SCIENCE IN CYTOTECHNOLOGY

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS, Biology

1. MAJOR: 83 CREDITS

- BCH313/L General Biochemistry (3/1)
- BIO109/L General Biology I (3/1) — CT
- BIO110/L General Biology II (3/1) — CT
- BIO308/L Genetics (3/1)
- BIO315/L General Microbiology (3/1)
- BIO325/L Cell Biology (3/1)
- BIO330/L General Anatomy (4/0)
- BIO340/L General Physiology (4/0)
- BIO417 Immunology (3)
- BIO440/L Molecular Biology (3/1)
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- CHE301/L Organic Chemistry I (3/1)
- CHE302/L Organic Chemistry II (3/1)
- NSC231 Natural Science: Scientific Language and Literacy (3)
- NSC310 Biostatistics (3) – CT
- NSC331 Natural Science Literature Survey (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC443=RP
- NSC443 Natural Science Research Seminar (2) – ILIT; WI. **NOTE:** IN COMBINATION WITH

NSC443=RP

- PAS511 Clinical Microbiology/Immunology (3)
- **Select one sequence:**
 - PHY201/L-202/L Physics I-II (3/1-3/1)
 - PHY151/L-152/L General Physics I-II (4/0-4/0)
- **Science electives:** 7 credits to be selected from [recommended Science courses](#).

2. CORE: 45 CREDITS:

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH144 Calculus & Analytic Geometry I (3) – CT; QL
- PHI321 Medical Ethics (3)
- **Core Electives:** 33 credits

MS, Cytotechnology: 36 credits

- CYT507 Cytology of the Female Genital Tract – Squamous (2)
- CYT509 Cytology of the Female Genital Tract – Glandular and Other (2)
- CYT510 Introduction to Cytology, Cytopreparation (1)
- CYT605 Cytology of Body Cavity Fluids and Cerebrospinal Fluid (2)
- CYT606 Histotechnology and Gross Pathology (3)
- CYT607 Cytology of the Respiratory Tract (3)
- CYT609 Cytology of the Urinary Tract (1)
- CYT610 Cytology Laboratory Management (1)
- CYT612 Cytology of the Gastrointestinal Tract (2)
- CYT614 Fine Needle Aspiration Cytology I: Collection Method, Breast, Thyroid, Lymph Node (3)
- CYT618 Fine Needle Aspiration Cytology II: Salivary, Bone and Soft Tissue, Pancreas, Liver, Kidney, Adrenal, Metastases (3)
- CYT620 Immunohistochemistry (1)
- CYT641 Cytology Clinical Practicum I (1)
- CYT642 Cytology Clinical Practicum II (2)
- CYT643 Cytology Clinical Practicum III (3)
- CYT650 Cytology Research and Professional Development I (1)

- CYT652 Cytology Research and Professional Development II (1)
- CYT653 Cytology Research and Professional Development III (1)
- PAS514 Pathophysiology (3)

TOTAL PROGRAM REQUIREMENTS: BS (128); MS (36) = 164 CREDITS

Program Structure

Degrees are conferred separately for this BS/MS program. No MS will be conferred without completion in full of the complete BS/MS curriculum.

First-Year Student Admission Criteria

Acceptance into the lower division of the Biology major requires successful completion of high school chemistry and mathematics through trigonometry

Admission into the Upper Division of the Program

Students pursuing a Biology degree must apply for upper division status during the spring of their sophomore year. Students interested in pursuing the Cytotechnology degree program will be evaluated at this time by both Daemen College and Roswell Park Cancer Institute (RPCI) faculty and staff. The following criteria will be used to evaluate students and determine acceptance into the program:

1. A minimum grade of C in all science courses
2. Minimum science grade point average (GPA) of 3.00
3. An overall grade point average (GPA) of 3.30 or higher

4. Completion of: BIO109/L-110/L; CHE110/L-111/L; BIO325/L, BIO328/L, CHE301/L-302/L; MTH134 (if required as prerequisite to MTH144), MTH144, NSC231
5. Laboratory skills in histology and other molecular techniques (i.e., ability to use a microscope, patience in analysis of data, precision of data analysis)
6. Demonstrated communication skills as evidenced in interviews with Daemen and RPCI faculty and staff

Transfer student admission to upper division will be based on prior academic performance, space availability, and the requirements referenced above.

Graduation Requirements

BS PORTION OF THE PROGRAM (BS, BIOLOGY):

1. A minimum grade of C in all science courses and MTH144.
2. Minimum science grade point average (GPA) of 3.00.
3. An overall grade point average (GPA) of 3.30.

MS PORTION OF THE PROGRAM (MS, CYTOTECHNOLOGY):

1. A minimum grade of B in all courses, thereby resulting in a minimum overall grade point average (GPA) of 3.00.

Suggested Course Sequence

Access the suggested course sequence for the BS/MS, Biology/Cytotechnology from the Natural Sciences Department web page or the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN NATURAL SCIENCE

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses of all Natural Science Programs

1. MAJOR: 19 CREDITS

- BIO109/L General Biology I (3/1) — CT
- BIO110L General Biology II (3/1) — CT
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- NSC231 Natural Science: Scientific Language and Literacy (3)

2. CORE: 6 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements For BS, Natural Science – Environmental Science Specialization

1. MAJOR AND

SPECIALIZATION: 66

CREDITS

• MAJOR: 44 CREDITS

- CHE301/L-302/L Organic Chemistry I-II (3/1-3/1) **OR** BCH 317/L Bioorganic Chemistry (3) **AND** Additional Science Elective Credit (5)
- CHE311/L Contemporary Chemical Analysis (4/0)
- NSC331 Natural Science Literature Survey* (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC443=RP
- NSC443 Natural Science Research Seminar (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC331=RP

• **With department chair approval, students may petition for an Environmental Research Project in a Study Abroad program combined with NSC 443 to meet Research and Presentation competency.*

• SELECT ONE SEQUENCE (8 CREDITS):

- PHY201/L-202/L Physics I-II (3/1-3/1)
- PHY151/L-152/L General Physics I-II (4/0-4/0)
- **SCIENCE ELECTIVES: 20 (OR 25 IF CHOSE BCH 317/L ABOVE) CREDITS TO BE SELECTED:**

• Choose electives from 300-400 level in BIO, CHEM, ENS or NSC courses from recommended Science courses.

• SPECIALIZATION: 22 CREDITS

- BIO302/L General Ecology (3/1) **OR** BIO/SUST304 Conservation Biology (3) with an additional Specialization Elective Credit (1)
- ENS201 Introduction to Environmental Science (3)
- ENS304/L Environmental Chemistry (3/1)
- **SPECIALIZATION ELECTIVES: 11 (OR 12 IF CHOSE BIO/SUST304 ABOVE) CREDITS TO BE SELECTED:**

• CHOOSE FROM:

- BIO302/L General Ecology* (3/1)

- BIO/SUST304 Conservation Biology* (3)
- ENS205 Planet Earth I: Physical Features (3)
- ENS/NSC303 Environmental Toxicology — CT (3)
- ENS/NSC310 Global Water Issues (3)
- ENS Study Abroad courses
- SUST300 level courses
- **NOTE:** Maximum 6 credits in SUST courses not cross-listed with BIO. International environmental courses should be at 300 level.

**if not taken above*

2. CORE: 39 CREDITS:

- MTH134 Pre-Calculus (3) — CT; QL
- HPR308 Environmental Health (3) — CT
- **CORE ELECTIVES: 33 CREDITS**

TOTAL PROGRAM
REQUIREMENTS = 130
CREDITS

Additional Requirements
For BS, Natural Science —
Forensic Science
Specialization:

1. MAJOR AND SPECIALIZATION: 63 CREDITS

- **MAJOR: 51 CREDITS:**
 - **Select one:**
 - BCH317 Bio-Organic Chemistry (3)
 - CHE301 Organic Chemistry I (3) **NOTE:** CHE301 is the preferred course
 - CHE337/L Forensic Chemistry (3/1)

- PHY125/L Forensic Physics (3/1)
- **Science Electives:** 40 credits to be selected from recommended Science courses.

• **SPECIALIZATION: 12 CREDITS:**

- FOR101 Introduction to Forensic Science (3) — CS; WI
- PSC117 Introduction to Criminal Justice (3) — CI
- PSY306 Forensic Psychology (3) — CT
- **Select one:**
 - NSC310 Biostatistics (3) — CT
 - PSY333 Statistics for Psychology & Social Sciences (3) — CT; QL

2. CORE: 39 CREDITS

- PSY103 Introduction to Psychological Science (3) — CI
- **SELECT ONE:**
 - CMP311 Advanced English Composition (3) — CS; ILIT; UD; WI
 - CMP315 Advanced Composition for Health Professionals (3) — CS; ILIT; UD; WI
- **SELECT ONE:**
 - MTH134 Pre-Calculus (3) — CT; QL
 - MTH144 Calculus & Analytic Geometry I (3) — CT; QL
- Core Electives: 30 credits

TOTAL PROGRAM
REQUIREMENTS = 127
CREDITS

Additional Requirements
For BS, Natural Science —
Health Sciences
Specialization

1. MAJOR AND SPECIALIZATION: 45

CREDITS

• MAJOR: 31-33 CREDITS:

- BCH317 Bio-organic Chemistry (3)
- BIO330/L General Anatomy (4/0)
- BIO340/L General Physiology (4/0)
- Science and Health Science Electives: 20-22 credits to be selected from recommended Science courses or from any 200-level or higher BIO, BCH, CHE, ENS*, NSC**, PHY courses designated for Science majors. *ENS courses cross-listed as GVT are **not** acceptable.

NOTE

- If you complete 12 credits in the specialization, 22 credits are required in science electives; if you complete 13 credits in the specialization, 21 credits are required in science electives; if you complete 14 credits in the specialization, 20 credits are required in science electives.
- Some course options in science/health science electives and in the specialization have overlapping content and therefore credit for only one course in each of the following pairs may be counted as a required or elective health science course: HPR301 and PT508; HPR317 and PT504 and/or PT505; HPR317 and PT506 and/or PT507; HPR320 and PT517; BCH 317 and CHE 301; BCH 313 and BCH 317.
- **Students in the Pre-Vet 3+4 program with Lincoln Memorial will be advised to take: NSC121 (1), NSC221 (1) and NSC321 (1) as part of your major Science and Health electives requirement.

• SPECIALIZATION: SELECT 12-14 CREDITS FROM THE FOLLOWING AND IN CONSULTATION WITH ONE'S ADVISOR:

- HPR301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0)
- HPR305 Communicating Health (3)
- HPR308 Environmental Health (3)
- HPR208 Health Promotion and Education (3) — CT

- HPR313 Principles of Health Behavior Change (3)
- HPR317/L Human Motion: Principles & Perspectives (4/0)
- HPR320 Community Health Education & Disease Prevention (3)— CT
- HPR335 Critical Issues in Global Health (3) — CI
- HPR338 Social Determinants of Health (3) — CR
- HPR340 Musculoskeletal Fitness Assessment (3)
- HPR353 Introduction to Epidemiology (3)
- PAS511 Clinical Microbiology/Immunology (3)
- PT504/L-505/L Clinical Functional Anatomy I-II (3/0-2/0)
- PT506/L-507/L Kinesiology & Biomechanics I-II (3/0-2/0)
- PT508/L Physiology of Exercise (3/0)
- PT517 Clinical Medicine I (3)

• Pre-Pharmacy Track Required Courses *

- BCH313/L Biochemistry (3/1)
- BIO109/L General Biology I (3/1) — CT
- BIO110L General Biology II (3/1) — CT
- BIO207/L Anatomy and Physiology I (4/0)
- BIO208/L Anatomy and Physiology II (4/0)
- BIO315/L General Microbiology (3/1)
- BIO340/L General Physiology (4/0)
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)
- CHE301/L Organic Chemistry I(3/1)
- CHE302/L Organic Chemistry II (3/1)
- CHE311/L Contemporary Chemical Analysis (4/0)
- NSC231 Natural Science: Scientific Language and Literacy (3)
- NSC310 Biostatistics (3) — CT
- PHY201/L Physics I (3/1)
- Science Electives (20)
 - 10 courses will be taken at University at Buffalo (UB)
- Specialization (18)
 - 10 courses will be taken at UB
- CORE Required Courses
 - MTH144 Calculus I
 - MTH145 Calculus II

2. CORE: 39 CREDITS:

- **SELECT ONE:**
 - MTH134 Pre-Calculus (3) – CT; QL
 - MTH144 Calculus & Analytic Geometry I (3) – CT; QL
- **CORE ELECTIVES: 36 CREDITS:**

3. FREE ELECTIVES: 12 CREDITS:

Courses offered in the major are not allowed. Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

NOTE: * Consult with your Advisor and your Program Evaluation regarding courses taken at UB.

Additional Requirements For BS, Natural Science – Individualized Studies Track

1. **MAJOR: 51 CREDITS:**
 - CHE301/L-302/L Organic Chemistry I-II (3/1-3/1) **OR** BCH317/L Bio-Organic Chemistry (3/1) and 4 credits in a 300-level Chemistry course
 - *NSC331 Natural Science Literature Survey (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC443=RP.
 - NSC443 Natural Science Research Seminar (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH NSC331=RP.
 - 8 credits in 300-level Biology courses

*NSC331 may be replaced with an off-campus research experience (e.g., internship or scientific study abroad

experience) approved by the Natural Science Department Chair prior to registration.

- **Science and Health Science Electives:** 31 credits to be selected from recommended Science courses or from any 200-level or higher BIO, BCH, CHE, ENS*, NSC, PHY courses designated for Science majors. A minimum of 10 of the 31 credits must be at the 300-level or higher.

*ENS courses cross listed as PSC are **not** acceptable.

2. CORE: 39 CREDITS:

- MTH144 Calculus and Analytical Geometry I (3) – CT; QL
- Core Electives: 36 credits

3. FREE ELECTIVES: 6 CREDITS:

Courses offered in the major are not allowed. Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

Requirements for Biology, Biochemistry, Natural Sciences Programs: Admission, Admission to Upper Division, Graduation – consult the Natural Sciences department section of the catalog or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: BS, Natural Science-Environmental Science specialization, Natural

Science-Forensic Science specialization, Natural Science-
Health Sciences specialization, Natural Science-Individualized

Studies track, from the Natural Sciences Department web page
or the Program Plans site on the Registrar's web page.

BIOLOGY MINOR

Requirements (17 Credits)

- BIO109/L General Biology I lecture/lab (3/1)
- BIO110/L General Biology II lecture/lab (3/1)
- Select a minimum of 9 credits in Biology courses approved for credit for science majors

CHEMISTRY MINOR

Requirements (18 credits)

- CHE110/L Chemistry I lecture/lab (4/0)
- CHE111/L Chemistry II lecture/lab (4/0)
- CHE301 Organic Chemistry I lecture (lab optional) (3)
- CHE302 Organic Chemistry II lecture (lab optional) (3)
- Select one: BCH313/L General Biochemistry lecture/lab (3/1); CHE311/L Contemporary Chemical Analysis lecture/lab (4/0)

Biochemistry

BCH 313: General Biochemistry

3 Credit Hour(s)

An introduction to the chemistry and metabolism of bio-molecules. Topics include structure, properties, biosynthesis, and catabolism of carbohydrates, lipids, proteins, nucleic acids and porphyrins. Also discussed are the roles of enzymes, vitamins and coenzymes in biocatalysis. Science credit may not be earned for both BCH 313 and BCH 317. Prerequisites: BIO 110; CHE 301. Lecture, 3 hours. (UG)

BCH 313L: Biochemistry Laboratory

1 Credit Hour(s)

Fundamental techniques in general biochemistry. Corequisite: BCH 313. Laboratory, 3 hours. (UG)

BCH 317: Bioorganic Chemistry

3 Credit Hour(s)

An introduction to basic organic chemistry with biochemistry. Intended for Physician Assistant and Physical Therapy majors. Prerequisites: CHE 111/L; BIO 110/L. Lecture, 3 hours. (UG)

BCH 317L: Bioorganic Chemistry Lab

1 Credit Hour(s)

Lab techniques in organic chemistry and biochemistry. Intended for Physician Assistant majors. Writing Intensive. Corequisite: BCH 317. Laboratory, 3 hours. (UG)

BCH 401: Biological Organic Chemistry

3 Credit Hour(s)

An exploration of the chemical structures, stereo-chemistry and reactions of organic molecules of biological importance such as proteins, lipids, carbohydrates, and nucleic acids. Prerequisites: CHE 302 and BCH 313. Lecture, 3 hours. (UG)

BCH 440: Molecular Biology

3 Credit Hour(s)

Cross-listed as BIO 440. A detailed presentation of the structure and function of biological molecules and macromolecular complexes. The experimental approaches used in modern laboratories are emphasized. Prerequisites: BCH 313 and 313L. Lecture, 3 hours. (UG)

BCH 440L: Molecular Biology Lab

1 Credit Hour(s)

Cross-listed as BIO 440L. Laboratory techniques and experimentation involving proteins and nucleic acids. Prerequisite: Concurrent enrollment in BCH 440. Laboratory, 3 hours. (UG)

Biology

BIO 100: Introduction to Biological Science

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. An introduction to the concepts of biology through the study of the structure, function and evolution of living organisms. Intended for non-majors. Science majors cannot use this course for credit in the major. Lecture, 3 hours. (UG)

BIO 103: Human Biology

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A survey of the major aspects of human biology. Emphasis is placed on structure and function of the human body. Intended for non-majors. Science majors cannot use this course for credit in the major. Lecture, 3 hours. (UG)

BIO 105: Survey of Biology

3 Credit Hour(s)

This course is designed to help students develop the critical reading and reasoning skills that are required to be a successful science student. Topics covered in the course include improving study strategies, comprehension & reasoning, critical data interpretation, and examination techniques. (UG)

BIO 109: General Biology I

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A study of the basic principles of biology. Part I focuses on the molecular and cellular aspects of living systems and evolution. Prerequisite: One year of high school chemistry, minimum mathematics competency of MTH 124 or equivalent course or math placement. Lecture, 3 hours. (UG)

BIO 109L: General Biology I Lab

1 Credit Hour(s)

Lab techniques and experimentation in biological processes with emphasis on cellular level processes. Co or prerequisite: BIO 109. Laboratory, 2 hours. (UG)

BIO 110: General Biology II

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A study of the basic principles of biology. Part II deals with systematic organization and function of living organisms and ecology. Prerequisite: Minimum grade C in BIO 109. Lecture, 3 hours. (UG)

BIO 110L: General Biology II Lab

1 Credit Hour(s)

Laboratory examination of the structure, function and classification of organisms. Co or prerequisite: Minimum grade of C in BIO 109L. Laboratory, 2 hours. (UG)

BIO 117: Human Nutrition

3 Credit Hour(s)

An introduction to human nutrition and dietary needs with relevant discussion of basic structure and function of the human body. Intended for non-majors. Science majors cannot use this course for credit in the major. (UG)

BIO 118: Anatomy of Movement

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Discusses the principles and physical movements of Yoga and Tai Chi. Students will learn to analyze movements and understand the role of muscles, tendon and joints in a posture. Science majors cannot use this course for credit in the major. (UG)

BIO 200: Science and Contemporary Social Issues

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Contextual Integration; Information Literacy. Provides the basic scientific background requisite to understanding the science behind important contemporary issues such as genetic engineering, stem cell research, cloning, reproductive technologies, the genetic basis of behavior (e.g., violence), and pressing environmental concerns. Science majors cannot use this course for credit in the major. (UG)

BIO 207: Anatomy and Physiology I

4 Credit Hour(s)

An introduction to the fundamentals of anatomy and physiology. Intended for non-majors. Science majors cannot use this course for credit in the major. (UG)

BIO 207L: Anatomy and Physiology I Lab

0 Credit Hour(s)

Laboratory techniques and study in Anatomy and Physiology I. Co-requisite: BIO 207. (UG)

BIO 208: Anatomy and Physiology II

4 Credit Hour(s)

An introduction to the fundamentals of anatomy and physiology. Intended for non-majors. Science majors cannot use this course for credit in the major. Prerequisite: BIO 207. (UG)

BIO 208L: Anatomy and Physiology Lab II

0 Credit Hour(s)

Laboratory techniques and study in Anatomy and Physiology II. Co-requisite: BIO 208. (UG)

BIO 219: Introduction to Microbiology

4 Credit Hour(s)

This course is an overview of the fundamental principles of microbiology, including morphology, activities and distribution of microbes, culture methods, diseases of microbial etiology and some aspects of applied microbiology for the health sciences. Laboratory emphasis is on bacterial culturing, aseptic technique, identification of organisms, and the exploration of conditions necessary for microbial growth as well as microbial control. Prerequisite: High school biology; limited to students at Manhattan site. Corequisite: BIO 219L. (UG)

BIO 219L: Introduction to Microbiology Lab

0 Credit Hour(s)

Laboratory emphasis is on bacterial culturing, aseptic technique, identification of organisms, and the exploration of conditions necessary for microbial growth as well as microbial control. Corequisite: BIO 219. (UG)

BIO 302: General Ecology

3 Credit Hour(s)

An introduction to the study of populations, communities and ecosystems with emphasis on theory and experimentation. Prerequisites: BIO-109 and BIO 110; MTH 134 or equivalent; or permission of the instructor. Lecture, 3 hours. (UG)

BIO 302L: General Ecology Lab

1 Credit Hour(s)

Lab includes field and laboratory experimentation in aquatic and terrestrial ecosystems, with emphasis on experimental design, data analysis and scientific writing. Laboratory, 3 hours. Corequisite: BIO 302. (UG)

BIO 303: Plant Biology

4 Credit Hour(s)

An overview of the anatomy, physiology and taxonomy of the plant kingdom. Lab includes field identification, plant structure, and physiological experimentation. Prerequisite: BIO 100 or BIO 109 and BIO 110. Lecture, 3 hours. (UG)

BIO 303L: Plant Biology Lab

0 Credit Hour(s)

Laboratory, 3 hours, in Plant Biology. Co-requisite: BIO 303. (UG)

BIO 304: Conservation Biology

3 Credit Hour(s)

May be taken as SUST 304. Fulfills core competencies: Contextual Integration; Civic Responsibility; Moral and Ethical Discernment. Writing Intensive. Cross-listed as SUST 304. An interdisciplinary science course that combines theory and applied research to address the problems of widespread loss of biological and genetic diversity. Prerequisite: BIO 110, and CMP 101. Lecture, 3 hours. (UG)

BIO 308: Genetics

3 Credit Hour(s)

A study of the fundamental principles of genetics from viruses through humans, focusing on transmission and molecular genetics. Prerequisites: BIO 100 or BIO 109 and BIO 110; CHE 101 or CHE 111. Lecture, 3 hours. Offered Alternate Years (Spring). (UG)

BIO 308L: Genetics Lab

1 Credit Hour(s)

Laboratory techniques and experimentation in genetics. Co or prerequisite: BIO 308. Laboratory, 3 hours. Offered Alternate Years (Spring). (UG)

BIO 315: General Microbiology

3 Credit Hour(s)

A study of the structure, classification, physiology, ecology, genetics and economic importance of viruses, prokaryotes and eukaryotic microorganisms. Prerequisites: BIO 109 and BIO 110 and CHE 111. (UG)

BIO 315L: General Microbiology Lab

1 Credit Hour(s)

A study of the structure, classification, physiology, genetics and economic importance of viruses, prokaryotes and eukaryotic microorganisms. Pre or corequisite: BIO 315. (UG)

BIO 316: Anatomy and Physiology

4 Credit Hour(s)

A survey of the fundamentals of anatomy and physiology and dissection and experimentation to enhance the understanding of human systems. Intended for healthcare studies students and other non-majors. Prerequisite: BIO 103 or 109. Science majors cannot use this course for credit in the major. Lecture, 3 hours; Laboratory, 2 hours. (UG)

BIO 316L: Anatomy and Physiology Lab

0 Credit Hour(s)

Laboratory techniques for Anatomy & Physiology. Co-requisite: BIO 316. (UG)

BIO 319: Costa Rica Natural History/Conservation

3 Credit Hour(s)

This field-based study-abroad course will provide students with both an international and interdisciplinary environmental experience in Costa Rica. Students will be exposed to the biodiversity of multiple ecosystems and the issues related to conservation and ecotourism in Costa Rica. Prerequisites: BIO 110 and permission of instructor. (UG)

BIO 322: Invertebrate Biology

4 Credit Hour(s)

A comprehensive study of the anatomy, physiology and classification of invertebrates. Lab includes field identification. Prerequisite: BIO 100 or BIO 109 and BIO 110. Lecture, 3 hours; Laboratory, 3 hours. (UG)

BIO 322L: Invertebrate Biology Lab

0 Credit Hour(s)

Laboratory techniques for Invertebrate Biology. Corequisite: BIO 322. (UG)

BIO 323: Animal Biology

4 Credit Hour(s)

An overview of the anatomy, physiology and taxonomy of the animal kingdom. Prerequisite: BIO 100 or BIO 110. Lecture, 3 hours; Laboratory, 3 hours. (UG)

BIO 324: Vertebrate Biology

4 Credit Hour(s)

A comprehensive study of the anatomy, physiology and taxonomy of vertebrates. Lab includes field identification. Prerequisite: BIO 100 or BIO 109 and BIO 110. Lecture, 3 hours; Laboratory, 3 hours. (UG)

BIO 324L: Vertebrate Biology

0 Credit Hour(s)

Laboratory techniques for Vertebrate Biology. Corequisite: BIO 324. (UG)

BIO 325: Cell Biology

3 Credit Hour(s)

A study of structure/function relationships in cells. Topics include cell theory, research techniques, nuclear and cell division, cytoplasmic organelles and biological membranes. Prerequisites: BIO 100 or BIO 109 and BIO 110. Offered Every Year (Fall). (UG)

BIO 325L: Cell Biology Lab Laboratory

1 Credit Hour(s)

This course is designed to complement and expand on topics of cellular biology covered in the accompanying lecture, Bio 325: Cell Biology. The course introduces students to commonly used biological laboratory techniques and provides a foundation for the use of these methods in subsequent upper-division courses. Pre/corequisite: BIO-325. (UG)

BIO 330: General Anatomy

4 Credit Hour(s)

A course in systemic anatomy covering the morphology of the human body along with the functional potential of its parts. (Not open to those who have taken BIO 207 BIO 208.) Prerequisite: BIO 100, BIO 103, or BIO 109 and BIO 110. Lecture, 3 hours; Laboratory, 3 hours. Offered Each Year (Fall). (UG)

BIO 330L: General Anatomy Lab

0 Credit Hour(s)

Laboratory techniques for General Anatomy. Corequisite: BIO 330. (UG)

BIO 333: Developmental Biology

4 Credit Hour(s)

A study of the reproductive mechanisms and development of multi-cellular organisms. Prerequisite: BIO 100 or BIO 109 and BIO 110. Lecture, 3 hours; Laboratory, 3 hours. Offered Alternate Years. (UG)

BIO 333L: Developmental Biology Lab

0 Credit Hour(s)

Laboratory techniques for Developmental Biology. Corequisite: BIO 333. (UG)

BIO 335: Animal Behavior

4 Credit Hour(s)

An evolutionary and ecological approach to ethology including study of neuronal, hormonal and physiological mechanisms underlying adaptive behavior of animals. Laboratory includes observations and quantification of behavior in zoo, field and lab settings. Prerequisite: BIO 100 or BIO 109 and BIO 110. Lecture, 3 hours; Laboratory 3 hours. (UG)

BIO 335L: Animal Behavior Laboratory

0 Credit Hour(s)

Laboratory techniques for Animal Behavior. Corequisite: BIO 335. (UG)

BIO 337: Dinosaur Paleobiology

3 Credit Hour(s)

This course focuses on the Dinosauria; a clade of archosaurs that is now totally (or, depending on who you talk to, partially) extinct. Although this course will primarily be looking at this taxon, we will also be exploring greater topics based within historical science in general that must be understood in order to have a firm grasp of the more specific material. In addition, the dinosaurs are a charismatic group, and we will talk about their application outside of science. Prerequisite: BIO 110. (UG)

BIO 340: General Physiology

4 Credit Hour(s)

An introduction to general physiology. Emphasis placed on biological control mechanisms and coordination of body functions. Prerequisites: BIO 110 or BIO 330 and CHE 101 or CHE 111. Lecture, 3 hours; Laboratory, 2 hours. (UG)

BIO 340L: General Physiology Lab

0 Credit Hour(s)

Laboratory techniques for General Physiology. Corequisite: BIO 340. (UG)

BIO 343: Comparative Vertebrate Physiology

3 Credit Hour(s)

Lecture fulfills core competency: Contextual Integration. Why do certain animals only live in certain environments? Students will be able to answer this question by evaluating the roles of each major organ system within vertebrates and, through student-chosen examples, explaining how each system has evolved to address specific environmental challenges. By doing this, students will develop a more holistic understanding for how these organ systems work in combination with each other. This class requires students to deliver 5 in-class presentations throughout the semester. Prerequisites: BIO 109/L and BIO 110/L. (UG)

BIO 343L: Comparative Vertebrate Physiology Laboratory

1 Credit Hour(s)

Experimental design and laboratory techniques for investigating vertebrate physiology. 3 experimental topics with full lab reports are included in this lab. Laboratory, 3 hours. (UG)

BIO 344: Comparative Vertebrate Anatomy

4 Credit Hour(s)

This course is designed to establish a fundamental understanding of the functional significance of anatomical structures across vertebrates. The evolution of the entire group will be discussed, as the relationship between organisms is reflected within their anatomy. A systems-approach will be taken, and each organ system will be considered for the diversity of vertebrates. The structuring of anatomical features will be discussed in reference to its biomechanical and functional significance, as well as how it caters to the lifestyle of said organism. Although memorization is an essential part of any anatomy class, we will focus less on recall and identification and more on the logic behind the structure/function relationship of the anatomical features investigated. Pre requisite: BIO-110/L. Corequisite: BIO 344. (UG)

BIO 344L: Comparative Vertebrate Anatomy

0 Credit Hour(s)

Laboratory techniques for Comparative Vertebrate Anatomy. Corequisite: BIO 344. (UG)

BIO 350: Vertebrate Paleontology

3 Credit Hour(s)

An introduction to the study of the origin and evolution of the vertebrates using the fossil record. Dinosaurs and the American mastodon will serve as examples of how we reconstruct organisms and environments from the remote past. Prerequisite: BIO 110. (UG)

BIO 351: Marine Biology

3 Credit Hour(s)

Fulfills Core Competency: Information Literacy. Students will source and evaluate primary literature in order to explain how organisms at different trophic levels survive in open ocean, continental shelf, coral reef, deep sea, and intertidal environments. By doing this, students will develop a more holistic understanding of how these organisms work collectively as an ecosystem. This course requires students to deliver 5 in class presentations throughout the semester. Prerequisites: BIO 109 and BIO 110 (UG)

BIO 352: Coral Reef Field Survey

3 Credit Hour(s)

Fulfills Core Competency: Civic Engagement. This course is centered around a summer field trip to Australia's Great Barrier Reef; students must be strong swimmers and will need to cover additional costs associated with this trip. By completing both the spring classroom sessions and the summer field trip, students will gain an understanding of how to measure the health of coral reefs, contrast biodiversity in different types of coral reefs, and appreciate the vital role coral reefs play in the socioeconomic health of rural Australia. Prerequisites: BIO 109 This is a closed course. Registration requires an interview with the course instructor and Global Programs. (UG)

BIO 407: Pathophysiology

3 Credit Hour(s)

This course is designed to present information to the professional RN regarding alterations in the physiology of adult patients with common acute chronic disease specifically related to the pulmonary, renal, cardiovascular, endocrine, hematologic, immune, gastrointestinal, gynecological, and neurologic systems. It is based on a systems approach and is intended to promote an understanding of how and why symptoms appear, so that the student has a reasonable explanation for the finding he/she elicits on assessment. This course also assists the student in developing a comprehensive approach to the management of patient problems associated with the aforementioned problems. Emphasis is placed on decision making that utilizes a complete data base consisting of physical, psychological, environmental, social and economic findings. Prerequisite: Nursing majors only or permission of instructor. Offered As Needed. (UG)

BIO 417: Immunology

3 Credit Hour(s)

A detailed study of the principles of immunology. The course focuses on the details of the nonspecific and specific defenses of the body, immunological dysfunction and immunodiagnostics. Prerequisite: BIO 315 and CHE 101 or CHE 111. (UG)

BIO 436: Evolutionary Biology

4 Credit Hour(s)

A study of the development and current state of evolutionary biology. Critical discussion of important writings in the field is emphasized. Prerequisites: BIO 100 or BIO 109 and BIO 110 plus two 300- level biology courses, MTH 134. Lecture, 3 hours. (UG)

BIO 436L: Evolutionary Biology Lab

0 Credit Hour(s)

Laboratory techniques in Evolutionary Biology. Co-requisite: BIO 436. (UG)

BIO 440: Molecular Biology

3 Credit Hour(s)

Cross-listed as BCH 440. A detailed presentation of the structure and function of biological molecules and macromolecular complexes. The experimental approaches used in modern laboratories are emphasized. Prerequisite: BCH 313 and 313L. Lecture, 3 hours. (UG)

BIO 440L: Molecular Biology Lab

1 Credit Hour(s)

Cross-listed as BCH 440L. Laboratory techniques and experimentation involving proteins and nucleic acids. Co-requisite: BIO 440. Laboratory, 3 hours. (UG)

Chemistry

CHE 100: Chemistry for a Changing World

3 Credit Hour(s)

An introduction to the major concepts of chemistry with a focus on the application of chemical principles to everyday life. Intended for non-majors. Science majors cannot use this course for credit in the major. Lecture, 3 hours. (UG)

CHE 101: General Chemistry

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. An introduction to inorganic chemistry. Topics include bonding, equations, reactivity, solutions, and equilibrium. This course cannot be used as science elective credit for science majors. Prerequisite: One year of high school chemistry or MTH 97 or equivalent placement. Lecture, 3 hours. (UG)

CHE 101L: General Chemistry Lab

1 Credit Hour(s)

An introduction to laboratory techniques in chemistry required of students in the Environmental Studies program who do not take CHE 110L. Corequisite: CHE 101. (UG)

CHE 102: Preparation for Chemistry I

3 Credit Hour(s)

This is a preparatory course for the study of general chemistry for science majors (CHE110) and is offered ONLY to students who choose to leave CHE110 due to anticipated unacceptable performance in CHE 110. The course will focus on major areas of problem solving needed for introductory chemistry and the appropriate manipulation of numbers. Topics covered: mass and unit conversions to and from the metric system; atomic structure and nomenclature for compounds; balancing chemical reactions and making chemical conversions through stoichiometric relationships; correctly writing and interpreting various types of reactions to aqueous solutions and balancing redox reactions; using the gas laws to predict properties of the gases, and to predict the reacted or expected amounts within chemical reactions of reactant or product gases. Successful completion of the course allows students to proceed to CHE 110. Pre-requisite: Prior enrollment but non-completion of CHE 110/L. (UG)

CHE 102L: Prep for Chemistry I Lab

1 Credit Hour(s)

A laboratory course to accompany CHE 102. The focus of these experiments will be on major areas of problem solving. Prerequisite: Prior enrollment but non-completion of CHE 110L. (UG)

CHE 104: General Chemistry

4 Credit Hour(s)

This course is a continuation of CHE 101. The focus of the course is the fundamental structure and properties of the major classes of organic compounds with particular reference to organic molecules and biopolymers that are important in pharmacology, nutrition and medicine such as carbohydrates, lipids, proteins, and nucleic acids. The course is primarily intended for those who are interested in nursing or health care studies majors. May not be taken for science elective credit by science majors. Course cannot be used in place of CHE 301 or BCH 317. Not offered at Main campus. (UG)

CHE 110: Chemistry I

4 Credit Hour(s)

An introduction to the basic principles, theories and techniques of chemistry. Topics include stoichiometry, atomic structure, bonding, states of matter, equilibrium, thermodynamics, kinetics, electrochemistry and chemical reactions. Prerequisite: One year of high school chemistry; mathematics competency of MTH 124 or higher. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 110L: Chemistry I Lab

0 Credit Hour(s)

Laboratory techniques for General Chemistry I. Corequisite: CHE 110. (UG)

CHE 111: Chemistry II

4 Credit Hour(s)

A continuation of the study of the basic principles, theories and techniques of chemistry. Prerequisite: Minimum grade C in CHE 110. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 111L: Chemistry II Lab

0 Credit Hour(s)

Laboratory techniques for General Chemistry II. Prerequisite: Minimum grade C in CHE 110. Corequisite: CHE 111. (UG)

CHE 112: Introduction to Forensic Chemistry

3 Credit Hour(s)

A fundamental exploration of forensic chemical techniques, data analysis, and formal presentation of data collected. Chemical techniques for this course include fingerprinting techniques, chromatography, density gradients, and spectroscopy. Prerequisites: CHE 101 or CHE 110. (UG)

CHE 112L: Introduction to Forensic Chemistry Lab

1 Credit Hour(s)

Laboratory techniques for general forensic chemistry. Corequisite: CHE 112. (UG)

CHE 301: Organic Chemistry I

3 Credit Hour(s)

An introduction to organic functional groups. Bonding, reaction mechanisms, synthetic chemistry, isomers (position, functional and stereo), oxidation-reduction and the chemistry of organic molecules are covered. Science credit may not be earned for both BCH 317 and CHE 301. Prerequisites: CHE 111. Lecture, 3 hours. (UG)

CHE 301L: Organic Chemistry I Lab

1 Credit Hour(s)

An introduction to organic techniques and synthesis. Pre/corequisite: CHE 301. Laboratory, 3 hours. (UG)

CHE 302: Organic Chemistry II

3 Credit Hour(s)

An expanded view of reaction mechanisms and stereochemistry. The development of a more complete synthetic correlation chart. Special topics include spectroscopy and molecular rearrangements. Prerequisite: CHE 301. Lecture, 3 hours. (UG)

CHE 302L: Organic Chemistry II Lab

1 Credit Hour(s)

Organic synthesis and spectroscopy. Pre/corequisite: CHE 302. Laboratory, 3 hours. (UG)

CHE 303: Introduction to Physical Chemistry

4 Credit Hour(s)

An introduction to physical chemistry including thermodynamics, chemical equilibrium, chemical kinetics and quantum mechanics. Prerequisites: MTH 144, PHY 102 or PHY 152, CHE 302. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 303L: Introduction to Physical Chemistry Laboratory

0 Credit Hour(s)

Laboratory techniques for Intro to Physical Chemistry. Corequisite: CHE 303. (UG)

CHE 304: Advanced Physical Chemistry

4 Credit Hour(s)

A continuation of the study of the basic principles of physical chemistry. Prerequisite: CHE 303. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 304L: Advanced Physical Chemistry Laboratory

0 Credit Hour(s)

Laboratory techniques for Advanced Topics in Physical Chemistry. Corequisite: CHE 304. (UG)

CHE 309: Chemistry III

3 Credit Hour(s)

A discussion of bonding theories, chemistry of the elements, coordination compounds and stereochemistry of inorganic compounds. Prerequisite: CHE 302/L. (UG)

CHE 311: Contemporary Chemical Analysis

4 Credit Hour(s)

The principles and techniques of quantitative analytical chemistry. The topics include gravimetric, volumetric, electrochemical and instrumental techniques. Prerequisite: CHE 111. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 311L: Contemporary Chemical Analysis Laboratory

0 Credit Hour(s)

Laboratory techniques for Contemporary Chemical Analysis. Corequisite: CHE 311. (UG)

CHE 312: Modern Instrumental Analysis

4 Credit Hour(s)

An introduction to the use of modern analytical instruments. Theory of operation and hands-on practical applications are covered. Prerequisite: CHE 301 or BCH 317. Lecture, 3 hours; Laboratory, 3 hours. (UG)

CHE 312L: Modern Instrumental Analysis Laboratory

0 Credit Hour(s)

Laboratory techniques for Modern Instrumental Analysis. Corequisite: CHE 312. (UG)

CHE 314: Chemistry of Emotion

3 Credit Hour(s)

Fulfills core competencies Critical Thinking; Communication Skills; This course provides students with an overview of the endocrine and nervous systems. It focuses on an understanding of neuropeptides and their relationship to emotion. This course also includes various ways of understanding the complex pathways in which our emotions are influenced by environment and the role our emotions play on our health and overall well-being. Students are introduced to various therapies, both traditional and complementary, which can alter the type and amount of neuropeptides and neurotransmitters in the body. (UG)

CHE 337: Forensic Chemistry

3 Credit Hour(s)

An advanced approach to application of modern qualitative and quantitative techniques used in a forensic laboratory. The emphasis is on investigating common interferences that exist in forensic evidence along with how to work with unknown materials. Prerequisites: CHE 110, CHE 111 and BCH 317 or CHE 301. (UG)

CHE 337L: Forensic Chemistry Lab

1 Credit Hour(s)

Laboratory techniques for Forensic Chemistry. Corequisite: CHE 337. (UG)

CHE 410: Organic Chemistry III

3 Credit Hour(s)

A detailed study of reaction mechanisms, molecular rearrangements, stereochemistry and instrumental techniques. Prerequisites: CHE 302/L. Lecture, 3 hours. (UG)

CHE 420: Medicinal Chemistry

3 Credit Hour(s)

This course focuses on pharmaceutical drug discovery and design. Students will learn the rationale of drug design, focusing on the effect of molecular shape and chemical composition on binding affinity to a receptor site as well as the mechanism of action. This course will further develop critical thinking and problem-solving skills (UG)

Cytotechnology

CYT 507: Cytology of the Female Genital Tract- Squamous

2 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose benign through malignant squamous cell lesions in the female genital tract. A multitude of benign cervical cytologic changes will be addressed including identification of infectious agents. Human papillomavirus and its impact on cervical cytology will serve as a primary focus of this course. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 509: Cytology of the Female Genital Tract- Glandular and Other

2 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose benign through malignant glandular cell lesions in female genital tract. A multitude of endocervical and endometrial cytologic changes will be addressed. Other areas of interest addressed in this course include vulvar, ovarian, fallopian tube and uterine changes. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 510: Introduction to Cytology, Cytopreparation

1 Credit Hour(s)

This course serves as an introductory course to the realm of cytology. Areas of interest include laboratory safety, the profession of cytotechnology, and cytopreparation. Specifics to cytology will also be introduced, including fixatives, anatomy, and histology. The papanicolaou stain will concept of Pap smear to microscopic slide will be taught. Lastly, microscopic screening will be introduced by understanding the light microscope. All focus of this course will be on gynecologic specimens. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 605: Cytology of Body Cavity Fluids and Cerebrospinal Fluid

2 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose infectious, benign and malignant lesions of body cavity fluids (BCF) and cerebrospinal fluid (CSF) and to triage those specimens that are atypical, suspicious or malignant to IHC, flow cytometry and molecular testing. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 606: Histotechnology and Gross Pathology

3 Credit Hour(s)

This course is designed to provide students with the knowledge base of histotechnology in areas of laboratory safety, fixation and processing, embedding, microtomy, staining and tissue morphology. Students will be introduced to the general principles of gross pathology including descriptive terms, report templates and small biopsy grossing and their application in the histology laboratory practice. It will encompass activities in the surgical pathology lab during the pre-analytical stage of specimen processing. (GR)

CYT 607: Cytology of the Respiratory Tract

3 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose infectious, benign and malignant lesions of the respiratory tract and to triage those specimens that are malignant to immunohistochemistry (IHC), flow cytometry and molecular testing. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 609: Cytology of the Urinary Tract

1 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose infectious, benign and malignant lesions of the urinary tract and to triage those specimens that are abnormal to the appropriate adjunctive testing (FISH, IHC, Flow cytometry). The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 610: Cytology Laboratory Management

1 Credit Hour(s)

This course is designed to introduce students to the fundamentals of cytology laboratory management. This course develops the cytotechnology students' ability to prepare and assist in the basic laboratory management techniques as applies to cytology. The course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 612: Cytology of the Gastrointestinal Tract

2 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose infectious, benign and malignant lesions of the gastrointestinal tract and to triage those specimens that are abnormal to the appropriate adjunctive testing (IHC and Flow cytometry). This course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 614: Fine Needle Aspiration Cytology I: Collection Method, Breast, Thyroid, Lymph Node

3 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to report and diagnose infectious, benign and malignant lesions of the gastrointestinal tract and to triage those specimens that are abnormal to the appropriate adjunctive testing (IHC and Flow cytometry). This course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 618: Fine Needle Aspiration Cytology II: Salivary, Bone and Soft Tissue, Pancreas, Liver, Kidney, Adrenal, Metastases

3 Credit Hour(s)

This course is designed to provide students with an introduction to fine needle aspiration cytology as well as the knowledge base needed to report and diagnose infectious, benign and malignant lesions of the salivary gland, bone and soft tissue, pancreas, liver, kidney, and adrenal glands. Metastatic tumors will be covered in full detail. Students will be able to triage those specimens that are abnormal to the appropriate adjunctive testing (FISH, IHC, Flow Cytometry). This course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 620: Immunohistochemistry

1 Credit Hour(s)

This course is designed to introduce students to the fundamentals of immunohistochemical staining (IHC) and the use of IHC with cytologic specimens. This course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 641: Cytology Clinical Practicum I

1 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to engage in health related work based learning experience. This will enable the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional. The clinical rotations provide students with experience in local area clinical laboratories so that the student may demonstrate competency in each clinical student which will be a combination of on-site and off-site rotations. (GR)

CYT 642: Cytology Clinical Practicum II

2 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to engage in a health-related work-based learning experience. This will enable the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. The clinical rotations provide students with the experience in local area clinical laboratories so that the student may demonstrate competency in each clinical area determined by the established objectives. A clinical schedule will be provided to each student which will be a combination of on-site and off-site rotations. (GR)

CYT 643: Cytology Clinical Practicum III

3 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to engage in a health-related work-based learning experience. This will enable the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. The clinical rotations provide students with the experience in local area clinical laboratories so that the student may demonstrate competency in each clinical area determined by the established objectives. A clinical schedule will be provided to each student which will be a combination of on-site and off-site rotations. (GR)

CYT 650: Cytology Research and Professional Development I

1 Credit Hour(s)

The Cytotechnology program culminates with completion of the research component of the program. The research project will be completed over multiple terms (one credit per term for a total of 3 credits). Students will demonstrate the ability to critically evaluate published professional literature and explain the basic principles of the scientific method. Students will perform a cytology related project for presentation and potential publication of their research findings. O (GR)

CYT 652: Cytology Research and Professional Development II

1 Credit Hour(s)

This course is designed to provide students with the knowledge base needed to conduct and complete an advanced research/thesis project involving a study of interest in the cytopathology laboratory. This course is offered off-site at Roswell Park Cancer Institute. (GR)

CYT 653: Cytology Research and Professional Development III

1 Credit Hour(s)

This course is designed to provide student with the knowledge base needed to conduct and complete an advanced research/thesis project involving a study of interest in the cytopathology laboratory. This course is offered off-site at Roswell Park Cancer Institute. (GR)

Environmental Studies

ENS 201: Introduction to Environmental Science

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. A survey of ecological principles, human modifications of environment, population dynamics, environmental pollutants and the effects on ecological systems. Intended for non-science majors, cannot be used for major credit for science majors. (UG)

ENS 205: Planet Earth I: Physical Features

3 Credit Hour(s)

Cross-listed as NSC 205. An introduction to physical aspects of geology, hydrology, the atmosphere and oceanography of the Earth and the application of these principles from a scientific perspective to land use and planning. Cannot receive credit for both ESC 107 and ENS/NSC 205. (UG)

ENS 211: Environmental and Energy Policies I

3 Credit Hour(s)

Cross-listed as PSC 211. A survey of major environmental and energy policies and the intergovernmental administrative system established to implement them. Topics include a history of the environmental movement, green politics, international environmental issues and the contrasts between scientific and political decision-making. If taken as ENS 211, this course cannot be used as a science elective. (UG)

ENS 212: Environmental and Energy Policies II

3 Credit Hour(s)

A continuation of ENS/PSC 211. Prerequisite: GVT/ENS 211. (UG)

ENS 219: Politics, Planning and Land Use

3 Credit Hour(s)

Cross-listed as PSC 219. Principles and practice of land management policies at the state and local levels of government. Topics include zoning power of local government, preparation of master plans, variance procedures, federal mandates and Environmental Impact Statements. (UG)

ENS 303: Environmental Toxicology

3 Credit Hour(s)

Cross-listed as NSC 303. Fulfills core competency: Critical Thinking and Problem Solving. An examination of different types of toxins, their routes into organisms, environmental fates and roles in metabolic pathways. Applications to environmental and occupational health as well as detection and risk assessment are included. Prerequisites: BIO 109 and BIO 110/L and CHE 111/L. (UG)

ENS 304: Environmental Chemistry

3 Credit Hour(s)

An examination of the chemical aspects of pollution (water, air and land) including detection and remediation methods. Chemistry for the sustainable use of natural resources is discussed. Prerequisite: CHE 110. (UG)

ENS 304L: Environmental Chemistry Lab

1 Credit Hour(s)

Employs the practical application of chemical analysis for detection and remediation methods of pollution in water, air and land. The chemistry of some alternative energy sources are also explored. Corequisite: ENS 304. (UG)

ENS 310: Global Water Issues

3 Credit Hour(s)

Cross-listed as SUST 310. Fulfills core competencies: Information Literacy; Contextual Integration. This course investigates the environmental, technological and health-related issues associated with the availability and quality of water worldwide. Case studies of global water problems will incorporate the role of socioeconomic and political issues. Prerequisite: BIO 100 or BIO 110 or ENS 201, or Permission of Instructor. (UG)

Environmental Science

ESC 107: Introduction to Earth Science

3 Credit Hour(s)

An introduction to the earth sciences with emphasis on geology, oceanography and meteorology. Intended for non-majors. Science majors cannot use this course for credit in the major. (UG)

Forensic Science

FOR 101: Introduction to Forensic Science

3 Credit Hour(s)

Fulfills core competency: Communication Skills. Writing-Intensive. An introduction to the fascinating world of how science solves crimes. The topics for this course include and are not limited to: the history of forensic science, crime scene investigation, trace analysis, drugs, arson, fingerprints, firearms, tool mark analysis and document analysis. Lecture, 3 hours. Science majors cannot use this course for credit in the major. (UG)

Natural Science

NSC 121: Pre-Veterinary Seminar I

1 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Research and Presentation requirement. Writing Intensive. This course is the first in the sequence of three courses designed to introduce students to the veterinary profession. Students will be introduced to the history and status of the profession, scope of practice, professional organizations, veterinarians' role in working with public health professionals, and the importance of scientific research to informing practice. Students will research relevant veterinary medical topics for oral and written presentation synthesizing information from appropriate primary and secondary sources. Prerequisite: CMP 101. (UG)

NSC 130: Scientific Excavation as a Window on the Past

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Two Western New York scientific excavation projects will be used to demonstrate the application of the scientific method to real-life situations in complex and sometimes misleading field situations. Science majors cannot use this course for credit in the major. Lecture, 3 hours. (UG)

NSC 201: Comprehensive Science I

3 Credit Hour(s)

An integrated approach to the sciences, covering physics, chemistry, earth science, astronomy and biology. Interconnections of these disciplines is emphasized to promote a basic science literacy and informed civic involvement. Intended for non-majors. Science majors cannot use this course for credit in the major. (UG)

NSC 202: Comprehensive Science II

3 Credit Hour(s)

Continuation of NSC 201. Cannot be used for science credit for science majors. (UG)

NSC 205: Planet Earth I: Physical Features

3 Credit Hour(s)

Cross-listed as ENS 205. An introduction to physical aspects of geology, hydrology, the atmosphere and oceanography of the Earth and the application of these principles from a scientific perspective to land use and planning. Cannot receive credit for both ESC 107 and ENS/NSC 205. (UG)

NSC 209: Service Learning in the Natural Sciences

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Service Learning requirement. A course that involves students working together to use their scientific knowledge to benefit the community. Project topics will vary each semester, but will involve students in identifying relevant community problems, developing proposed solutions and helping to implement these in the community. Science majors cannot use this course for credit in the major. (UG)

NSC 221: Pre-Veterinary Seminar II

1 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Research and Presentation requirement. Writing Intensive. This course is the second in the sequence of three courses designed to introduce students to the veterinary profession. Students will be introduced to the history and status of the profession, scope of practice, professional organizations, veterinarians' role in working with public health professionals, and the importance of scientific research to informing practice. Students will research relevant veterinary medical topics for oral and written presentation synthesizing information from appropriate primary and secondary sources. Prerequisite: NSC 121. (UG)

NSC 231: Natural Science: Scientific Language & Literacy Seminar

3 Credit Hour(s)

A seminar on research problems and recent advances in natural science. Emphasis is placed on using different forms of media and presentation to communicate scientific ideas. Prerequisites: Biology, Biochemistry or Natural Science major; Sophomore status = min. grade C in CHE 111, BIO 110, and 3 credits in an additional 300/400 level BIO or CHE. (UG)

NSC 244: Scientific Techniques and Data Interpretation

3 Credit Hour(s)

A survey of basic methods of data collection and analysis. Students will learn about the theory and practice of basic laboratory skills that are considered necessary for entry-level laboratory positions or beginning graduate studies in the sciences. Methods of data collection and analysis for different techniques and instrumentation will be reviewed. Prerequisite: BIO 110, CHE 111. (UG)

NSC 303: Environmental Toxicology

3 Credit Hour(s)

Cross-listed as ENS 303. Fulfills core competency: Critical Thinking and Problem Solving. An examination of different types of toxins, their routes into organisms, environmental fates and roles in metabolic pathways. Applications to environmental and occupational health as well as detection and risk assessment are included. Prerequisites: BIO 109 and BIO 110/L and CHE 111/L. (UG)

NSC 306: Teaching Science in Middle and High School

3 Credit Hour(s)

An investigation of the diverse methods for presenting science material in the middle and high school classroom to meet the national and state standards for science education. Classroom visitation will be required outside of course time. Prerequisites: Upper division status in biology, EDU 313 and EDU 327. (UG)

NSC 307: Pharmacotherapeutics

3 Credit Hour(s)

Not open to Biology, Biochemistry or Natural Science majors. This elective course presents the latest information about the newest medications and up-to-the minute information about traditional drugs in a manner that is relevant to the needs of the professional nurse caring for patients in a variety of clinical settings. Through a nursing process approach, the course stresses pharmacological principles that will aid the nurse in the administration of medications. The course is designed for the nurse who already has a basic knowledge of anatomy and physiology. Problem-solving sessions throughout the course focus on therapeutic usages and monitoring of each of the classes of agents. Prerequisites: BIO 207-208 or BIO 330-340. Lecture, 3 hours. (UG)

NSC 310: Biostatistics

3 Credit Hour(s)

Fulfills core competency: Critical Thinking. An introduction to descriptive and inferential statistics with emphasis on applications in biological and health sciences. Prerequisite: MTH 134, BIO 110. Lecture, 3 hours; Computer Lab, 1 hour. (UG)

NSC 321: Pre-Veterinary Seminar III

1 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Research and Presentation requirement. Writing Intensive. This course is the third in the sequence of three seminar courses designed to introduce students to the veterinary profession. Students in this final seminar will complete an extended research project on a selected veterinary medical topic using appropriate primary literature. It is expected that students will present their work in either poster or oral format for a public audience. Topics in this seminar will explore policies related to animal research and welfare, the role of the veterinarian to inform policy and to work with other professionals as part of the public health system (One Health Initiative). Prerequisite: NSC 221 (UG)

NSC 331: Natural Science Literature Survey

2 Credit Hour(s)

Fulfills core competency: Information Literacy. Writing Intensive. Together with NSC 443, combination of both courses meet Research and Presentation requirement. An introduction to the general principles and procedures of scientific research with emphasis on the use of scientific literature and methods of research. Prerequisite: Upper division status in Biochemistry, Biology or Natural Science and successful completion of CHE 302 and 2 additional courses in BIO, ENS, NSC at the 300/400 level or permission of the instructor. Seminar, 1 hour; Literature work, 3 hours. (UG)

NSC 342: Biomaterials

3 Credit Hour(s)

An examination of the range of biomaterials available for orthopedics, cardiology, plastic surgery, dentistry, and other applications. The selection of materials and their manufacture for implantation in the body are discussed. Issues surrounding safety of biomaterials in the body, as well as the FDA processes governing implants and clinical trials are examined. Prerequisites: BIO 110 and CHE 111. (UG)

NSC 401: Research Problems in Cell Biology

1-3 Credit Hour(s)

Individual literature and/or laboratory research in cell biology under supervision. Prerequisites: BIO 325; NSC 331; permission of instructor. (UG)

NSC 404: Research Problems in Mammalian Physiology

1-3 Credit Hour(s)

Individual literature and/or laboratory research in mammalian physiology under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 405: Research Problems in Genetics and Microbiology

1-3 Credit Hour(s)

Individual literature and/or laboratory research in Genetics and/or Microbiology. Prerequisites: NSC 331, permission of instructor. (UG)

NSC 406: Research Problems in Organic and Environmental Chemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in organic or environmental chemistry under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 407: Research Problems in Molecular Biology and Biochemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in molecular biology and/or biochemistry. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 408: Research Problems in Biochemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in molecular biology and/or biochemistry. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 409: Research Problems in Analytical and Physical Chemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in analytical or physical chemistry under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 410: Research Problems in Ecology and Environmental Biology

1-3 Credit Hour(s)

Individual literature and/or laboratory research in ecology and evolutionary biology under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 412: Research Problems in Zoology and Natural History

1-3 Credit Hour(s)

Individual literature and/or laboratory research in zoology and/or natural history under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 413: Research Problems in Organic & Biochemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in organic chemistry and/or biochemistry under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 414: Research Problems in Developmental Biology

1-3 Credit Hour(s)

Individual literature and/or laboratory research in developmental biology under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 415: Research Problems: Bioengineering and Wound Healing

1-3 Credit Hour(s)

Individual literature and/or laboratory research in bioengineering and/or wound healing under supervision. Prerequisites: NSC 331; permission of instructor. (UG)

NSC 416: Research Problems: Inorganic Biochemistry

1-3 Credit Hour(s)

Individual literature and/or laboratory research in inorganic biochemistry under supervision. Prerequisites: NCS 331; permission of instructor. (UG)

NSC 443: Natural Science Research Seminar

2 Credit Hour(s)

Fulfills core competency: Information Literacy; Writing Intensive. Together with NSC 331, combination of both courses meet Research and Presentation requirement. A capstone seminar focusing on research conducted by seniors and faculty. Prerequisites: NSC 331, with a grade of C or better; Senior status in Biochemistry, Biology or Natural Science. Seminar, 1 hour; Literature and/or Laboratory Work, 3 hours. (UG)

NSC 458: Natural Science Directed Study

1-3 Credit Hour(s)

Independent study or project in a natural science discipline under supervision of a faculty member. Prerequisites: Senior status in a natural science discipline and permission of the department chairperson. (UG)

Physics

PHY 151: General Physics I Lecture

4 Credit Hour(s)

A typical course in general physics intended for students in Biochemistry and Mathematics. Emphasis is placed on fundamental principles and theories. Prerequisite: MTH 144 or equivalent placement. Lecture, 3 hours; Laboratory, 3 hours. (UG)

PHY 151L: General Physics I Lab

0 Credit Hour(s)

Laboratory techniques for General Physics I. Corequisite: PHY 151. (UG)

PHY 152: General Physics II Lecture

4 Credit Hour(s)

A continuation of General Physics I. Prerequisite: PHY 151. Lecture, 3 hours; Laboratory, 3 hours. (UG)

PHY 152L: General Physics II Lab

0 Credit Hour(s)

Laboratory techniques for General Physics II. Corequisite: PHY 152. (UG)

PHY 201: Physics I

3 Credit Hour(s)

A study of the elements of physics. Part I covers mechanics, heat and sound. Prerequisite: MTH 134 or equivalent placement. Lecture, 3 hours. (UG)

PHY 201L: Physics I Lab

1 Credit Hour(s)

Experimental analysis of concepts discussed in Part I lecture. Co or prerequisite: PHY 201. Laboratory, 3 hours. (UG)

PHY 202: Physics II

3 Credit Hour(s)

A continuation of the study of the elements of physics. Part II covers electricity, magnetism, light and radioactivity. Prerequisite: PHY 201. Lecture, 3 hours. (UG)

PHY 202L: Physics II Lab

1 Credit Hour(s)

Experimental analysis of concepts discussed in Part II lecture. Co or prerequisite: PHY 202. Laboratory, 3 hours. (UG)

NURSING

Contact Information

phone: (716) 839-8388

daemen.edu/nursing

Chair

Cheryl Nosek, RN, DNS, CNE

(716) 839-8387

Degrees Offered

- Bachelor of Science in Nursing (1+2+1 curriculum)
- Bachelor of Science in Nursing (RN – BS Program)

The RN-BS program is designed for working nurses. The 1+2+1 curriculum provides an opportunity unlike any other in Western New York through Daemen's unique partner collaboration and has been implemented in response to New York's increasing nursing shortage.

Certificate Program

- Post-Licensure Perspectives in Oncology Nursing for International RNs

Nursing Department

Philosophy

Consistent with the stated mission of Daemen College, the nursing philosophy embodies compassion, personal and professional commitment, and lifelong learning. The complexity of healthcare demands Registered Nurses (RNs) in different levels of practice with a variety of educational backgrounds as crucial members of the health care team. Baccalaureate education is viewed as the foundation for

professional practice. Graduate education builds on baccalaureate education through the acquisition of advanced knowledge, skill, and technology proficiency that would facilitate complex decision making to prepare nurses for independent advanced practice in clinical, education, research, and leadership roles.

The faculty views professionalism as the consistent demonstration of core nursing values. Caring and compassion are essential to professional nursing practice. Professionalism involves accountability for one's self and nursing practice through the demonstration of professional standards of moral, ethical, and legal conduct. Nursing embodies continuous professional engagement to assure competent practice. Service to the community and the profession are essential components of professionalism.

Daemen seeks to build on the RN's existing knowledge to prepare nurses as leaders in the healthcare community. Leadership promotes ethical, critical decision-making as the nurse designs, coordinates, and manages patient care at all levels of practice. Nurse leaders are necessary to shape healthcare policy and to organize healthcare delivery systems that span the continuum from acute to community based care. Leadership involves the utilization of interpersonal skills to influence others to move toward achieving a vision or goal with emphasis on practice, improving health outcomes, and ensuring patient safety. The curriculum emphasizes leadership practice, improvement of health outcomes, and ensuring of patient safety.

Central to the nurse's ability to provide care as a leader in a complex world is clinical reasoning. Clinical reasoning is developed through continual assessment of the quality of information from multiple perspectives including, but not limited to the humanistic arts and sciences and the biological arts and sciences. Critical thinking employs multiple lenses and perspectives to understanding and interpreting a situation that provides a background for bringing creative and innovative approaches to the health care environment.

Clinical reasoning and critical thinking are developed through evidence based practice. Evidence based practice embodies the application of existing knowledge and the generation of new knowledge. This implies the use of informatics to gather

information, and critical thinking skills to apply the information at the appropriate time. It further promotes the generation of new knowledge through research to answer questions that affect professional practice.

The provision of nursing to a global community encompasses patient centered care of diverse individuals, families, groups, and communities through the recognition and respect of patient differences, values and preferences. Health needs of the underserved members of the local community are considered in relation to their connection to larger populations. Care to the global community includes demonstration of cultural sensitivity in the identification and formulation of strategies for improved access and use of healthcare services and the sustainability of these strategies.

Vital to providing care to the global community is a nurse's ability to utilize healthcare informatics. Health care informatics encompasses knowledge, skills, and application of technological advances that are used to optimize delivery of quality patient care. This incorporates both information systems/technology and patient care technology. Graduates from the program will acquire technological skills accessing, utilizing, and evaluating information systems that support and guide safe nursing practice.

Nursing education is viewed as a collaborative process where learners are engaged in classroom, clinical, and external learning environments. Faculty act as facilitators to promote and support professional development and student-directed, lifelong learning. The student centered atmosphere empowers students to grow personally and professionally beyond their initial expectations. The transformation that occurs allows the graduate to impact the nursing profession and society.

End of Program Competencies

Upon completion of the undergraduate nursing program the student will:

1. Collaborate with other health care professionals and patients to provide culturally appropriate care.
2. Advocate for social justice, including the commitment to the health of vulnerable populations and the elimination of health disparities.
3. Evaluate sources of evidence and clinical practice guidelines for patient care.
4. Integrate best evidence, clinical judgment, and patient preferences in planning individualized care.
5. Interpret multiple biological, physical, and social factors in assessing, planning, and implementing safe patient care to diverse populations in diverse settings.
6. Demonstrate skills in using patient care technologies, information systems, and communication devices to improve patient outcomes and create a safe patient care environment.
7. Demonstrate leadership skills working within organizations or in the community both in the actual provision of care and/or supervising care provided by others to improve and ensure patient safety.
8. Demonstrate professionalism through accountability in nursing practice, professional engagement, and service to the profession and the community.

BACHELOR OF SCIENCE IN NURSING (1+2+1 CURRICULUM)

Core Curriculum

First-year students entering the 1+2+1 Nursing curriculum are required to complete one Learning Community comprised of two linked courses with a common theme. The linked courses are taken in the same term. The Research and Presentation requirement of the core is met by successful completion of NUR432 and NUR453. While students in this curriculum are not required to complete studies in each competency and core requirement, it is strongly recommended that students complete any elective credits taken at Daemen in courses which have a competency **and** that students select courses in as many of the competencies and other course requirements as possible, thereby enhancing their educational experience at Daemen. A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Daemen Studies in All Curricula

1. MAJOR: NATURAL SCIENCES AND NURSING: 38 CREDITS

- BIO207/207L Anatomy & Physiology I/Lab (4/0)
- BIO208/208L Anatomy & Physiology II/Lab (4/0)
- BIO407 Pathophysiology (3)
- NUR315 Concepts of Professional Nursing Practice (3)
- NUR316 Holistic Perspectives (3) *Students must enroll in designated section for 1-2-1 students*

- NUR317/L Professional Nursing Practice I/Lab (6/0)
- NUR417/L Professional Nursing Practice II/Lab (6/0)
- NUR432 Professional Issues (3) – **NOTE:** IN COMBINATION WITH NUR453/L = RP
- NUR453/L Professional Nursing Practice III/Lab (6/0) – ILIT – **NOTE:** IN COMBINATION WITH NUR432 = RP

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 15 CREDITS

- CMP101 English Composition (3) – CS, IL; WI
- CHE101 General Chemistry (3) – CT
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) – CT, QL
- PSY103 Introduction to Psychological Science (3) – CI

Additional Requirements for Students Completing Studies at Partner Institution: Erie Community College (ECC)

1. MAJOR: NATURAL SCIENCES AND NURSING: 47 CREDITS TAKEN AT ECC

- BIO230/231 Microbiology and Lab (3/1)
- NU116/117 Health Promotion/Lab (4/4)
- NU126/127 Health Maintenance/Lab (4/4)
- NU128 Physical Assessment (3)
- NU236/237 Health Restoration: Acute/Simple; Lab (5/5.5)
- NU246/247 Health Restoration: Acute/Complex; Lab (5/5.5)

- NU238 Pharmacology for Nurses (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 27 CREDITS: 9 TAKEN AT ECC; 15 TAKEN AT DAEMEN

- **ECC:**
 - PS100 Introduction to Psychology (3)
 - PS201 Developmental Psychology (3)
 - 6 credits in electives
- **DAEMEN:**
 - 3 credits in Philosophy

3. ELECTIVES: 15 CREDITS TO BE TAKEN AT DAEMEN IN ANY AREA OTHER THAN NURSING

TOTAL CURRICULUM REQUIREMENTS = 127 CREDITS (68 TAKEN AT DAEMEN; 59 TAKEN AT ECC)

Additional Requirements for Students Completing Studies at Partner Institution: Genesee Community College (GCC)

1. MAJOR: NATURAL SCIENCES AND NURSING: 50 CREDITS: 47 TAKEN AT GCC; 3 TAKEN AT DAEMEN

- **GCC:**

- NUR122 Pharmacology (3)
- BIO201 Microbiology and Human Disease (4)
- NUR111 & LC1 Nursing 1 (8)
- NUR112 & LC2 Nursing 2 (8)
- NUR211 & LC3 Nursing 3 (8)
- NUR212 & LC4 Nursing 4 (8)
- NUR222 & LC5 Nursing 5 (5)
- NUR230 Professional Issues in Nursing (3)

- **DAEMEN:**
 - NUR305 Health Assessment (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 9 CREDITS: 6 TAKEN AT GCC; 3 TAKEN AT DAEMEN

- **GCC:**
 - ENG102 Composition in the Natural and Social Sciences (3)
 - PSY203 Developmental Psychology Across Lifespan (3)
- **DAEMEN:**
 - 3 credits in Philosophy

3. ELECTIVES: 18 CREDITS

- Elective Courses at GCC (6)
- Elective Courses at DAEMEN (12)

NOTE: Courses are taken in any subject other than Nursing courses.

TOTAL CURRICULUM REQUIREMENTS = 130 CREDITS (68 TAKEN AT DAEMEN; 62 TAKEN AT GCC)

Additional Requirements for Students Completing

Studies at Partner Institution: Niagara County Community College (NCCC)

1. MAJOR: NATURAL SCIENCES AND NURSING: 49 credits: 46 taken at NCCC; 3 taken at Daemen

1. NCCC:

1. BIO221 Microbiology and Lab (4)
2. PHA250 General Pharmacology (3)
3. NUR105 Medication Simulation (1)
4. NUR111 Nursing I (8)
5. NUR112 Nursing II (8)
6. NUR211 Nursing III (10)
7. NUR212 Nursing IV (10)
8. NUR213 Nursing Perspectives (2)

2. DAEMEN:

1. NUR305 Health Assessment (3)

1. REQUIREMENTS OUTSIDE OF THE MAJOR: 9 credits: 6 taken at NCCC; 3 taken at Daemen

1. NCCC:

1. SOC 101 Introduction to Sociology (3)
2. PSY110 Introduction to Psychology
(3)

2. DAEMEN

3. 3 credits in Philosophy

1. ELECTIVES: (18):

1. Electives at NCCC (6)
2. Electives at Daemen (12)

TOTAL CURRICULUM
REQUIREMENTS = 129
CREDITS (68 TAKEN AT
DAEMEN; 61 TAKEN AT NCCC)

Admission Requirements

1. An advanced Regent's Diploma (or equivalent)
2. Minimum 88% overall high school average
3. SAT greater than 1000 (minimum of 550 on the mathematics section)

Admission to Partner School/Continuance in the Curriculum

1. ECC, GCC and NCCC Partners: Completion of 32 required credits at Daemen
2. ECC, GCC and NCCC Partners: Minimum grades of C in all courses
3. ECC Partner: Minimum cumulative GPA of 3.00
4. GCC and NCCC Partner: Minimum cumulative GPA of 2.75

Associate Degree

The Associate degree is conferred by the partner institution upon successful completion of studies through Year 3. Graduates are eligible to sit for the NCLEX licensure exam.

BS: Daemen Graduation Requirements

1. Minimum grade of C in all Nursing courses taken at Daemen College

2. An overall grade point average (GPA) of 2.00 in courses taken at Daemen College
3. RN licensure is required in order to progress to the 400 level nursing courses.

Access the suggested course sequences for: [BS, 1+2+1 with ECC](#), [BS, 1+2+1 with GCC](#), or [BS, 1+2+1 with NCCC](#) from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Individual plans of study will be developed as appropriate.

Suggested Course Sequence

BACHELOR OF SCIENCE IN NURSING (RN – BS PROGRAM)

1. MAJOR: SCIENCES AND NURSING: 74 CREDITS:

• NATURAL SCIENCE: 14 CREDITS:

- BIO207/L Anatomy and Physiology I (3/1)
- BIO208/L Anatomy and Physiology II (3/1)
- BIO310/L Microbiology (2/1)
- BIO407 Pathophysiology (3)

• NURSING: LOWER DIVISION STUDIES: 30 CREDITS

- NUR LDV Nursing Lower Division Studies (30)

• NURSING: UPPER DIVISION STUDIES: 30 CREDITS

- NUR305 Health Assessment (3)
- NUR315 Concepts of Professional Nursing Practice (3)
- NUR316 Holistic Perspectives (3)
- NUR317/L Professional Nursing Practice I (6/0)
- NUR417/L Professional Nursing Practice II (6/0)
- NUR432 Professional Issues (3) – **NOTE:** IN COMBINATION WITH NUR453/L = RP
- NUR453/L Professional Nursing Practice III (6/0) – ILIT; WI –**NOTE:** IN COMBINATION WITH NUR432 = Research and Presentation Competency (RP)

2. CORE ELECTIVES AND REQUIREMENTS: 45 CREDITS: NO COURSES IN NURSING ARE ALLOWED.

NOTE: Students entering the upper division BS, Nursing program are required to complete the Research and Presentation requirement of the core by successful completion of NUR432 and 453. While students in this

program are not required to complete studies in each competency and core requirement, it is strongly recommended that students complete any elective credits taken at Daemen in courses which: have a competency AND that students select courses in as many of the competencies and other course requirements as possible, thereby enhancing their educational experience at Daemen. A complete description of the competencies and other course requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a competency/ies and/or other core requirement will have such designation indicated after the course title.

• REQUIREMENTS:

- CMP101 English Composition (3) – CS; ILIT; WI
- MTH104 Survey of Statistics (3) – CT; QL
- CHE101 General Chemistry (3) – CT

NOTE: For students who provide an official high school transcript indicating successful completion of Chemistry, CHE101 will be waived; consequently, such students will be required to take 3 additional credits in core electives.

• CORE ELECTIVES: 36

3. FREE ELECTIVES: 1 CREDIT:

Courses offered in the major are **not allowed**. Courses used to fulfill the free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Requirements for Admission:

1. Successful completion of an Associate Degree in Nursing or a Diploma Nursing Program at an Accreditation Commission for Education in Nursing (ACEN) or Commission on Collegiate Nursing Education (CCNE) accredited and state approved institution.
2. Official transcripts from all colleges attended on record at Daemen College.
3. Verification of nursing license or graduate permit to practice as a registered nurse*
4. Completion of at least 60 credit hours of liberal arts and sciences (includes lower division nursing credits earned through transfer).
5. Availability of a car for community experiences.

***Note: RN licensure is required to progress to the 400 level nursing courses.**

Requirements for Graduation

1. A minimum grade of C in all upper division Nursing courses.
2. An overall grade point average (GPA) of 2.00.
3. Apply for degree:

All degree students are required to file an [Application for Degree](#) form with the Registrar's Office at the onset of the final term of study. The Application for Degree form is accessible from the Registrar's web page.

Course Sequence

Access the [course sequences for the RN to BS in Nursing](#), from the Nursing Department web page or the Program Plans site on the Registrar's web page.

Insurance Requirements

When a student enrolls in NUR 417 and 453, a mandatory fee of \$50.00 is imposed to cover malpractice insurance during the external learning experiences. This is required by the College regardless of whether the student has additional malpractice insurance of his or her own.

ONCOLOGY NURSING CERTIFICATE

Perspectives In Oncology Nursing For International Rns

This post licensure certificate is a collaborative partnership between Daemen College's Nursing Department and Roswell Park Cancer Institute (RPCI).

Objectives:

- To provide international licensed registered nurses experiences in an oncology hospital setting
- To foster the understanding of cultural differences in nursing care through classroom and clinical learning experiences
- To develop leadership skills in oncology nursing

Program

Prerequisites/Admission

Criteria:

Students will be selected by their home hospital/health care institution based on the following criteria:

- Proficiency in English language as demonstrated by a minimum score of 100 on the TOEFL IBT or 600 on the TOEFL PBT. Students not meeting this requirement will need to enroll in an English remediation course to be completed prior to the onset of nursing studies.
- Proof of RN status in the student's home country.
- Successful completion of a registered nursing program as attested by official college/university transcripts to be

sent to Daemen College

- Participants will need to demonstrate competency in nursing practice prior to beginning clinical placements at RPCI. Competency will be assessed by faculty at RPCI.
- Documentation of immunizations:
 - Measles/Rubeola
 - Mumps
 - Rubella
 - Tetanus or Tetanus/Diphtheria toxoid within the past ten years
 - Informed decision regarding Meningitis vaccine
- Medical history and physical examination within the past 12 months

Requirements:

- **PHASE I: Cultural Care in Oncology Nursing**
 - ESL215 Scholarly Research and Writing (3)
 - NUR316 Holistic Perspectives (3)
 - NUR251 Special Topics: Oncology Nursing I Lecture (3)
 - NUR251L Special Topics: Oncology Nursing I Lab (6)
 - 18 clock hours of clinical practice per week (3/1 ratio)
 - Includes a capstone project
 - Total Credits (15)
- **PHASE II: Leadership in Oncology Nursing**
 - HPR102 Introduction to Health Care (3)
 - NUR324 Leadership Development in Clinical Nursing (3)
 - NUR252 Special Topics: Oncology Nursing II Lecture (3)
 - NUR252L Special Topics: Oncology Nursing II Lab (6)
 - 18 clock hours of clinical practice per week (3/1 ratio)
 - Includes a capstone project
 - Total Credits (15)

TOTAL CERTIFICATE REQUIREMENTS = 30

Requirements for Completion of Oncology Certificate Program

1. A minimum grade of C in all required certificate courses
2. An overall grade point average (GPA) of 2.00
3. Apply for certificate:

All certificate students are required to file an Application for Certificate form with the Registrar's Office at the onset of the final term of study.

NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.

Health Science

HSC 112: Health Promotion Across the Lifespan

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course focuses on the promotion of health and wellness across the lifespan from the perspective of both the individual and the family. Contextual factors will be examined through the lenses of self, family, provider, governmental and societal responsibility to explore the relationship between individual, community and global health. Students will assess their own health-promoting behaviors and identify their own health risks. Current evidence will be explored and critically examined to identify influences on health and well-being. Offered in web-based format. (UG)

HSC 210: Issues and Concerns At End of Life

3 Credit Hour(s)

This course will focus on the end of life from the patient perspective giving insight to the healthcare professionals as they assist with decision making. Concepts will focus on facilitating end of life discussions including transition to hospice and/or palliative care. Consideration will be given to legal and ethical issues at end of life. Tools will be provided for healthcare providers to assist with end of life documents including the MOLST form and advanced directives. (UG)

HSC 211: Population Health: Caring for the LGBTQ Community

3 Credit Hour(s)

Persons who identify as lesbian, gay, bisexual, or transgender, queer, asexual, two spirited (LGBTQAI2A12) are a class of patients who are often marginalized in their health care. This online course taught in 10 modules will provide students with an overview of the healthcare, psychological, social and political health issues that the LGBTQAI2A12 population faces. In this course, the student will gain a foundational understanding of the LGBTQAI2A12 population and will explore health promotion, cultural competence, potential for substance abuse, health issues, and how to identify health care resources and promote laws and regulations regarding LGBTQ healthcare and social and political equity of care. (UG)

HSC 212: Introduction to Genetics and Genomics

3 Credit Hour(s)

This course will give an introduction to the basic scientific principles of molecular genetics and how genetic factors impact common and complex health problems across the lifespan. The benefits, risks, and ethics of genetic testing will be included along with the considerations for the future of disease prevention and management. The role of the nurse/health professional in promoting health education to address patient concerns related to genetic disorders will also be discussed. (UG)

HSC 221: Issues in Women's Health

3 Credit Hour(s)

This elective course is designed to provide students with an overview of topics impacting women's health in contemporary society. The course focuses on controversial issues related to women's health and investigates the roles that women play as health care consumers and as health care providers. The course is designed for students from multiple areas of study. These students will explore specific health care problems impacting upon women and will analyze contextual factors that affect the delivery of health care to women. Prerequisite: CMP 101; Web-based format. (UG)

HSC 232: Learning Through Service

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. Learning experience through participation as a volunteer for approximately four hours per week in a community-based agency within the area. Students will also be expected to keep a journal account of their experiences and attend class every week for about an hour to process with others what is being learned. The focus of the course is to help students gain an appreciation that being of service to others is a way of learning and a way of growing as a person. (UG)

HSC 233: Herbs, Drugs, Supplements and the Body

3 Credit Hour(s)

Grounded in a holistic framework, this course focuses on general concepts of herbs, drugs, supplements and nutrition in relation to the well being of self and the client. This course develops a basic comprehension of nutrition emphasizing the role of phyto-nutrients as well as toxic ingredients in our food. The impact of culture, spirituality, and biological factors, as well as psychosocial, economic, and ethical considerations, is discussed in relation to improving and maintaining health in self and client. Relevant and current evidence-based research is included. The notion of food, herbs, and supplements as pharmacy is explored throughout. The newest information on drug/herb interactions, Joint Commission requirements for herbal products, new FDA labeling guidelines, and how to select a quality herbal or supplemental product are addressed. This course fosters understanding and strategies for promoting specific herbs and supplements for individuals attempting to maintain health and coping with pathology. Health promotion (learning to make healthy choices in our toxic environment, healthy sleep habits) and maintenance are stressed. Concepts related to family therapy, consumerism, and advocacy are addressed. Students learn such strategies for improving self and client health as risk assessment, stress management, nutritional counseling, and health teaching. Web-based format. (UG)

HSC 308: Interprofessional Patient and Family Education

3 Credit Hour(s)

This interprofessional course will provide health care providers with the tools to deliver understandable patient and family education. We will explore the concepts of health literacy and communication for health care professionals. We will explore the role of literacy in patient and family education, preparing health care professionals to use the best communication tools to assess health literacy and readability. We will also examine how to evaluate health literacy using tools designed for their ability to measure plain and understandable information, transfer information and communicate high risk and care transitions. Students will explore health literacy through the eyes of their discipline, and will develop an appreciation for the advantages to participating in an interprofessional team focused on the improvement of patient and family education. Web-based format. (UG)

HSC 329: Statistics for Evidence-Based Practice

3 Credit Hour(s)

Fulfills Core Competency; Critical Thinking & Creative Problem Solving; What one learns in PA school will not always apply to medical practice. Learning is never mastered. Thus, to be a good clinician, one must constantly educate oneself by evaluating the latest medical research to keep one's knowledge current. Evidence-based practice provides methodologies to evaluate scientific evidence for the delivery of the highest quality health care. This course is one of two courses in the Physician Assistant Department for the evaluation of medical research that provides: 1. a foundation in probability and statistics, and 2. an introduction to medical research designs and associated inferential statistical analyses. In combination with PAS 529, this course is designed to increase students' competency in the evaluation of medical research. In this course, the emphasis is on basic study design, appropriate descriptive and inferential procedures, and interpretation of results. We will focus on real examples from the medical literature to cover the basics of clinical research design, sampling methodology, statistical methods for evaluating clinical research data, as well as introduce some of the many limitations of basic and clinical research. Topics include: Descriptive statistics, statistical inference probability theory and application, sampling theory, hypothesis testing, estimation, confidence intervals, measures of risk/association, association vs. causation, and pitfalls of p-values. Specific statistical analyses include: t-test, ANOVA, linear correlation, linear regression, relative risk, and the odds ratio with emphasis on clinical trial designs. Pre-requisite: At least second year matriculated Physician Assistant Studies major. (UG)

Nursing

NUR 222: Healing, Holism and Spirituality in Health Care

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 222. This three (3) credit course is a truly inter-disciplinary, inter-divisional course team-taught by a faculty member of the nursing department and a faculty member of the humanities. The course is designed to explore the meaning and mutual inter-connectedness of healing, holism, spirituality and care. Students will investigate the role of spirituality in their own personal lives, the power of healing and care both in medicine and everyday experience. Complementary therapeutic modalities such as prayer, therapeutic touch, meditation, friendship, etc. will be explored. There will be special focus on matters relating to the living-dying continuum exploring end-of-life matters), the inter-relatedness of the universe, and the implications of certain cultural differences, especially those in eastern cultures. Assignments for the course, including journal assignments and a hospice experience, are designed to stimulate personal as well as professional growth. Assigned readings, faculty presentations, and class discussions are intended to encourage student self-reflection, as well as a shared learning experience. Lecture/seminar, 3 hours. (UG)

NUR 251: Special Topics: Oncology Nursing I

3 Credit Hour(s)

This is the first of two courses designed to give the international registered nurse student a core knowledge base in oncology nursing. This course serves as an introduction to the student to nursing theory, nursing research, and evidence-based nursing to patient and family centered oncology nursing practice. The purpose of this course is to acquaint registered nurse students with the fundamentals of cellular basics of cancer, biology of cancer, health promotion, epidemiology, prevention and detection, treatment modalities, oncologic emergencies, psychosocial issues, supportive care, palliative care, survivorship, and research. (UG)

NUR 251L: Special Topics: Oncology Nursing I Lab

6 Credit Hour(s)

This practicum is designed to introduce Registered Nurse students to the role of the professional nurse in the oncology care setting. Emphasis is on further development of professional nursing skills and the use of the nursing process, particularly assessment, decision making, and evaluation. Clinical experiences in a variety of inpatient and ambulatory care settings enable students to develop essential skills for providing accessible, continuous, collaborative, affordable, and patient centered oncology care. Students gain experience in independent and interdisciplinary decision making with nurse preceptors and other health team members. Students have the opportunity to participate in off-unit/clinic experiences such as with the Ostomy & Skin Care team, Diagnostic Radiology, Infusion and Chemotherapy Amherst Satellite, and surgery. Clinical rotations will include opportunities in both inpatient and outpatient settings within Roswell Park Cancer Institute. The rotation includes a quality improvement Capstone project. The lab will include 18 hours of clinical practice per week (3/1 ratio). (UG)

NUR 252: Special Topics: Oncology Nursing II

3 Credit Hour(s)

This is the second of two courses designed to give the international registered nurse student an advanced knowledge base in oncology nursing. This course serves as an introduction to the student to advancing nursing theory, nursing research, and evidence-based nursing to patient and family centered oncology nursing practice. The purpose of this course is to acquaint registered nurse students with advanced concepts of cancer symptom management. Prerequisite: NUR 251/L. (UG)

NUR 252L: Special Topics: Oncology Nursing II Lab

6 Credit Hour(s)

Continuation of NUR 251 Lab. The rotation includes a research Capstone project. The lab will include 18 hours of clinical practice per week (3/1 ratio). (UG)

NUR 305: Health Assessment

3 Credit Hour(s)

This course is designed to provide the student with the knowledge and skills necessary to perform a health assessment on an adult and child. The impact of genetics and genomics are explored in relation to disease prevention, health promotion, and health screening. Critical thinking and clinical reasoning are utilized to inform assessment and evidence-based nursing diagnoses. Emphasis is placed on normal findings of the physical assessment. Lecture, 3 hours. Prerequisites: BIO 207 and BIO 208. (UG)

NUR 315: Concepts of Professional Nursing Practice

3 Credit Hour(s)

This course provides an introduction to the nature of professional nursing with a dual emphasis on self as learner and self as nurse. The course is designed to introduce the student to the application of nursing theory to contemporary nursing practice. Nursing theory will be explored as the foundation for the development of professional nursing. This course also broadens the Registered Nurse's perspective of professionalism, the role of research, and value-based behavior at the baccalaureate level. Web-enhanced. Majors only. Also available in a web-based format. (UG)

NUR 316: Holistic Perspectives

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This course focuses on the relationship between values and attitudes of the nurse, individuals, and families in the health care system based on a holistic approach. Various macro and micro-cultures are explored in terms of specific cultural influences affecting the adaptation response of individuals, families, and communities. The rendering of health care to meet health needs as well as culture specific values, communication, religion, customs, and health beliefs and practices is emphasized. Future implications for the health care delivery system based on concepts of caring and humanistic nursing are explored. Web-enhanced. Also available in a web-based format. (UG)

NUR 317: Professional Nursing Practice I

6 Credit Hour(s)

This course is designed to enhance critical thinking and clinical reasoning abilities by introducing the student to the application of nursing research and evidence based practice to contemporary nursing practice. The purpose of this course is to acquaint nursing students with the fundamentals of research methods and to understand the importance of research in practice. Evidence based practice will be explored as a basis for further development of professional practice. Application of research and the formation of evidence based practice will be explored in classroom and external learning experiences. Lecture 60 instructional hours (4 credits); External Learning Experiences, 60 hours (2 credits). Offered in a web-enhanced format. Also offered in web-based format. Prerequisite: NUR 315. Corequisite NUR 317L. (UG)

NUR 317L: Professional Nursing Practice I Lab

0 Credit Hour(s)

This course satisfies the external learning experiences requirement for NUR 317. 60 hours per semester. (UG)

NUR 324: Leadership Development in Clinical Nursing

3 Credit Hour(s)

This course prepares students with the knowledge and skills in leadership, communication, interprofessional teamwork and quality improvement systems that are necessary to provide quality health care. Group dynamics and group processes are examined. The course emphasizes ethical and critical thinking/clinical reasoning skills used to initiate and maintain effective working relationships, and develop conflict resolution strategies in professional nursing practice. Leadership theory and management functions in contemporary nursing practice will be explored. Various models of nursing practice will be examined and related to the leadership function of nurses. (UG)

NUR 417: Professional Nursing Practice II

6 Credit Hour(s)

This course prepares students with the knowledge and skills in leadership, communication, interprofessional teamwork and quality improvement systems that are necessary to provide quality health care. Group dynamics and group processes are examined. The course emphasizes ethical and critical thinking/clinical reasoning skills used to initiate and maintain effective working relationships, and develop conflict resolution strategies in professional practice. Leadership theory and management functions in contemporary nursing practice will be explored. This course enhances nurses' ability to manage themselves and others effectively within the context of change occurring within the healthcare system. Offered in a web-enhanced format. Lecture 60 instructional hours (4 credits); External learning experiences, 60 hours (2 credits). Prerequisites: RN Licensure, majors only, NUR 315. Corequisite: NUR 417L. (UG)

NUR 417L: Professional Nursing Practice II Lab

0 Credit Hour(s)

This course satisfies the external learning experiences requirement for NUR 417. 60 hours per semester. (UG)

NUR 432: Professional Issues

3 Credit Hour(s)

Together with NUR 453, fulfills Research and Presentation requirement for Nursing majors. This course continues the process of professional nursing socialization. It is designed so that students may lead seminars to discuss issues affecting the nursing profession. The course includes a student led debate and written articulation of each student's philosophy of nursing. The major goals of this course are to increase student involvement in policy/politics and to enhance student awareness of the importance of lifelong learning. Lecture, 3 hours. Majors only. Prerequisites: NUR 317 and 417. Corequisite: NUR 453. RN licensure, Majors only. (UG)

NUR 453: Professional Nursing Practice III

6 Credit Hour(s)

Fulfills core competency: Information Literacy. Writing Intensive. Together with NUR 432, meets Research and Presentation requirement. In this course, the student applies the nursing process to population-focused nursing of the community. Population-focused nursing care in this course incorporates working with the community as partner, assessing determinants of health, examining available resources within the community, and identifying needs to improve health outcomes of the community. In addition, students collaborate with healthcare professionals and utilize informatics to promote conditions and healthy behaviors to improve population health. Offered in a web- enhanced format. Lecture 60 instructional hours (4 credits). External Learning Experiences, 60 hours (2 credits). Prerequisite: NUR 317, RN licensure, majors only. Co-requisite: NUR 453L. (UG)

NUR 453L: Professional Nursing Practice III Lab

0 Credit Hour(s)

This course satisfies the external learning experiences requirement for NUR 453. 60 hours per semester. (UG)

PARALEGAL STUDIES

Contact Information

phone: (716) 839-8420

daemen.edu/paralegal

Program Director

[Margaret Phillips](#)

(716) 839-8283

Degree Offered

- [Bachelor of Science in Paralegal Studies](#)

Certificate

- [Paralegal Studies](#)

Mission Statement and Learning Objectives

PROGRAM MISSION STATEMENT

The mission of the Paralegal Studies Program is to prepare highly competent and ethical practitioners, with a clear

understanding of the appropriate boundaries of their roles and responsibilities assisting attorneys in the provision of legal services. The program will integrate a strong liberal arts background with the professional skills needed for contemporary practice. This will include critical thinking skills, organizational skills, research and writing skills, oral communication skills, skilled use of electronic media, and the cultural competency to meet the needs of diverse clients. The professional component of the program will emphasize the development of general legal practice skills and appropriate professional and ethical behaviors needed to balance the needs of clients with maintaining the integrity of the legal system. Graduates of this program will be prepared to act as productive members of the legal community, facilitating the efficient delivery of high quality legal services.

STUDENT LEARNING OBJECTIVES

A graduate of the bachelor's or certificate program in paralegal studies will be able to perform the following under the supervision of an attorney:

1. Competently and efficiently conduct legal and factual research (including investigation and interviewing skills), using multiple forms of media.
2. Effectively communicate in a culturally competent manner, using various forms of communication media, with the supervising attorney, clients, and other members of the legal system.
3. Recognize the boundaries of paralegal practice and exhibit ethical and professional behavior at all times.
4. The ability to critically analyze factual and legal problems and to present this analysis in a professional manner, both orally and in writing.

BACHELOR OF SCIENCE IN PARALEGAL STUDIES

Core Curriculum

All degree programs require completion of the Core Curriculum. A complete description of the core and its requirements is available in the Core Curriculum section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

I. MAJOR: 43 CREDITS:

- ACC225 Financial Accounting (3) – CT
- BA202 Professional Branding and Sustainability (1)
- PAR210 Law for Society (3) – CR; CI
- PAR301 Legal Research and Writing (3) – WI
- PAR302 Law Office Computer Technology (3)
- PAR303 Litigation (3)
- PAR410 Advanced Research and Writing (3) – WI
- PAR450 Paralegal Internship (3)
- PAR460 Paralegal Studies Senior Project (3) – CT; ILIT; RP; WI
- PSC230 U.S. Judicial Process (3) – CR
- **PARALEGAL STUDIES ELECTIVES:
SELECT 15 CREDITS FROM THE
FOLLOWING:**
 - PAR 240 Introduction to Legal Skills for General Practice (3)
 - PAR250 Paralegal Clinic (3) – SL
 - PAR/BA304 Contract Law (3)
 - PAR/BA305 Real Property Law (3)
 - PAR306 Tort Law (3)
 - PAR307 The Criminal Trial (3)
 - PAR308 Family Law (3)
 - PAR340 Legal Communication (3) – WI
 - PAR350 Professional Responsibility & Ethics: Paralegals and Lawyers (3)

- PAR401 Elder & Estates Law (3)
- PAR402 Environmental Law (3)
- PAR/BA403 Business and Corporate Law (3)
- PAR404 Intellectual Property (3)
- PAR405 Immigration Law (3)
- PAR/BA406 Bankruptcy Law (3)
- PAR408 Administrative Law (3)
- PAR409 Advanced Litigation (3)

II. CORE: 45 CREDITS:

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **Core Electives:** 39 credits: See below for a listing of recommended courses.

III. FREE ELECTIVES: 33 CREDITS:

Courses may not be taken in the major. Courses used to fulfill the free electives may but are not required to have a competency. **See below for a listing of recommended courses.**

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

Recommended Electives

- **CORE ELECTIVES: The following courses are recommended as options to fulfill core curriculum requirements.**
 - BA211 Effective Business Communications (3) – WI
 - BA221 The Environment and the Law (3) – CT
 - BA405 Legal Issues in Sport Management (3) – CT
 - CA205 Oral and Visual Communication (3) – CS; WI

- CMP217 Principles of Rhetoric: Argument and Persuasion (3) – CS; CT;WI
- CMP311 Advanced English Composition (3) – CS; ILIT; WI
- ECO213 Economics of Inequality (3) – CT
- FRE105-106 Intermediate French for Professional Communication I-II (3/3) – CS
- PHI113 Critical Thinking with Google (3) – CT
- PHI309 The Holocaust (3) – ME
- PHI322 Philosophy of Law (3) – ME
- PSY219 The Psychology of Mental Illness (3) – CT
- PSY306 Forensic Psychology (3) – CT
- SPA105-106 Intermediate Spanish for Professional Communication (3/3) – CS
- **FREE ELECTIVES: The following courses, as well as the recommended Core Electives referenced above, are recommended as options to fulfill free electives:**
 - BA210 Legal Environment of Business (3)
 - BA211 Effective Business Communications (3) – WI
 - BA350/351 Business Law I/II (3/3)
 - BA420 Legal Aspects of International Transactions (3)
 - CMP301 Professional Writing (3)
 - CMP302 Technical Writing (3) – WI
 - FIN325 Corporate Finance (3)
 - PSY210 Social Psychology (3)
 - PSY304 Counseling and Interviewing (3)
 - SOC243 Child Welfare Policy & Services (3)

Transfer of Paralegal Studies Courses

A maximum of 25% of paralegal studies credits may be transferred from other institutions to meet degree requirements.

Graduation Requirements

1. A minimum grade of B in CMP101 and a minimum grade of C in PAR210
2. An overall grade point average (GPA) of 2.00
3. A minimum grade point average (GPA) of 2.25 in courses in the major
4. Successful completion of all required Paralegal Studies courses
5. Completion of any portfolio requirements

Suggested Course Sequence

Access the suggested course sequences for the [BS, Paralegal Studies](#) from the Paralegal Studies web page or the Program Plans site on the Registrar's web pages.

*** Paralegals may not provide legal services directly to the public except as permitted by law.**

CERTIFICATE IN PARALEGAL STUDIES

Consumer Information

Required Courses

- ACC225 Financial Accounting (3) – CT
- CFE-97 Career Prep Seminar (0)
- PAR210 Law for Society (3) – CR; CI
- PAR301 Legal Research and Writing (3) – WI
- PAR302 Law Office Computer Technology (3)
- **Paralegal Studies Electives: Select 9 credits** from the following:
 - PAR 240 Introduction to Legal Skills for General Practice (3)
 - PAR250 Paralegal Clinic (3)
 - PAR303 Litigation (3)
 - PAR/BA304 Contract Law (3)
 - PAR/BA305 Real Property Law (3)
 - PAR306 Tort Law (3)
 - PAR307 The Criminal Trial (3)
 - PAR308 Family Law (3)
 - PAR340 Legal Communication (3) – WI
 - PAR350 Professional Responsibility & Ethics: Paralegals and Lawyers (3)
 - PAR401 Elder & Estates Law (3)
 - PAR402 Environmental Law (3)
 - PAR/BA403 Business and Corporate Law (3)
 - PAR404 Intellectual Property (3)
 - PAR405 Immigration Law (3)
 - PAR/BA406 Bankruptcy Law (3)
 - PAR408 Administrative Law (3)
 - PAR409 Advanced Litigation (3)
 - PAR410 Advanced Research and Writing (3) – WI
 - PAR450 Paralegal Internship (3)
 - PAR460 Paralegal Studies Senior Project (3) – CT; ILIT; RP; WI

TOTAL CERTIFICATE REQUIREMENTS = 21 CREDITS

Internship

Although not required, students have the option of completing PAR450 Paralegal Internship (3) as one of the Paralegal Studies electives.

Requirements for Admission to the Certificate Program

At the time of admission to the program, students must possess a baccalaureate degree from Daemen College or other accredited institution, **OR** be currently enrolled in a degree program (other than the BS, Paralegal Studies program) at Daemen College.

Post-baccalaureate students will be eligible for admission under the following circumstances

1. An overall grade point average (GPA) of 2.25 in bachelor's degree program
2. Successful completion of CMP101 English Composition (or its equivalent) with a minimum grade of B; please note that course (or substitute writing course as approved by Director) can be taken at Daemen in addition to required Certificate courses.

3. Successful completion of PAR210 Law for Society with a minimum grade of C; please note that course can be taken at Daemen in addition to required Certificate courses.

Daemen students from other majors will be eligible for admission under the following circumstances

1. Successful completion (with minimum grades of C) of 24 credits of college level course work and sophomore standing
2. Successful completion of CMP101 English Composition (or its equivalent) with a minimum grade of B
3. Successful completion of PAR210 Law for Society with minimum grade of C.

Requirements for Completion of the Certificate Program

1. Successful completion of a baccalaureate program at Daemen or other accredited institution
2. A minimum grade of B in CMP101 and a minimum grade of C in PAR210
3. A grade point average (GPA) of 2.25 in paralegal studies courses
4. Filing of an Application for Certificate form with the Registrar's Office in the first week of the final term (Fall, Spring, or Summer) prior to program completion. (Forms are available upon request from the Paralegal Studies Office.) **NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates.**

***Paralegals may not provide legal services directly to the public except as permitted by law.**

Paralegal Studies

PAR 210: Law for Society

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility; Contextual Integration; This course will introduce students to the various functions of law through example - reading cases, reading trial transcripts, reading statutes, and reading regulations. Through reading engaging forms of the law in the context of societal issues, students will be exposed to how society has chosen to solve certain problems and the adequacy of those solutions. Students will also learn how to pursue legal remedies and therefore learn the workings of the legal system; for example, the difference between trial and appellate courts, the difference between civil and criminal law, and how a case works its way through the legal system. Students will be introduced to the fundamentals of legal reasoning by learning how to brief cases, including how to identify the legal rule relied on in a case and the holding of a case. (UG)

PAR 240: Introduction to Legal Skills for General Practice

3 Credit Hour(s)

This introductory course allows student to learn legal topics and legal skills that are common in a general, or non-specialized, law practice. Within the framework of substantive law, students will learn foundational skills such as factual investigation, interviewing clients and witnesses, drafting interoffice legal memos summarizing investigations and interviews, and the relevant legal rules including discovery rules, ethics, and evidence. Identification of legally relevant facts will be a key point of focus. These skills will be developed within the substantive legal context of negligence, business corporations and family law. Class time will include hands-on instruction from experts in the field and in-class exercises in interviewing and factual investigation. Assignments will include drafting legal documents such as motions, interoffice legal memos summarizing investigations and/or interviews, and business incorporation documents. (UG)

PAR 250: Paralegal Clinic

3 Credit Hour(s)

This is an experiential Service Learning course, supplemented by weekly focused class instruction on legal skills and cultural context, that brings students together with lawyers who are representing the under-served in Buffalo. Students will be placed in various court settings (such as help desks) and not-for-profit offices that provide civil legal services for refugees and immigrants. Students will work under the supervision of an attorney, assist the legal staff, and assist the public. Class work will focus on professionalism in the legal profession, ethics, and practical legal skills such as time keeping, and client interviews and cross-cultural communication. Class work will also focus on readings and discussion on contextual information on poverty and immigration law and connecting those readings to the day-to-day experience of clients and their legal issues. In order to maximize the experiential learning experience and assist the placement host as much as possible, the student will work approximately 50 hours during the semester, and the class will meet 1 hour per week to review a variety of practical legal skills, including legal writing, client interviewing, legal research. Class time will also be used to discuss how individual experiences are linked to systemic problems in the areas of poverty and immigration law. Strict standards on professionalism, attendance, and punctuality will be enforced. (UG)

PAR 301: Legal Research and Writing

3 Credit Hour(s)

Writing Intensive. This course teaches legal analysis, legal writing and problem-solving using the premier legal database WestlawNext which is typically used in law offices. Students learn to use a variety of electronic legal sources, perform legal research, analyze legal problems, and write legal documents, primarily case briefs and legal memos. Students also learn to locate and use both primary and secondary legal research sources, including federal and state cases, digests, statutes, treatises, encyclopedias, law reviews, citators and legal practice manuals. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 and a minimum grade of B in CMP 101; or declared Pre Law minor and minimum grade of B in CMP 101, or permission of instructor. (UG)

PAR 302: Law Office Computer Technology

3 Credit Hour(s)

Lawyers and paralegals increasingly rely on law practice-specific technology to produce more efficient and reliable legal services. Law Office Technology is an advanced computer-based course which will develop students' overall comprehension of complex computer systems, develop their practical skills, and develop their understanding of the practice of law and of legal ethics. The purpose of this course is to develop students' understanding of computer networks, cloud usage and computer hardware components. This course will also develop students' practical skills in a wide-ranging variety of legal software, including law office software for document assembly, case management, docketing, time and billing, electronic discovery, litigation support, and trial presentation graphics. Finally, this course will also advance students' skills in common software applications, such as word processing and spreadsheet software, in order to develop advanced skills that are particularly necessary in a law office setting. (UG)

PAR 303: Litigation

3 Credit Hour(s)

This course will introduce students to the realm of civil litigation - how our civil legal system works, and the roles of attorneys and paralegals in a civil litigation practice. This course will focus on helping students develop an understanding of how a civil lawsuit progresses from the date of the controversy through completion of a trial, and will also help them develop the critical thinking skills necessary for litigation practice. Students will learn practical legal skills such as drafting pleadings, drafting discovery requests and responses, performing legal research, analyzing legal issues, and factual investigation. The course will also review the ethical rules for attorneys and paralegals in New York, and apply these rules to typical scenarios in litigation. Prerequisites: PAR 210 or permission of instructor. (UG)

PAR 304: Contract Law

3 Credit Hour(s)

Cross-listed as BA304. This course provides an introduction to the law of contracts, including analysis of the basic elements of contract formation, defenses to contract performance, breach of contract and remedies, drafting and interpretation of contracts. Students will develop their legal analysis and legal writing skills through practical projects typically required in law offices. Writing projects will require legal research. Ethics will be discussed throughout the semester relating to specific legal scenarios. Prerequisites: PAR 210 or permission of instructor. (UG)

PAR 305: Real Property Law

3 Credit Hour(s)

Cross-listed as BA305. This course is an introduction to real estate law and practice. Students will be required to not only learn the basic law but to problem-solve and draft documents that are typical to legal practice in this area, and will develop their legal analysis and legal writing skills. The course covers New York Real Estate statutes and the areas of law include property rights, types of land ownership/estates, easements, agreements for sale and closings, financing, conveyancing. Students will do a real estate closing as their final project. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

PAR 306: Tort Law

3 Credit Hour(s)

The purpose of this course is to introduce you to the legal causes of action and elements for negligence, intentional torts to people and property, strict liability, product liability, nuisance and Workers' Compensation. You will also be introduced to the legal defenses for negligence, strict liability, and product liability. We also review the specifics of a medical malpractice and personal injury practice, which includes medical terminology, the discovery and review of medical records, composing medical chronologies and the tort litigation process before trial. You will get practical, hands-on experience in legal analysis and drafting documents typically used in this area of practice, and practice legal skills such as client interviews and factual investigation. A consistent theme will be legal ethics and ethical practice habits for attorneys and paralegals in this area of law. Prerequisite: PAR 210 (UG)

PAR 307: The Criminal Trial

3 Credit Hour(s)

This course will focus on criminal trials and will provide students with an overview of the criminal trial process from arrest through appeal, an understanding of substantive New York Penal Law and New York Criminal Procedure Law. Students will focus on applying this knowledge and will learn practical legal skills in legal research, legal analysis and drafting typical legal documents used in criminal trials. The substantive portions of New York Penal Law will include common criminal offenses and defenses, criminal procedure and various trial processes, Constitutional principles, and basic philosophical underpinnings of criminal law. The students will also learn about the roles and responsibilities of lawyers and paralegals in criminal cases, including ethical duties and constrictions. Prerequisites: PAR 210, PSC 117 and upper division status in program, or permission of instructor. (UG)

PAR 308: Family Law

3 Credit Hour(s)

This course is designed to provide an overview of family law legal issues for paralegal students by instruction in substantive law, New York Family Law, and instruction to develop practical legal skills. Students will develop the practical legal skills such as case briefing, legal research regarding family law issues, legal analysis of family law issues, both from the text and the written project, and drafting of legal arguments on both sides of an issue. Prerequisite: PAR 210 (UG)

PAR 320: Paralegal Studies Working With Refugees And Immigrants

3 Credit Hour(s)

Fulfills Service Learning requirement. This course requires Paralegal Studies students to develop their practical law office skills at the same time as they are exposed to refugees from different parts of the world. The students will be working with refugees under the supervision of an attorney and will be responsible for clear and effective communication in order to accomplish and effectively resolve problems encountered by refugees. Practical skills may include assistance with client interviews, record maintenance, problem solving, document organization, factual investigation, and other general legal services. Prerequisites: PSC 230 or PAR 210 and open to all students who have taken Law for Society or permission of Instructor. (UG)

PAR 340: Legal Communication

3 Credit Hour(s)

Fulfills Writing Intensive. This course is an introduction to professional legal writing that will focus on developing student written and verbal communication in the legal context. Students will draft and then revise 4-5 legal writing assignments, including case briefs, legal correspondence, summaries of depositions and medical records, and legal analysis exercises such as an interoffice legal memos and motions. Students will also have the opportunity to develop verbal reporting and presentation skills by reporting research findings and presenting recommendations in class. For each assignment, students will have the opportunity to revise their written work according to feedback from the instructor. In class, students will review, identify and discuss purposes of different types of legal writing, as well as do writing exercises and legal research using free online resources. (UG)

PAR 350: Professional Responsibility and Ethics Paralegals and Lawyers

3 Credit Hour(s)

Many of us will at some point need legal services. Using readings based on both professionalism theories and actual and hypothetical cases, this course will examine the ethical/professionalism issues that are common areas of concern to anyone providing or receiving legal services. Among the topics covered will be development of ethical and professional principles in law, introduction to theories and models of decision making regarding professional responsibility, duties owed by paralegals and lawyers (to the client and to the legal system as a whole), competence and diligence, confidentiality, conflicts of interest, unauthorized practice of law, cost of and access to legal services, disciplinary procedures and judicial ethics/professional responsibility. Prerequisite: PAR 210 and PAR 301. (UG)

PAR 401: Elder & Estates Law

3 Credit Hour(s)

This course teaches students about the legal issues of the elderly such as powers of attorney, health care proxies, advance directions, wills and will drafting. Students will learn substantive New York law (Estates, Powers and Trusts Law and the New York Surrogate Procedure Act), and practical legal skills that include the application of the law, such as spotting legal issues, performing legal research, and drafting legal documents. Specifically, students will draft a will, a power of attorney, a health care proxy, and various legal research memos. Students will learn about will probate, estate administration, and the function of Surrogate Court. Students will also perform legal research in order to propose specific solutions to simulations in this field. This is an advanced course because of the complexity of the subject matter, which is primarily statutory, and the level of analysis and application required to research legal issues and propose legal solutions. This course specifically prepares students for high-level independent work under the supervision of an attorney. Prerequisite: PAR 210 (UG)

PAR 402: Environmental Law

3 Credit Hour(s)

Students will develop a broad understanding of the roles of federal, state, and local environmental laws in a highly industrialized society and be introduced to relevant concepts in administrative, tort, and real estate law. Prerequisites: PAR 210 and upper division status. (UG)

PAR 403: Business and Corporate Law

3 Credit Hour(s)

Cross-listed as BA403. This course is an introduction to the law of corporations and requires students to problem-solve and analyze the different types of corporate forms found in legal practice. Students will learn New York corporate law including statutes covering the formation, operation, and dissolution of various kinds of business organizations. The areas of law include sole proprietorships, corporations, partnerships, the law of agency and employment agreements. Students will develop their legal analysis and legal writing skills. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

PAR 404: Intellectual Property

3 Credit Hour(s)

This course is intended to provide the student with an in-depth analysis of the law pertaining to the fields of intellectual property: trademarks, copyrights, patents, trade secrets, and unfair competition. The methods by which each is created and protected will also be explored. Prerequisites: PAR 210 and upper division status. (UG)

PAR 405: Immigration Law

3 Credit Hour(s)

This course will provide an overview of immigration law in the United States, with an emphasis on the practical application of that law in a law firm or corporate environment. Students will learn the skills needed to deal with a deadline-oriented caseload for a diverse clientele. Topics will include the basics of immigration and education, employment, family based immigration, refugee law and the procedures for applying for citizenship and asylum. Prerequisites: PAR 210 and upper division status. (UG)

PAR 406: Bankruptcy Law

3 Credit Hour(s)

Cross-listed as BA 406. This course is an introduction to the law of bankruptcy and requires students to apply the bankruptcy statutes to a variety of factual situations. Students will learn the federal bankruptcy statutes, and topics include voluntary and involuntary liquidations, discharge of debts, exemptions, creditor claims, trustee functions, reorganizations, and Chapters 7, 11, 12 and 13 plans. Students will develop their legal analysis and writing skills. Ethics will be discussed throughout the semester relating to specific scenarios in legal work. Prerequisites: PAR 210 or permission of instructor. (UG)

PAR 408: Administrative Law

3 Credit Hour(s)

This course teaches students to administrative law - a complex area with many different subjects in both federal and state regulations -- in federal and state agencies, with emphasis on the paralegal's role in the administrative and advocacy process. Students will learn both formal and informal advocacy techniques, including representing clients before administrative bodies and making legal arguments. Substantive legal topics will include administrative delegation of power, rulemaking, agency discretionary powers, remedies, and judicial review. Procedural topics include agency operation, adjudication, hearing preparation, and administrative and judicial appeals. In addition to substantive knowledge of state and federal administrative law, students will develop practical legal skills through legal research, writing projects, and trial simulations in specific areas of administrative law. Students will conduct a mock hearing and draft a legal brief in a specific area of administrative law. This is an advanced course because of the complexity of the subject matter, and the level of analysis and application required to research legal issues and propose legal solutions. This course specifically prepares students for high-level independent work under the supervision of an attorney. Prerequisite: PAR 210 (UG)

PAR 409: Advanced Litigation

3 Credit Hour(s)

This course is an extension of the Litigation class offered during the fall semester, and builds upon the substantive legal knowledge and practical legal skills learned in that class. Students will review the practical aspects of civil litigation including the pre-trial aspects of preliminary investigation, pleadings, motions, and discovery. This course will focus on trial and appellate practice and developing legal arguments. Students will be assigned significant legal writing and legal research projects that are typical for practicing paralegals, and there will be two drafts and a student-teacher conference required for two of the research and writing projects. Ethics governing the legal profession and paralegals will be discussed and applied. Students also will be review and develop extensive knowledge of the New York Civil Practice Law and Rules (CPLR). Prerequisites: PAR 210, PAR 301, PAR 303, or permission of instructor. (UG)

PAR 410: Advanced Research and Writing

3 Credit Hour(s)

Writing Intensive. This course is designed to build upon the research and writing skills introduced in Legal Research & Writing. Development of electronic research skills and analytical skills will be emphasized, and students will be assigned research and writing projects in various areas of the law. Prerequisite: PAR 301, or permission of instructor. (UG)

PAR 450: Paralegal Internship

3 Credit Hour(s)

The paralegal internship is a wonderful means of experiential learning. This is a required course for Paralegal Studies majors which includes course work in professionalism skills and job search skills. Placements will be arranged with the assistance of the Program Director according to availability and interests of the student. Prerequisite: PAR 301, upper division status, and permission of instructor required. (UG)

PAR 460: Paralegal Studies Senior Project

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking and Problem Solving; Information Literacy and Research and Presentation requirement. Writing Intensive. This course will require Paralegal Studies students to use the legal analysis skills they have acquired, and the writing skills they have acquired, to develop an original argument on a legal topic. Students will identify a legal issue that interests them, formulate a specific question, and answer that question with an argument based on their independent research. Constructing the argument will require sustained and in-depth research - both legal research using primary and secondary sources, and research into other disciplines. Students will have the opportunity to consult with an appropriate advisor in the Daemen (or other academic) community, as well as a legal practitioner (such as an attorney, a judge, a legislator, or a legal scholar). Students will also present their research and argument at the Academic Festival. Prerequisites: PAR301, PAR410. (UG)

PHILOSOPHY AND RELIGIOUS STUDIES

Contact Information

phone: (716) 839-8297

daemen.edu/philosophy

Chair

Heike Peckruhn

(716) 839-8297

Degree Offered

- [Bachelor of Arts in Religious Studies](#)

Minors

- [Medical Humanities](#)
- [Philosophy](#)

- [Philosophy and Religious Studies](#)
- [Religious Studies](#)

Mission Statement

The department of Philosophy and Religious Studies is primarily a service department that is committed to supporting the core curriculum and to contributing to close professional and collaborative relationships in the college community. It supports the core by providing core electives, by actively participating in learning communities, and by supporting service learning. It contributes to collaborative relationships by supporting programs (especially the Honors Program) and majors (especially in the Health Sciences).

1. Identify ethical issues and distinguish them from other sorts of issues and other interpretive frameworks.
2. Recognize the complexity of multiple ethical perspectives.
 - Identify their own point of view, and the culture in which it developed, or family/religious/societal influences on their ethical perspective.
 - Recognize other points of view and discuss them with empathy and respect.
 - Offer a critique of a variety of different perspectives.
3. Examine evidence in a thoughtful and informed way.
4. Construct a well reasoned argument.

Learning Objectives:

Students will be able to:

BACHELOR OF ARTS IN RELIGIOUS STUDIES

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 43 CREDITS

- **SELECT ONE**

- REL105 God & Violence (3) – CI
- REL109 Contemporary Religious Thought (3) – ME

- **SELECT ONE**

- REL200 Introduction to the Old Testament (3)
- REL309 The Holocaust (3) – ME

- **SELECT ONE**

- REL221 Introduction to the New Testament (3) – ME
- REL322 The Gospels (3) — AA
- **Choose One:** REL334 OR REL335 OR REL336 Religions in the World Sequence (3)- CC
- REL331 Reading List (2)
- REL332 Reading List (2)
- REL443 Proseminar (3) – CS; IL; RP; UD; WI
- **RELIGIOUS STUDIES ELECTIVES:** 24 credits selected with departmental advisement

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **FOREIGN LANGUAGE AND CORE ELECTIVES: 39 CREDITS**
- **FOREIGN LANGUAGE REQUIREMENT:**

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalogue.

3. FREE ELECTIVES: 34 CREDITS:

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in Religious Studies courses.

TOTAL PROGRAM REQUIREMENTS = 122 CREDITS

Admission to Upper Division Requirements

1. An overall grade point average (GPA) of 2.0 or better.
2. A grade point average (GPA) of 2.0 or better in Religious Studies courses.
3. Students who do not meet the above criteria may petition the department for an exception to be made when circumstances warrant it.

NOTE: Career Field Experiences and International Studies options are available by advisement.

Graduation Requirements

An overall grade point average (GPA) of 2.00

Suggested Course Sequence

Access the suggested course sequence for the [BA, Religious Studies](#) from the Philosophy and Religious Studies Department web page or the Program Plans site on the Registrar's web page.

MEDICAL HUMANITIES MINOR

Requirements: 18 Credits

3 Credits:

- PHI102: Medicine, Culture and the Self: Introduction to Medical Humanities (3)

15 Credits:

Select ONE course from each of the five following categories:

1. **Category 1: People, Patients, and Policy**

- PHI321: Medical Ethics (add in PHI320 Bioethics) (3)
- PSC215: Issues in Public Policy (3)
- PSY308: Health Psychology (3)

2. **Category 2: Global Health, Global Self**

- HST324: Global Environmental History (3)
- WST216/IND216: Women's Worlds: Global Issues in Women's Studies (3)

- HPR335: Critical Issues in Global Health (3)
- HST104/IND104: The Human Place in Nature (3)

3. **Category 3: Hurting and Healing at the Margins**

- PHI336: Witches, Cripples, and Other Monsters (3)
- LIT329: Imagining Trauma (3)
- PSY219: Psychology of Mental Illness (3)

4. **Category 4: Gender, Culture, and the Self**

- HST215/WST215: Introduction to Women's Studies (3)
- PSY301: Human Sexuality (3)
- PSY391: Psychology and Culture (3)
- REL336/PHI336/WST336: Sex, Love, and God (3)

5. **Category 5: Suffering, Survival, and Loss**

- REL309: The Holocaust (3)
- LIT347: Plague and Pandemics in Literature (3)
- LIT322: Medicine and Contemporary Literature and Film (3)
- FLT200: Literature in Transition: Crisis of Identity (3)

NOTE: *Any other course offered by the Humanities and the Arts departments that falls under the scope of Medical Humanities is eligible with the permission of the Medical Humanities Minor Program director.

PHILOSOPHY MINOR

Requirements: (15 credits)

- PHI110 Philosophical Thinking (3)
- 3 credits in Philosophy courses which have a competency of Moral & Ethical Discernment
- 9 credits in Philosophy courses selected with departmental advisement

PHILOSOPHY AND RELIGIOUS STUDIES MINOR

Requirements: (18 credits)

• SELECT ONE

- PHI110 Philosophical Thinking (3)
- REL105 God and Violence (3)

- REL109 Contemporary Religious Thought (3)

• ADDITIONAL REQUIREMENTS

- Choose One: REL334 OR REL335 OR REL336
Religions in the World Sequence (3)
- 3 credits in Philosophy or Religious Studies courses
which have a competency of Moral & Ethical
Discernment
- 9 credits in Philosophy and/or Religious Studies
courses selected with departmental advisement

Philosophy

PHI 102: Medicine, Culture and the Self: Introduction to Medical Humanities

3 Credit Hour(s)

Fulfills core competency Contextual Integration; Affective Awareness; The course explores crucial questions about health, well-being, medicine, environment, and social inequality in the twenty-first century. Through a philosophical study of historical texts, scientific and clinical data, and first person narratives on illness and wellbeing, students will examine definitions of health and well-being; the strengths and limitations of science and medicine in making sense of illness; disparities in global burdens of disease; the relationship among health, illness, and narrative; and gendered, racialized, and cultural differences in the experiences of illness and the practices of healthcare and medicine (UG)

PHI 110: Philosophical Thinking

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. An exploration of the nature and content of philosophical inquiry. (UG)

PHI 113: Critical Thinking with Google

3 Credit Hour(s)

Fulfills core competency: Critical Thinking In this course critical thinking will be presented as a set of skills that has been long established and well defined in our philosophical tradition. (UG)

PHI 209: Science and Values

3 Credit Hour(s)

This course will explore the standards, values, and goals of science by examining issues related to bioethics and health care, technology, the environment, and animal rights. Rather than viewing science merely as a cold impersonal way of arriving at the objective truth about natural phenomena, this course is premised on the idea that science is intimately involved in questions of values; it is committed to standards of right and wrong, and in doing so it moves toward larger social aims. (UG)

PHI 211: African American Thought

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as REL 211. This course explores the tradition of African-American response to slavery and legalized racism. After some brief historical background, this course will focus on three particularly important moments in this tradition of resistance: the slave narratives (especially Frederick Douglass and Linda Brent), the turn of the century debates over education (especially Booker T. Washington, W.E.B. DuBois and Marcus Garvey), and the civil rights movement (especially the student movement, Martin Luther King, Malcom X, and the Black Power movement.) (UG)

PHI 213: Ethics of Sex, Drugs and Sports

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as REL 213. Designed to be offered in learning community format with BIO 200 Science and Contemporary Social Issues. The course introduces students to moral issues and questions with regard to such matters as human cloning, genetic engineering, stem cell research, euthanasia, the environment and sustainability, and the emergence of life (e.g., fetal development). (UG)

PHI 216: Ethics

3 Credit Hour(s)

This course is an introduction to contemporary moral issues. In addition to examining arguments for both sides of different ethical topics, students will learn how to evaluate the soundness of moral arguments and strengthen their analytic skills by criticizing particular arguments (UG)

PHI 225: Readings in World Culture

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as REL 225. This course is part of a learning community exploring the relationship among texts, historical contexts, and cultural conflicts. Students will study crucial moments in the modern era (i.e. slavery, the Holocaust, the Native American experience, the Cold War, and the immigrant experience) and will examine a variety of different texts (film, memoirs, novels, speeches, etc.) that reflect and comment upon these seminal historical moments and conflicts. (UG)

PHI 231: Moments of Vision

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as REL 231. Co-sponsored by the Jewish Chautauqua Society and the National Federation of Temple Brotherhoods. The objective of this course is to consider the human imagination as it gives rise to certain visions which speak to dimensions of human experience with respect to a depth otherwise lost and hidden in the everyday world. The course explores the predicaments of evil and suffering, joy and silence, to gain an understanding of the need for visions about the boundaries and depths which open within human experience. (UG)

PHI 234: Scientific and Religious Views of the World

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as REL 234. The focus of this interdisciplinary course is to engage in healthy dialogue with respect to problems and possibilities, conflicts and complementarities, differences and/or similarities of religious and scientific perspectives. (UG)

PHI 248: Selected Periods in the History of Philosophy

3 Credit Hour(s)

Selected periods in the History of Philosophy, e.g. ancient philosophy, medieval philosophy, modern philosophy, etc. (UG)

PHI 306: Eastern Philosophies

3 Credit Hour(s)

This course will explore various philosophical and religious concepts in Buddhism, Hinduism, and Taoism. Some cultural and historical background will be provided from which students can understand better how these various concepts, with their associated symbols and myths, arose. A methodology will be provided by which these concepts might be related to the spectacle of our age. (UG)

PHI 309: The Holocaust

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as REL 309. This course analyzes the variety of historical, religious, philosophical and political issues posed by the Nazi policy of systematic genocide. We will explore religious and racial anti-Semitism, the philosophy of fascism, the logic of genocide and the development and implementation of the final solution. Attention will also be paid to concentration camp life and to its effect upon the perpetrators and the survivors. (UG)

PHI 310: Nature in Human Experience

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. This course will examine the philosophical foundations of our relations with nature. It will explore the values humans find in nature, and the responsibility humans have to the natural environment. It will discuss the ethical dimensions of our relation with animals. Finally, it will study a number of contemporary environmental issues. (UG)

PHI 311: Philosophy of Mind

3 Credit Hour(s)

This course looks to an array of texts that address fundamental questions about the nature of the mind: . Can physical beings like us have free will? . How does the human mind relate to the brain? In this course, we will examine some of the ideas and answers that have been provided by some of the great philosophers, both ancient and contemporary, and we will critically evaluate the adequacy of those answers. These difficult questions and others like them will be the focus of our study in this course. (UG)

PHI 314: Philosophy of Art

3 Credit Hour(s)

Fulfills core competency: Affective Awareness; Critical Thinking; In this course we will read many of the classic works on the nature and value of the arts (including visual art, literature, and music), from the Ancients up to the mid twentieth century. We will address such questions as: What is art? How has the evolution of art forms over the course of time influenced philosophical conceptions of art? What is beauty? What distinguishes judgments of taste from purely factual judgments? Can such judgments be objective, or are they solely a matter of personal feelings? What makes a person beautiful? Are our judgments of human beauty solely the product of our evolutionary past, or do these judgments reflect cultural standards? This is a required course for Art programs. Signed off from Art and Theater. As well as PHI department. (UG)

PHI 315: Social Philosophy

3 Credit Hour(s)

An examination of some of the philosophical concepts and moral principles employed in the rational appraisal of social life. (UG)

PHI 321: Medical Ethics

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Topics to be discussed include general introduction to ethical theory, health as a value, death and dying, euthanasia, behavior control, medical care and distributive justice. (UG)

PHI 322: Philosophy of Law

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. An exploration of some of the fundamental issues in the philosophy of law. Topics discussed include: the nature of law, law and morality, issues involving freedom of speech and constitutional interpretation, equality and the law, responsibility, crime and punishment, issues in tort law. (UG)

PHI 326: Meaning of Care in a Technological Society

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as REL 326. This course will probe the complexity of the issue of human values as these relate to a humane and meaningful future for society. It is a course committed to discovering the interrelations of religious and ethical thinking with the social issues of economics, politics, science and technology. (UG)

PHI 328: Comparative Genocide

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Writing Intensive. Cross-listed as REL 328. This course will examine phenomenon of modern genocide, with particular attention to the ideological motivation of the perpetrators and to the effect upon families and individuals. After some opening theoretical reflections on the connection between modernity and genocide, the course will focus on four particular examples: American slavery, the Nazi final solution, the Khmer Rouge revolution, and the Rwanda genocide. (UG)

PHI 329: Magic and Science: Principles of Scientific Reasoning

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Writing Intensive. Scientific reasoning applies the principles of critical reasoning to the pursuit of scientific activity, which consists of description, explanation, prediction, and control of empirical real world-phenomena. This course will examine the answers to a set of philosophical questions concerning the structure and the limits of scientific explanations, the principles of research design, and research methodology (e.g., quantitative or qualitative) in natural sciences, and social sciences, the differences and similarities between natural sciences and human sciences, discrimination of science from pseudoscience, objectivity of scientific knowledge, and the place for values in science. Students will learn to identify and apply the forms of critical reasoning (e.g., inductive or deductive) to evaluate these philosophical problems pertaining to scientific activity. Prerequisite: One 100/200/300 level Philosophy course or a writing intensive course. (UG)

PHI 330: Witches, Cripples & Other Monsters

3 Credit Hour(s)

Fulfills Core Competency: Contextual Integration; Cross-listed as REL 330. This course examines the construction of disability as a historical concept with real live consequences. We will learn about the different theoretical approaches to disability (moral, medical, social, cultural, limits models), and explore issues regarding sexuality, relationships, civil rights, cultural representation, and advocacy. We will also keep in mind the intersections with other bodily and social markers, such as gender, race, sexuality, class, and nationality. Special focus will be given to the role religion, particularly Christianity (its doctrines and practices), has played in how we understand disability as a concept, and persons with disability as members (or not) of our communities. We will analyze historical and contemporary sources like art, literature, religious and medical discourses to explore how images of the normal, healthy, and beautiful are generated and contested by embodied differences. For the purposes of this course, disability will include various ways in which bodies/minds can be seen as abnormal, including physical and cognitive disabilities as well as chronic illness and emotional/mental difference. (UG)

PHI 333: Religions in the World Sequence 1: Asian Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as REL 333. This course provides an introduction to select major religious traditions originating in what is today called India and China: Hinduism, Buddhism, Sikhism, and Confucianism (if time allows, Daoism). We will consider basic components (teachings, practices) and historical developments in each tradition, including changes brought about by cultural interactions such as colonization and contemporary manifestations and issues. Offered regularly, in sequence with other Religions in the World courses. (UG)

PHI 334: Religions in the World Sequence 2: Monotheistic Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as REL 334. This course will help the student distinguish between and appreciate the specific select religious and spiritual approaches covered in this course. This sequence will cover monotheistic religions with an emphasis on the so-called Abrahamic traditions (Judaism, Christianity, and Islam), as well as Mormonism. Origins, historical developments, rituals and practices, and modern lived expression (globally and in the US context) will be discussed. Offered regularly, in sequence with other Religions in the World courses. (UG)

PHI 335: Religions in the World Sequence 3: Indigenous and New Age Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as REL 335. This course will help the student distinguish between and appreciate the specific select religious and spiritual approaches covered in this course. This sequence will cover indigenous and so-called New Age traditions: North American traditions, African traditions, Paganism, and select others (e.g. Aboriginal Australian tradition) as time allows. Origins, historical developments, rituals and practices, the religious situation of indigenous people in the postcolonial world, and issues/conflicts arising out of contemporary socio-political contexts will be discussed. (UG)

PHI 336: Sex, Love and God

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as REL 336 or WST 336. This course is about human sexuality and religion, specifically, how religious people have read and interpreted biblical texts and traditions in relation to sex, human sexuality, and expressions of love. Students are encouraged to investigate how their own religious beliefs inform their bodily lives and attitudes regarding sexual, romantic, and erotic expressions. The main focus of this course is concerned with Christianity, though depending on student interest, Jewish and Muslim interpretations may be covered briefly as well. Students will learn about concepts of the human body and related concerns of sexuality in ancient and medieval times, and investigate religious perspectives and prescriptions as they relate to specific understandings. Students will distinguish between historical ideas of erotic love and the modern construction of heterosexuality and homosexuality. The politicization of sexuality by religious groups and the use of religious ideas about sexuality by secular groups will be discussed. (UG)

Religious Studies

REL 105: God and Violence

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course explores the nature of the three Western monotheistic religions of the Book (Judaism, Christianity, and Islam) and seeks to understand the way that these religions both encourage and discourage inter-communal violence. The course focuses upon the way that holiness and holy spaces function within the foundational texts and practices of each religion. Includes exploration of the role that the holy places in Jerusalem and Saudi Arabia have played in conflicts between Jews and Christians, between Muslims and Jews, and between Islam and the United States. (UG)

REL 109: Contemporary Religious Thought

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. An examination of the different approaches to religious thinking. The content and methodological assumptions of various schools of religious inquiry. (UG)

REL 114: Culture and Story

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course, which compliments and will be in continued dialogue with THA 119 Theatre, Madness and Power, examines the role that ancient religious belief plays in establishing and maintaining categories that have been essential to modern life: purity, holiness, morality, sexuality, and honor. We will then look at how modern life maintains, redefines and transgresses these fundamental categories. For the first part of the course, which deals with antiquity, we will primarily employ the Bible, which will be put in dialogue with the plays of Sophocles and Shakespeare. The modern part of the course will explore the relevant issues with the help of both historical events and secular and religious writers. (UG)

REL 203: The Question of the Human

3 Credit Hour(s)

Fulfills core competency: Affective Awareness Cross-listed as PHI 203. In order to explore the dignity and worth of the human, the course examines the relationship between the individual and community. Through a series of readings and reflections, the attempt is made to expose the inter-relatedness of various thinkers from the liberal arts tradition. (UG)

REL 211: African American Thought

3 Credit Hour(s)

Fulfills core requirement: Moral and Ethical Discernment. Cross-listed as PHI 211. This course explores the tradition of African-American response to slavery and legalized racism. After some brief historical background, this course will focus on three particularly important moments in this tradition of resistance: the slave narratives (especially Frederick Douglass and Linda Brent), the turn of the century debates over education (especially Booker T. Washington, W.E.B. DuBois and Marcus Garvey), and the civil rights movement (especially the student movement, Martin Luther King, Malcom X, and the Black Power movement). (UG)

REL 213: Ethics of Sex, Drugs and Sports

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as PHI 213. Designed to be offered in learning community format with BIO 200 Science and Contemporary Social Issues. The course introduces students to moral issues and questions with regard to such matters as human cloning, genetic engineering, stem cell research, euthanasia, the environment and sustainability, and the emergence of life (e.g., fetal development). (UG)

REL 225: Readings in World Culture

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 225. This course is part of a learning community exploring the relationship among texts, historical contexts, and cultural conflicts. Students will study crucial moments in the modern era (i.e. slavery, the Holocaust, the Native American experience, the Cold War, and the immigrant experience) and will examine a variety of different texts (film, memoirs, novels, speeches, etc.) that reflect and comment upon these seminal historical moments and conflicts. (UG)

REL 234: Scientific & Religious Views of the World

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 234. The focus of this interdisciplinary course is to engage in healthy dialogue with respect to problems and possibilities, conflicts and complementarities, differences and/or similarities of religious and scientific perspectives. (UG)

REL 241: Introduction to Islam

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. With 1.5 billion adherents, Islam is the second largest religion in the world and in the United States today. It is also the fastest growing religion of our time. One out of every five people is a Muslim. As we study Islam, we will be examining a religion that dominated and shaped world history for many centuries. This course will provide an outline of the history of Islam and the impact of Islamic belief and culture on the world's social and political development, as well as an introductory survey of the fundamental tenets and practices of the last religion in the Semitic tradition. Attention will also be given to contemporary Islam and to the modern interpretation of the Islamic tradition. The course will be divided into three parts: the first will focus upon the history of Islam; the second will examine Islamic faith, sources of authority, and practice; and the third will explore contemporary Islam. No prior knowledge is assumed. (UG)

REL 309: The Holocaust

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as PHI 309. This course analyzes the variety of historical, religious, philosophical and political issues posed by the Nazi policy of systematic genocide. We will explore religious and racial anti-Semitism, the philosophy of fascism, the logic of genocide and the development and implementation of the final solution. Attention will also be paid to concentration camp life and to its effect upon the perpetrators and the survivors. (UG)

REL 313: Religious Values and Contemporary Moral Problems

3 Credit Hour(s)

The interaction between religious values and contemporary moral concerns. A discussion of selected ethical topics and perspective, nature of religious ethics and the meaning of religious values for modern society. (UG)

REL 316: Gospels Scholarship: Assessing the Field

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Writing Intensive. This course will examine recent trends within New Testament scholarship, with particular attention to recent scholarship on the Gospels. The course will focus on three large sets of topics: methodological questions (what is the best approach to reading the Gospels?), ideological questions (what is the place of gender and social status in the analysis of the Gospels?), and historical questions (what is the relationship between the Gospels and their historical environment?). In particular, the course will focus on the following topics: historical reconstructions of the situation in Palestine during and immediately following the life of Jesus; feminist readings of the Gospel; Christian conflicts with Judaism; the relationship between early Christianity and the Roman empire; and the interrelationship between the Gospels. Students will be asked to read and evaluate the recent forms of criticism and to draw their own conclusions on how best to approach the text. (UG)

REL 322: The Gospels

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. After locating the Gospels in the complex and diverse world of first century Judaism, we will examine the four New Testament Gospels as well as other, non-canonical Gospels (The Coptic Gospel of Thomas, The Sayings Source). Particular attention will be paid to the distinctive structure, characterization, themes, rhetoric and theology of each Gospel. (UG)

REL 328: Comparative Genocide

3 Credit Hour(s)

Fulfills core competency: Moral and Ethical Discernment. Writing Intensive. Cross-listed as PHI 328. This course will examine phenomenon of modern genocide, with particular attention to the ideological motivation of the perpetrators and to the effect upon families and individuals. After some opening theoretical reflections on the connection between modernity and genocide, the course will focus on four particular examples: American slavery, the Nazi final solution, the Khmer Rouge revolution, and the Rwanda genocide. (UG)

REL 330: Witches, Cripples & Other Monsters

3 Credit Hour(s)

Fulfills Core Competency: Contextual Integration; Cross-listed as PHI 330. This course examines the construction of disability as a historical concept with real live consequences. We will learn about the different theoretical approaches to disability (moral, medical, social, cultural, limits models), and explore issues regarding sexuality, relationships, civil rights, cultural representation, and advocacy. We will also keep in mind the intersections with other bodily and social markers, such as gender, race, sexuality, class, and nationality. Special focus will be given to the role religion, particularly Christianity (its doctrines and practices), has played in how we understand disability as a concept, and persons with disability as members (or not) of our communities. We will analyze historical and contemporary sources like art, literature, religious and medical discourses to explore how images of the normal, healthy, and beautiful are generated and contested by embodied differences. For the purposes of this course, disability will include various ways in which bodies/minds can be seen as abnormal, including physical and cognitive disabilities as well as chronic illness and emotional/mental difference. (UG)

REL 331: Reading List

2 Credit Hour(s)

Seminar provides a discussion of literature in the discipline. (UG)

REL 332: Reading List

2 Credit Hour(s)

Seminar provides a discussion of literature in the discipline. (UG)

REL 333: Religions in the World Sequence 1: Asian Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as PHI 333. This course provides an introduction to select major religious traditions originating in what is today called India and China: Hinduism, Buddhism, Sikhism, and Confucianism (if time allows, Daoism). We will consider basic components (teachings, practices) and historical developments in each tradition, including changes brought about by cultural interactions such as colonization and contemporary manifestations and issues. Offered regularly, in sequence with other Religions in the World courses. (UG)

REL 334: Religions in the World Sequence 2: Monotheistic Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as PHI 334. This course will help the student distinguish between and appreciate the specific select religious and spiritual approaches covered in this course. This sequence will cover monotheistic religions with an emphasis on the so-called Abrahamic traditions (Judaism, Christianity, and Islam), as well as Mormonism. Origins, historical developments, rituals and practices, and modern lived expression (globally and in the US context) will be discussed. Offered regularly, in sequence with other Religions in the World courses. (UG)

REL 335: Religions in the World Sequence 3: Indigenous and New Age Traditions

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as PHI 335. This course will help the student distinguish between and appreciate the specific select religious and spiritual approaches covered in this course. This sequence will cover indigenous and so-called New Age traditions: North American traditions, African traditions, Paganism, and select others (e.g. Aboriginal Australian tradition) as time allows. Origins, historical developments, rituals and practices, the religious situation of indigenous people in the postcolonial world, and issues/conflicts arising out of contemporary socio-political contexts will be discussed (UG)

REL 336: Sex, Love and God

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as PHI 336 or WST 336. This course is about human sexuality and religion, specifically, how religious people have read and interpreted biblical texts and traditions in relation to sex, human sexuality, and expressions of love. Students are encouraged to investigate how their own religious beliefs inform their bodily lives and attitudes regarding sexual, romantic, and erotic expressions. The main focus of this course is concerned with Christianity, though depending on student interest, Jewish and Muslim interpretations may be covered briefly as well. Students will learn about concepts of the human body and related concerns of sexuality in ancient and medieval times, and investigate religious perspectives and prescriptions as they relate to specific understandings. Students will distinguish between historical ideas of erotic love and the modern construction of heterosexuality and homosexuality. The politicization of sexuality by religious groups and the use of religious ideas about sexuality by secular groups will be discussed. (UG)

REL 443: Proseminar

3 Credit Hour(s)

Fulfills core competencies: Communication Skills; Information Literacy. Research & Presentation; Writing Intensive. Introduction to research through an individual project. Required of all seniors. (UG)

PHYSICAL THERAPY

Contact Information

phone: (716) 839-8345

daemen.edu/physicaltherapy

Chair

Greg Ford PT DPT PhD OCS

(716) 839-8547

Degrees Offered

- Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS/DPT)
- Direct-entry Doctor of Physical Therapy (DPT)

All students entering Daemen College intending to pursue studies leading to a Physical Therapy degree matriculate into the professional DPT Physical Therapy curriculum and abide by the associated admissions requirements described in the DPT program plan. BS/DPT students will complete requirements for a Bachelor of Science degree in Natural Science by the end of their fourth academic year (first year professional phase); at the end of the sixth academic year (third year professional phase) students will graduate with the Doctor of Physical Therapy degree.

Daemen College reserves the right to make changes to the Physical Therapy curriculum, professional program entrance criteria, and/or professional program and graduation requirements. All enrolled students must meet all requirements if changed or amended by Daemen College.

Physical Therapy Program

Mission Statement

The Physical Therapy Department at Daemen College will prepare students to become knowledgeable, skilled, and

reflective physical therapists who are committed to serving the healthcare needs of a diverse society and to lifelong professional growth. This maturation will occur through contemporary physical therapy professional courses grounded in the humanities, and natural and social science curriculum.

Physical Therapy Program

Philosophy

The Physical Therapy Program at Daemen College supports the Mission and Goals of the College, with the ultimate purpose of developing well educated individuals with critical thinking and creative problem solving skills necessary to assume roles of responsibility as clinician, consultant, educator, and administrator in improving the quality of life for all individuals.

Our philosophy emerges from the following values that are embraced by all departmental faculty. These values drive the design, implementation, and ongoing assessment of our curriculum:

- The APTA Code of Ethics and APTA Standards of Practice guide interactions of students and faculty.
- Doctor of Physical Therapy education develops the foundation for life-long personal and professional development through active pursuit of knowledge.
- Teaching and learning is a collaborative and dynamic process between faculty and students that requires passion, commitment, creativity, and ongoing assessment and self-reflection.
- Learning experiences are deliberately structured to advance the development of affective, cognitive, and psychomotor skills of the student and varied in consideration of student learning styles.
- Effective learning occurs inside and outside of the classroom in the context of professional, community, and service-oriented activities.
- The use of best evidence drives the delivery of physical therapy services. It is the responsibility of faculty and students to engage in research that will contribute to the current knowledge base to promote effective and efficient clinical practice.

- Physical therapists are instrumental in optimizing function and participation of individuals through contemporary intervention and health promotion, prevention, fitness, and wellness to meet the changing health care needs of society.
- Advancement of the physical therapy profession is the civic responsibility of faculty and students demonstrated through continued competency, service-oriented practice, advocacy, scholarship, teaching, and administration.
- Service to the college and community is the responsibility of both students and faculty.

Physical Therapy Program Goals

Our program Mission and Philosophy, in combination with the Mission and Goals of Daemen College and the following professional documents, have guided the construction, implementation, and ongoing assessment of our Doctor of Physical Therapy Program.

APTA Standards of Practice for Physical Therapy
Standards and Required Elements for Accreditation of PT
Education Programs

The Guide to Physical Therapist Practice

Professionalism in Physical Therapy: Core Values

APTA Code of Ethics for the Physical Therapist

APTA Guide for Professional Conduct

APTA Minimum Required Skills of Physical Therapist
Graduates at Entry Level

APTA Vision Statement for the Physical Therapy Profession
and Guiding Principles to Achieve the Vision

International Classification of Functioning, Disability and
Health (ICF)

Nagi Model of Disablement

Domains of Learning

Clinical Practice Guidelines of APTA Sections

APTA Clinical Performance Instrument

Blueprint for Teaching Cultural Competence in Physical
Therapy Education

Outcome Assessment in Physical Therapy Education

A Normative Model of Physical Therapist Professional
Education: Version 2004

In order to achieve the Mission of the Daemen College Physical Therapy Program, the faculty and students engage in an active educational process with a variety of learning experiences and collaborate in scholarly and service activities within a curriculum that is designed so that upon completion of the Program, graduates will have achieved the following Goals.

UPON COMPLETION OF THE DAEMEN COLLEGE DPT PROGRAM THE GRADUATE WILL BE ABLE TO:

1. demonstrate a thorough knowledge of the foundational sciences related to normal and abnormal human structure, function and response to injury and disease and apply this information to the understanding of the clinical sciences.
 1. evaluate the basic science foundations of clinical sciences relating to medical and surgical conditions frequently seen by physical therapists.
 2. judge the validity of the basic science foundations of proposed patient/client management theories and approaches.
2. demonstrate cultural competence while effectively communicating through written, verbal and non-verbal means with patients/clients and their families/caregivers, professional colleagues, payers, policy makers, and the general public.
 1. demonstrate verbal and non-verbal communication appropriate to a specific audience and intended impact of the discourse.
 2. demonstrate concise and accurate professional written communication necessary for patient/client care, administration, and community service roles.
3. apply educational concepts of learning theories in designing, implementing, evaluating and modifying learning experiences based on the needs of the audience.
 1. describe the importance of instructional design and apply knowledge of the teaching and learning process and associated techniques in the practice of physical therapy.
 2. demonstrate cultural competence in the application of educational concepts when designing and

- implementing intervention, and health and wellness prevention programs to patients or clients.
3. evaluate the appropriateness and effectiveness of strategies used in clinical practice.
 4. use the principles of scientific method and demonstrate sound problem-solving and critical thinking skills in the process of patient/client examination and evaluation in order to determine diagnosis, prognosis and selection of the most appropriate intervention across different patient populations and practice settings.
 1. using current best evidence, select and administer appropriate, valid and reliable examination tests and measures of impairments, functional limitations and disabilities.
 2. evaluate examination data to generate an accurate and defensible physical therapy diagnosis and individualized patient prognosis.
 3. establish and administer an appropriate plan of care and discuss the evidence based rationale for the selection of the intervention parameters.
 4. recognize their limits related to knowledge or scope of practice in determining the need for further examination or consultation by a physical therapist or for referral to another health care professional.
 5. consistently apply sound measurement principles to validly and reliably measure patient/client performance, response to therapeutic intervention, and outcomes assessment across practice settings.
 1. utilize a systematic approach to evaluating patient response to specific interventions.
 2. select and administer appropriate, valid, and reliable performance based or self-report functional outcome measures to evaluate current status and progress toward specific patient centered goals and outcomes.
 3. evaluate the goals and outcomes of physical therapy interventions.
 6. function safely, effectively, and efficiently as an autonomous practitioner, as well as in collaboration with other health care providers, while providing patient/client centered physical therapy services in accordance with the APTA Code of Ethics and the State Practice Law.
 1. render independent judgments concerning patient/client needs and plans of care for individuals throughout their life span who have impairments, functional limitations, and disabilities to promote quality of life.
 2. describe the Physical Therapist's role as a member of the health care team, work collaboratively with other members of the team, and participate in peer assessment.
 3. describe and function within the legal and ethical boundaries involved in the practice of physical therapy.
 4. demonstrate cultural competence when engaged in the practice of physical therapy.
 5. demonstrate altruism, compassion, caring, empathy, integrity, and effective behaviors for recognizing and resolving conflicts, in the context of physical therapist practice.
 7. provide physical therapy services for screening, prevention, health promotion, fitness and wellness to promote health and quality of life.
 1. perform appropriate screening procedures to determine need for primary, secondary and tertiary prevention.
 2. apply contemporary theory related to health behavior and current best evidence in designing and implementing educational materials and experiences to promote general health, wellness, participation, and prevent disease, impairment, functional limitation or disability within the scope of physical therapy practice.
 8. exhibit leadership skills in the management and administration of physical therapy services in a variety of settings as part of professional physical therapy practice.
 1. discuss the complex interaction of social, economic, and political variables involved in health care practice management.
 2. recognize the importance of assuring excellence of care and of monitoring effectiveness, efficiency and quality of care.
 3. effectively manage human resources to meet the patient's/client's goals and expected outcomes, and evaluate methods to increase staff productivity and satisfaction in a variety of health care settings without sacrificing quality of care.
 4. participate in financial management and activities related to the marketing and public relations of practice.

5. manage and administer health care services in accordance with legal and regulatory requirements.
9. value the importance of continued personal and professional growth through lifelong learning.
 1. recognize the professional program as an entry-level curriculum designed to provide the foundation for autonomous physical therapy practice.
 2. express the importance of participation in professional continuing education throughout one's professional career in order to assure continued competence, adaptation to the dynamic health care environment, and advancement of the profession.
 3. describe the importance of accountability in physical therapy practice and in personal and professional growth as an independent learner.
10. value the importance of promoting the profession of Physical Therapy through contribution to research,

participation in professional organizations and advocating for physical therapists as autonomous practitioners of choice in this dynamic health care environment.

1. design, conduct, and disseminate the results of research related to the field of physical therapy.
2. recognize the importance of professional organizations and articulate their roles and functions and the need for participation.
3. participate in service-oriented activities which promote knowledge of the doctoring profession of physical therapy.
4. act as an advocate for the physical therapy profession, and the patients we serve, to other providers, payers, political leaders, and other members of the community.

BACHELOR OF SCIENCE IN NATURAL SCIENCE/DOCTOR OF PHYSICAL THERAPY

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Requirements for the BS Portion of the BS, NS/DPT Curriculum

1. MAJOR: SCIENCES AND PHYSICAL THERAPY: 66 CREDITS

- BCH317 Bio-Organic Chemistry Lecture (3)
- BIO109/L-110/L General Biology I-II (3/1; 3/1) — CT
- BIO330/L-340/L General Anatomy; General Physiology (4/0; 4/0)
- CHE110/L-111/L Chemistry I-II (4/0; 4/0)
- PHY201/L-202/L Physics I-II (3/1; 3/1)
- PT101-201 Freshman/Sophomore Seminar in Physical Therapy (1/1)
- PT312 Principles of Teaching and Learning (3) — ILIT. **NOTE:** IN COMBINATION WITH CMP315 = RP

- PT504/L-505/L Clinical Functional Anatomy I & II (3/0; 2/0)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/0; 2/0)
- PT508/L Physiology of Exercise (3/0)
- PT517 Clinical Medicine I (3)
- PT541/L Neurobiology I (4/0)
- PT551 Integrative Seminar in Physical Therapy I-II (0/0)
- Natural & Health Science Electives: **Select 6 credits from the listing below.**

2. CORE: 45 CREDITS

1. CMP101 English Composition (3) — CS; ILIT; WI
2. CMP315 Advanced Composition for Health Professionals (3) — CS; ILIT; UD; WI. **NOTE:** IN COMBINATION WITH PT312 =RP
3. IND101 Sustainable & Critical Relationships (3)
4. MTH134 Pre-Calculus (3) — CT; QL
5. PSY103 Introduction to Psychological Science (3) — CI
6. **Humanities & Social Sciences:** 12 credits: 6 credits in each of 2 areas of the Humanities and Social Sciences (See below for details.)
The 12 credits in Humanities and Social Sciences count as core only if they have a competency. If course does not have competency, it will fulfill the particular requirement but will count under Free Electives **AND** an equal number of credits in Core Electives must be taken for each course which does not have a competency.
7. **Core Electives:** 18 credits: **Recommended:** NSC310 Biostatistics (3) – CT.

3. FREE ELECTIVES: 9 CREDITS:

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in science courses.

NOTE: CORE ELECTIVES AND FREE ELECTIVES

Some courses have overlapping content and therefore credit for only one course in each of the following pairs may be counted as a required or elective health science course: HPR301 and PT508; HPR317 and PT504 and/or PT505; HPR317 and PT506 and/or PT507; HPR320 AND PT517.

GRADUATE SCHOOL TRACK CURRICULUM

Students preparing for graduate school in the traditional sciences, medicine or dentistry substitute CHE301/L and 302/L Organic Chemistry I-II lecture and lab for BCH317 Bio-Organic Chemistry (lecture). Consideration may also be given to MTH144 Calculus and Analytic Geometry I and substitution of PHY151/L-152/L General Physics I-II lecture and lab for PHY201/L-202/L Physics I-II lecture and lab.

TOTAL REQUIREMENTS FOR THE BS PORTION OF THE CURRICULUM = 120 CREDITS

Requirements for the DPT Portion of the BS, NS/DPT Curriculum

NOTE: Some courses will be taken concurrently with BS studies.

MAJOR: 83 CREDITS

- PT501 Applied Biostatistics (3)
- PT509/L Principles & Applications of Physical Agents (4/0)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/0; 5/0)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT521/L Prosthetics & Orthotics (2/0)

- PT530 Psychosocial Aspects of Health and Disability (3)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (3/0)
- PT542/L Neurobiology II (4/0)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (5/0; 5/0)
- PT546-549 Clinical Medicine II-III (3/2)
- PT548 Integumentary Care (3)
- PT551 Integrative Seminar in Physical Therapy III-IV (0)
- PT651 Integrative Seminar in Physical Therapy V (0)
- PT553 Introduction to Clinical Research Design (1)
- PT554-555 Clinical Research I-II (2/2)
- PT563-564-565-566-567 Clinical Exposure I-V (1/1/1/1/1)
- PT575 Pre-Clinical Seminar (1)
- PT577-582-680-690 Clinical Internship I-II-III-IV (3/3/4/4)
- PT600 Clinical Problem Solving in Neuromuscular Rehabilitation (2)
- PT606/L Rehabilitation of the Patient with Spinal Cord Injury (1)
- PT610 Management & Administrative Issues in Physical Therapy (4)
- PT612 Prevention, Health Promotion, Fitness & Wellness (2)

TOTAL REQUIREMENTS FOR THE DPT PORTION OF THE CURRICULUM = 85 CREDITS

TOTAL PROGRAM REQUIREMENTS: BS (120); DPT (85) = 205 CREDITS

Natural Science or Health Science Electives

Select from the following courses. A minimum grade of C is required. Note that some courses have prerequisites (consult

course descriptions in the Daemen catalogue or the schedule of course offerings which is accessible on the Daemen web site).

- BCH313/L General Biochemistry (3/1)
- BIO247/347/447 Selected Topics (3-4)
- BIO302/L General Ecology (3/1)
- BIO303/L Plant Biology (4/0)
- BIO/SUST304 Conservation Biology (3) – CI; CR; ME; WI
- BIO308/L Genetics (3/1)
- BIO315/L General Microbiology (3/1)
- BIO322/L Invertebrate Biology (4/0)
- BIO323/L Animal Biology (4/0)
- BIO324/L Vertebrate Biology (4/0)
- BIO325 Cell Biology (3)
- BIO333/L Developmental Biology (4/0)
- BIO335/L Animal Behavior (4/0)
- BIO417 Immunology (3)
- BIO436/L Evolutionary Biology (4/0)
- BIO/BCH440/L Molecular Biology (3/1)
- CHE301/L Organic Chemistry I (3/1)
- CHE302/L Organic Chemistry II (3/1)
- CHE303/L Introduction to Physical Chemistry (4/0)
- CHE304/L Advanced Topics in Physical Chemistry (4/0)
- CHE311/L Contemporary Chemical Analysis (4/0)
- CHE312/L Modern Instrumental Analysis (4/0)
- CHE447 Selected Topics (3-4)
- ENS205 Planet Earth I: Physical Features (3)
- ENS206 Planet Earth II: Geographical Features (3)
- ENS/NSC303 Environmental Toxicology (3) – CT
- ENS304/L Environmental Chemistry (3/1)
- NSC310 Biostatistics (3)) — CT
- NSC331 Natural Science Literature Survey (2)
- NSC342 Biomaterials (3)
- NSC4__ Natural Science Research Problems (3)
- NSC443 Natural Science Research Seminar (2)
- PAS511 Clinical Microbiology/Immunology (3)

Humanities and Social Science Requirements

In order to ensure sufficient breadth and depth of understanding of a liberal arts education, students will complete a minimum of

6 credits of studies in at least two areas in humanities and social sciences in addition to composition studies. Therefore, a student must complete 4 courses (12 credits) total in Humanities/Social Sciences: 2 courses taken in one designated area of Humanities/Social Sciences, and 2 courses taken in another designated area in Humanities/Social Sciences (Example: 2 courses taken in History [HST], and 2 courses taken in Psychology [PSY]). Humanities/Social Science course designations are: Economics (ECO); Fine Arts (Art [ART], Theater [THA]); Foreign Languages (Chinese [CHI], French [FRE], Italian [ITA], Spanish [SPA]); History (HST); Humanities; Literature (LIT); Music (MUS); Philosophy (PHI); Political Science (PSC); Psychology (PSY); Religious Studies (REL); Sociology (SOC).

Program Structure

1. This program leads to multiple degrees. Degrees are conferred separately: the BS upon completion of all baccalaureate requirements; the DPT upon completion of the entire BS and DPT requirements.
2. The Biology minor is earned as part of the BS, Natural Science major, Health Science specialization.
3. Prior to the start of the Professional phase (Year 4) of the program, all course work referenced in the first 3 years must be completed in full.

Admission Requirements

Applicants for admission to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) program who are currently enrolled in high school should apply directly to the Daemen College Office of Admissions. You may apply online at <https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=DAEMEN-U>. First-year applicants are required to have three years of high school science (including chemistry,) with three years of high school mathematics (including trigonometry) recommended. The Admissions Committee will also consider standardized test scores, high school GPA, transcripts (including grade performance and rigor of courses selected), extracurricular activities, class rank, and counselor or teacher recommendations.


Transfer applicants for admission to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) program at the pre-professional phase should apply directly to the Daemen College Office of Admissions. You may apply online at <https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=DAEMEN-U>. The Admissions Committee will consider overall GPA and science GPA in previous college course credits to be transferred, standardized test scores, and all required application materials and required documents.

Requirements for Progression to the Professional Phase of the Program

For Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) first-year entry and pre-professional phase transfer students, a complete description of all policies and procedures for progression to the professional phase of the program is provided upon admission and is available at

Department of Physical Therapy  [Criteria For Progression To The Professional Physical Therapy Program](#).

Students accepted to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) program as first-year students are guaranteed admission to the professional phase of the program provided they achieve the requirements


detailed in the Department of Physical Therapy  [Criteria For Progression To The Professional Physical Therapy Program](#).

First-year enrolled students pursuing a change of major to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) and pre-professional phase transfer students accepted to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) or pursuing a change of major to the Bachelor of Science in Natural Science/Doctor of Physical Therapy (BS, NS/DPT) will be

accepted to the professional phase of the program based upon achievement of the requirements detailed in the Department of

Physical Therapy  [Criteria For Progression To The Professional Physical Therapy Program](#) and based on space availability.

NOTE

All new incoming students: please see  [Criteria For Progression To The Professional Physical Therapy Program](#). The criteria are available online or upon request from the Physical Therapy departmental office.

Requirements for Continuance in the Professional Phase of the Program

Detailed information on minimum grade requirements and other requirements to maintain good academic standing in the professional program is available from the Physical Therapy Department. A minimum grade of C or Pass (for courses graded Pass/Fail) in all courses and a minimum 3.0 GPA in each semester of the curriculum is required in the professional program.

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Physical Therapy Department.

Suggested Course Sequence

Access the suggested course sequence for the [BS/DPT, Natural Science-Health Science specialization/Physical Therapy](#), from

the Physical Therapy Department web page or the Program Plans site on the Registrar's webpage.

DIRECT-ENTRY DOCTOR OF PHYSICAL THERAPY

Prerequisite Studies

Depending upon academic background, students may be required to complete additional studies as prerequisite to required courses. Prerequisite studies follow:

- BCH317 Bio-Organic Chemistry Lecture (3)
- BIO109/L-110/L General Biology I-II (3/1; 3/1)
- BIO330/L-340/L General Anatomy; General Physiology (4/0; 4/0)
- CHE110/L-111/L Chemistry I-II (4/0; 4/0)
- CMP315 Advanced Composition for Health Professionals (3)
- MTH134 Pre-Calculus (3)
- PHY201/L-202/L Physics I-II (3/1; 3/1)
- PSY: 3 credits in Psychology studies
- PT101-201 Freshman/Sophomore Seminars in Physical Therapy (1/1)
- PT312 Principles of Teaching and Learning (3)

MAJOR: SCIENCES AND PHYSICAL THERAPY: 105 CREDITS:

- PT501 Applied Biostatistics (3)
- PT504/L-505/L Clinical Functional Anatomy I & II (3/0; 2/0)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/0; 2/0)
- PT508/L Physiology of Exercise (3/0)
- PT509/L Principles & Applications of Physical Agents (4/0)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/0; 5/0)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT517 Clinical Medicine I (3)

- PT521/L Prosthetics & Orthotics (2/0)
- PT530 Psychosocial Aspects of Health and Disability (3)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (3/0)
- PT541/L 542/L Neurobiology I-II (4/0; 4/0)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (5/0; 5/0)
- PT546-549 Clinical Medicine II-III (3/2)
- PT548 Integumentary Care (3)
- PT551 Integrative Seminar in Physical Therapy I-II-III-IV (0)
- PT651 Integrative Seminar in Physical Therapy V (0)
- PT553 Introduction to Clinical Research Design (1)
- PT554-555 Clinical Research I-II (2/2)
- PT563-564-565-566-567 Clinical Exposure I-V (1/1/1/1/1)
- PT575 Pre-Clinical Seminar (1)
- PT577-582-680-690 Clinical Internship I-II-III-IV (3/3/4/4)
- PT600 Clinical Problem Solving in Neuromuscular Rehabilitation (2)
- PT606/L Rehabilitation of the Patient with Spinal Cord Injury (1/0)
- PT610 Management & Administrative Issues in Physical Therapy (4)
- PT612 Prevention, Health Promotion, Fitness & Wellness (2)

Admission Requirements

Students with an earned baccalaureate degree (BS/BA) in a related field with minimum overall and science GPAs of 2.8 may apply to enter directly into the professional phase of the entry-level Doctor of Physical Therapy (DPT) program. You may apply online at <http://www.daemen.edu/admissions/next-steps/apply-now>.

Direct-entry students will be accepted to the professional phase of the program based on their educational background, academic excellence, completion of all other requirements/recommendations, and space availability.

Degree and credit analysis for direct-entry students is completed by the Graduate Admissions Office and Physical Therapy Department Chair.

Direct-entry students must have successfully completed (C or better) all coursework listed below, earning minimum overall and science GPAs of 2.8 to be eligible for consideration for entry into the professional phase of the program.

- 8 credits Biology (with lab)
- 8 credits Chemistry (with lab)
- 3 credits Bio-organic Chemistry lecture (Organic Chemistry or Biochemistry may be substituted)
- 8 credits Physics (with lab)
- 4 credits Anatomy (with lab)
- 4 credits Physiology (with lab)
- 3 credits Pre-Calculus (minimum requirement)
- 3 credits Psychology
- CMP 315 Advanced Composition for Health Professionals * +
- PT 101 and PT 201 Freshman and Sophomore Seminars in Physical Therapy *
- PT 312 Principles of Teaching and Learning *

* may be satisfied through demonstrated proficiency, CLLE or other documentation of previous equivalent coursework

+ 200 level or higher English Composition including medical terminology and documentation formats.

Official transcripts from all colleges attended are required. International students should have transcripts evaluated by World Educational Services www.wes.org or Joseph Silny & Associates, Inc. www.jsilny.com. Course by course evaluation is required.

Applicants must consult with the Graduate Admissions Office for all other requirements/recommendations including letter of intent, field work, references, and resume.

Requirements for Continuance in the Professional Phase of the Program

Detailed information on minimum grade requirements and other requirements to maintain good academic standing in the professional program is available from the Physical Therapy Department. A minimum grade of C or Pass (for courses graded Pass/Fail) in all courses and a minimum 3.0 GPA in each semester of the curriculum are required in the professional program.

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Physical Therapy Department.

Suggested Course Sequence

Access the suggested course sequence for the [DPT, Direct Entry](#), from the Physical Therapy Department web page or the Program Plans site on the Registrar's web page.

Physical Therapy

PT 101: Freshman Seminar in Physical Therapy

1 Credit Hour(s)

This course is the first in the sequence of two courses designed to introduce students to the physical therapy profession and to the professional phase of the physical therapy curriculum. Students will be introduced to the history of the physical therapy profession, scope of practice, professional organizations, roles of other health care professionals, and the importance of scientific research and its link to the concept of evidence-based practice. Concepts related to managed care and the changing healthcare environment will be explored as they relate to the health care professional and consumer. Additionally, issues of contemporary practice will be discussed and debated. Prerequisite: PT Freshman status or permission of PT pre-professional phase coordinator, Dr. Held. (UG)

PT 201: Sophomore Seminar in Physical Therapy

1 Credit Hour(s)

This course is the second in a sequence of two courses designed to introduce students to the professional phase of the physical therapy curriculum and the profession. Topics will include principles of therapeutic communication, ethics and core values, sociocultural issues and cultural fluency in health care delivery, issues in professional continuing education in a dynamic profession, computer literacy in physical therapy, and an introduction to medical terminology and documentation formats in physical therapy. The relationship between course objectives and the Daemen College Core Competency most closely associated with them is also identified. Prerequisite: PT Sophomore status, PT 101 or permission of PT pre-professional phase coordinator, Dr. Held. (UG)

PT 312: Principles of Teaching and Learning

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Together with CMP 315, Advanced Composition for Health Professionals, combination of both courses meets Research & Presentation requirement. This course will focus on the principles of teaching and learning relevant to the role of the physical therapist as an educator addressing the changing needs of the learner across the lifespan. We will begin with an exploration of the role of education in health care including its historical evolution, and associated ethical, legal, and economic issues. Topics will include theoretical models of adult learning styles, adult learning theories, cognitive development, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. As the course progresses, we will explore characteristics of the learner including assessment of the learner's needs across the lifespan, and contextual factors that influence the process of learning including adherence, empowerment, and motivation. Cross-cultural issues broadly defined, that affect the teaching and learning process will be discussed including access to healthcare, age, culture, disability, family, gender, poverty, religion, and socio-economic status. Throughout this, course students will formally and informally present content to their peers affording the opportunity for application of course content, practice, and feedback. The final course presentation is evidence-based and draws on work completed in CMP 315 and fulfills the presentation component of the core requirement for Research and Presentation within the Physical Therapy curriculum. Prerequisites: PT junior status, PT 101 and PT 201 or permission of pre-professional phase coordinator, Dr. Held. Together with CMP 315, fulfills the Research and Presentation requirement. (UG)

PT 501: Applied Biostatistics

3 Credit Hour(s)

Students will develop an understanding of the principles and applications of parametric and nonparametric statistics, particularly with respect to applications in physical therapy. Topics will include: probability, scales of measurement, reliability and validity, sampling techniques, experimental design and hypothesis development (statistical inference), descriptive statistics, parametric and nonparametric tests of significance, correlation, and regression. Selection of appropriate statistical procedures will be presented with reference to principles of experimental design presented in PT 553 Introduction to Clinical Research Design. Students will use both calculators and computer software (SPSS, Excel) for analyzing data and developing graphic representations. Prerequisites: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 504: Clinical Functional Anatomy I

3 Credit Hour(s)

This course will build upon the fundamental embryology, histology, and gross anatomical structure acquired in General Anatomy (BIO 330). This course, the first of two clinically-oriented functional anatomy courses, will focus on the detailed structure and function of the human neuromusculoskeletal system. It will concentrate on the relationships of normal and abnormal embryological and developmental processes to gross anatomical structure, and the relationships of normal and abnormal anatomical structure to movement and function across the lifespan. Specific anatomical content will be presented on a regional basis and will include the back, head, neck, shoulder girdle, upper extremity, and thorax. Various teaching/learning methods will be used including lecture, laboratory, and demonstrations. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by instructor's online video demonstrations, cadaver prosections, and study of models. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 504L: Clinical Functional Anatomy I Lab

0 Credit Hour(s)

Laboratory techniques for Clinical Functional Anatomy. Required corequisite: PT 504. (GR)

PT 505: Clinical Functional Anatomy II Lecture

2 Credit Hour(s)

This course will build upon the fundamental content acquired in General Anatomy (BIO 330) and Clinical Functional Anatomy I (PT504). This course is the second of two clinically oriented functional anatomy courses that will focus on the detailed structure and function of the human neuromusculoskeletal system, specifically the lower extremity and cavities. Lecture is one hour per week and lab sessions are two hours per week. Various teaching/learning methods will be used including lecture, laboratory, and demonstrations. Laboratory sessions will allow students to acquire a three-dimensional macroscopic appreciation of anatomical structure through human cadaver dissection guided by iPad video demonstrations, cadaver prosections, and study of models. Prerequisites: PT 504 and PT First Year Spring professional status or permission of PT Department. (GR)

PT 505L: Clinical Functional Anatomy II Laboratory

0 Credit Hour(s)

Laboratory techniques for Clinical Functional Anatomy II. Corequisite: PT 505. (GR)

PT 506: Kinesiology and Biomechanics I

3 Credit Hour(s)

This lecture/laboratory course will introduce and emphasize the principles of kinesiology, tissue mechanics and biomechanics of the cervical, temporomandibular, thoracic, and upper extremity joints and their related soft tissues. The clinical application of these principles will be reinforced through both static and dynamic analyses of regional human movement and posture. Kinetic and kinematic analysis of movement of these regions will be explored. This course content will be synthesized with the foundations of anatomical structure and physiology presented in PT 504/L; Clinical Functional Anatomy I and PT 508/L; Physiology of Exercise. This integration of anatomical and physiological foundations will aid the learner in proper examination and evaluation of the quality, efficiency, and safety of upper quarter movement patterns and functional task performance. An emphasis will be placed on the analysis and discussion of the mechanical properties of tissues and their respective responses to stress shielding and stress application. The students will analyze forces affecting arthrokinematics and osteokinematics of the upper quarter regions and relate those to whole body and regional mobility and stability by way of clinical application. Laboratories will promote development of skills in critical analysis and examination and evaluation of typical and atypical movement. The student will then develop skill in the application of both kinetic and kinematic biomechanical analysis and begin to foster consideration of biomechanical principles in the design of reliable and valid upper quarter examination procedures and efficacious intervention strategies and parameters. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 506L: Kinesiology and Biomechanics I Lab

0 Credit Hour(s)

Laboratory techniques for Kinesiology & Biomechanics I. Required corequisite: PT 506. (GR)

PT 507: Kinesiology & Biomechanics II Lecture

2 Credit Hour(s)

This lecture/laboratory course will focus on the principles of kinesiology, tissue mechanics and biomechanics as they relate to the lower extremity, pelvis, and lumbar spine. The clinical application of these principles will be reinforced through both static and dynamic analyses of regional human movement and posture. Kinetic and kinematic analysis of movement of these regions will be explored. This course content will be synthesized with the foundations of anatomical structure, physiology and kinesiology presented in PT 504 & 505; Clinical Functional Anatomy I & II and PT 508; Physiology of Exercise; and PT 506 Kinesiology and Biomechanics I. This integration of anatomical, physiological, and kinesiological foundations will aid the learner in proper evaluation of the quality, efficiency, and safety of lower quarter movement patterns and functional task performance such as in-depth gait analysis. Lectures will provide an in-depth study of the biomechanics of the lumbar spine, pelvis, and lower extremities. The students will analyze forces affecting arthrokinematics and osteokinematics of these respective regions and relate those to whole body and regional mobility and stability by way of clinical application. Laboratories will promote further development of skills in critical analysis and evaluation of typical and atypical movement, the application of both kinetic and kinematic biomechanical analysis and begin to foster consideration of biomechanical principles in the design of reliable and valid lower quarter examination procedures and efficacious intervention strategies and parameters. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 507L: Kinesiology and Biomechanics II Laboratory

0 Credit Hour(s)

Laboratory techniques for Kinesiology & Biomechanics II. Corequisite: PT 507. (GR)

PT 508: Physiology of Exercise

3 Credit Hour(s)

This foundational science course introduces and emphasizes the concepts and knowledge of the body's physiological response to exercise, overuse, and disuse. Lectures and laboratory experiences focus on the structural and physiological effects of exercise and establish a knowledge base for the future clinician to develop and critically assess neuromusculoskeletal exercise prescription and cardiopulmonary intervention programs. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 508L: Physiology of Exercise Lab

0 Credit Hour(s)

Laboratory techniques for Physiology of Exercise. Corequisite: PT 508. (GR)

PT 509: Principles and Applications of Physical Agents Lecture

4 Credit Hour(s)

This lecture/laboratory course will introduce and emphasize the physiologic effects of electromagnetic and acoustic energy on human tissue. The clinical application of these principles will be reinforced through laboratory practical experiences as well as clinical case studies. This course content will be synthesized with the foundations of anatomical structure and physiology presented in PT 504/L Clinical Functional Anatomy I, PT 505/L Clinical Functional Anatomy II, PT 514/L Musculoskeletal Rehabilitation I, and PT 515/L Musculoskeletal Rehabilitation II. This integration of anatomic and physiological foundations will aid the learner in decision making with regard to application of appropriate physical agents. An emphasis will be placed on the physiologic response of tissues to therapeutic modalities that emit electromagnetic and acoustic energy. Lectures will provide an in-depth study of the science of therapeutic modalities. Students will differentiate between the thermal, acoustic, mechanical, and electrical modalities commonly utilized in the clinic. Laboratories will promote development of psychomotor skills and demonstrate mastery in the safe application of therapeutic modalities. Students will develop consideration of the application of physical agents within treatment strategies that are based upon evidence in practice. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 509L: Principles and Applications of Physical Agents Laboratory

0 Credit Hour(s)

Laboratory techniques for Principles and Applications of Physical Agents. Corequisite: PT 509. (GR)

PT 514: Musculoskeletal Rehabilitation I

5 Credit Hour(s)

This lecture/laboratory course is the first in a three part series, which will introduce the concepts of musculoskeletal examination, evaluation, and intervention strategies of the cervical spine, thoracic spine, upper extremities, and associated structures. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the regions noted. Students will further develop and synthesize the concepts of decision making and critical thinking in evidence based practice and professionalism with topics including communication, ethical behavior, professional organization, collaborative/team practice and scope of practice. Additionally, the use of the International Classification of Functioning, Disability and Health (ICF) will be used to describe a patient/client's impairments, activity and participation limitations. Treatment concepts and techniques will be presented and applied in a conceptual framework emphasizing functional restoration. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosis and problem solving skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 514L: Musculoskeletal Rehabilitation I Lab

0 Credit Hour(s)

Laboratory techniques for Musculoskeletal Rehabilitation I. Corequisite: PT 514. (GR)

PT 515: Musculoskeletal Rehabilitation II Lecture

5 Credit Hour(s)

This lecture/laboratory course is the second in a three part series, which will further investigate concepts of musculoskeletal examination and evaluation and will promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders of the ankle/foot, knee, hip, lumbar spine, pelvis, and their associated structures. Treatment philosophies and techniques (e.g. structure mobilization and stabilization) will be explored and applied in a conceptual framework emphasizing functional restoration. Additionally, the use of the International Classification of Functioning, Disability and Health (ICF) will be used to describe a patient/client's impairments, activity and participation limitations. Basic care procedures will be presented including wheelchair parts and propulsion, transfer training, gait training, and environmental assessment and modification. In addition, a specialty area of aquatic therapy will be explored. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in lecture. Techniques will be presented and practiced in the context of clinical problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosing and problem solving skills. Students will participate in clinical observations and patient demonstrations in Clinical Exposure to continue their hands-on experience with patients and to further develop patient-therapist and professional communication skills. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 515L: Musculoskeletal Rehabilitation II Laboratory

0 Credit Hour(s)

Laboratory techniques for Musculoskeletal Rehabilitation II. Corequisite: PT 515. (GR)

PT 516: Clinical Problem Solving in Musculoskeletal Rehabilitation

2 Credit Hour(s)

This course is the third course in a three part series which will provide students an opportunity to further explore topics in musculoskeletal rehabilitation through a problem based learning format. This course will have distinct but related units to promote and enhance further proficiency in musculoskeletal rehabilitation patient/client management. The student will have an opportunity to engage in both the cognitive and psychomotor domains of learning for thrust and non-thrust manipulation of the spine and extremities. Discussion of manipulation theory and current best evidence will be explored. Laboratory will be utilized to present, practice, and refine technique in spinal and extremity thrust and non-thrust manipulation using a case based model approach. Paper cases will be analyzed to further enhance differential diagnosis skills. Examination, evaluation, diagnosis, prognosis, and intervention strategies will be explored using current best evidence. Students will present a patient case from their summer clinical internship (PT 577) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with musculoskeletal pathology. Ideally, the patient selection would allow for further inquiry into examination, evaluation, diagnosis, prognosis, and intervention. To allow for maturation in critical thinking, the selection might include a challenging patient to examine, evaluate and treat with questionable positive outcomes. Students will be given carefully constructed musculoskeletal case studies not presented in Musculoskeletal Rehabilitation I or II (PT 514/PT 515). Through these case studies, students will focus on knowledge and skills associated with examination and intervention in a higher order thinking manner. These cases will also highlight social/cultural/psychosocial issues, legal and ethical aspects of professional behavior, and integration of published literature into clinical practice. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 517: Clinical Medicine I

1-3 Credit Hour(s)

This course is the first in a three-part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of basic clinical presentations associated with musculoskeletal pathology as a foundation for direct patient care and research. Key topics characteristic of common orthopedic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to impairments of body structure, activity limitations, and participation restrictions; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacologic and surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology will be emphasized. Content presented will encompass pathologies observed across the lifespan. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 521: Prosthetics and Orthotics

2 Credit Hour(s)

This lecture and laboratory based course is designed to increase the student's understanding of prosthetics and orthotics and the ability of the student to integrate use of these devices appropriately into clinical practice. Principles of prosthetic and orthotic design, function, and fabrication will be discussed. Clinical problem solving for prosthetic and orthotic prescription will be addressed based on examination findings and best evidence in order to optimize function for the patient/client. Pre-prosthetic as well as prosthetic training will be emphasized. Use of orthoses in management of individuals receiving physical therapy will be integrated with knowledge from previous courses in the musculoskeletal and neuromuscular areas of rehabilitation. Prerequisite: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 521L: Prosthetics and Orthotics Lab

0 Credit Hour(s)

Laboratory techniques for Prosthetics and Orthotics. Corequisite: PT 521. (GR)

PT 530: Psychosocial Aspects of Health and Disability

3 Credit Hour(s)

This course applies biopsychosocial models of health, illness, and disability, including psychosocial aspects of disability; social attitudes and perceptions; adjustment to and secondary effects of disability. This course will develop student competence in responding to individuals who are experiencing physical and psychiatric problems. This course is designed for Physical Therapy students to be taken in the professional phase of the curriculum. Students will have had exposure to patients with musculoskeletal and neurological disorders and will therefore be able to consider the issues addressed in the course in the context of specific illnesses and/or disabilities relating to these body systems. Through readings, guest speakers, video, and community experiences, and in class discussions, this course is intended to challenge your paradigm of how you have perceived both physical and psychiatric disability. Discussions on quality of life, self-help, and recovery are intended to help you develop and sustain your professional relationships with the individuals with whom you may assist in their recovery. As this course is intended to help you understand and respond with comfort to individuals who are experiencing physical and mental health problems, you will have the opportunity to discuss various psychosocial issues that you have experienced personally, in your clinical exposure courses, internships and/or other settings, and using case studies towards a better understanding of how you might more effectively communicate and manage various challenges in the clinical setting. Prerequisites: PSY 103; PT Second Year Spring professional status or permission of PT Department. (GR)

PT 532: Motor Control and Motor Learning

2 Credit Hour(s)

This course explores conceptual issues in motor control and motor learning that form an important theoretical foundation for the practice of evidence-based physical therapy. Students will examine historical and contemporary theories of motor control, postural control, information processing and motor learning, as frameworks for understanding goal-directed, functional movement. The interconnection of information processing, attention, memory and motor learning in the development and application of motor control and postural control will be emphasized. We will also explore theories of motor control, motor learning and postural control as explanatory models for changes in movement capabilities across the lifespan. Potential constraints to these processes will be explored through examination of functional changes associated with movement system dysfunction. Prerequisites: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 539: Cardiopulmonary Rehabilitation

3 Credit Hour(s)

This lecture and laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of Physical Therapy. Topics will include practice setting specific management principles and therapeutic techniques to address primary and secondary impairments of the cardiovascular and pulmonary systems, as well as prevention of dysfunction in individuals across their lifespan. Topics to be discussed include Chronic Obstructive Lung Dysfunction, Restrictive Lung Dysfunction, Heart Failure, Cardiac Muscle Dysfunction, the post-surgical patient, the patient post-trauma, and the patient with cancer. Prerequisites: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 539L: Cardiopulmonary Rehabilitation Lab

0 Credit Hour(s)

Laboratory techniques for Cardiopulmonary Rehabilitation. Corequisite: PT 539. (GR)

PT 541: Neurobiology I

4 Credit Hour(s)

This course is the first of a two-semester course in neurobiology. It is designed to introduce students to broad neural principles and to the general organization of central and peripheral nervous system. We will integrate experimentally- and clinically-derived knowledge (via case applications), as well as insights and techniques from the many disciplines and levels of analysis that converge to explain the current anatomy and function of the human nervous system. Emphasis in this course is placed on the properties of neurons and principles of neurobiology covered in topics including: neurodevelopment, communication within and between neurons, formation of neural circuits, neural plasticity, and neural regeneration. Laboratories will promote development of skills in neuroanatomical identification and basic principles of neural circuits and brain anatomy. This will provide an essential and foundational knowledge base for the integration of neural information with neurologic diagnosis following injury to the nervous system. Gross anatomy, myelin-stained cross sections, microscopic anatomy, and neurodiagnostic images (MRI, CT scan, vasculature studies) of the brain and spinal cord will be studied during laboratory sessions. Together, the lecture and laboratories will lay the foundation for studying the association of anatomy and function with regard to clinical outcomes and effects of damage to the central and peripheral nervous systems. Complete BIO-340 or 2 credits in a PT course at 500 level OR permission of the instructor. (GR)

PT 541L: Neurobiology I Lab

0 Credit Hour(s)

Laboratory techniques for Neurobiology I. Corequisite: BIO 541. (GR)

PT 542: Neurobiology II

4 Credit Hour(s)

This is the second semester of a two-semester course in neurobiology through which you will develop a detailed knowledge of functional neuroanatomy of the central nervous system. General topics we will cover include: sensory systems; reflexive, voluntary, and modulated movement and postural control; spinal and cranial nerve anatomy and clinical examination; association cortex and its relationship to cognitive ability, emotion and memory; and the association between plasticity and recovery of function. We will integrate clinical knowledge and insights and techniques from the many scientific disciplines that converge to explain the current anatomy and function of the human nervous system as well as their contributions to applied practice. We will consider neurodegenerative disease and trauma and put into functional context several commonly used medications utilized for the management of several neurologic impairments. Gross and microscopic anatomy, myelin-stained sections, and neurodiagnostic images of damaged brain and spinal cord sections will be studied in clinical and anatomical context during laboratory sessions. Case studies will be used extensively in the laboratory sessions to develop analytical skills, to develop an essential knowledge base for neurologic diagnosis, and to promote continued development of skills in neuroanatomical identification. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 542L: Neurobiology II Lab

0 Credit Hour(s)

Laboratory techniques for Neurobiology II. (GR)

PT 544: Neuromuscular Rehabilitation I Lecture

5 Credit Hour(s)

This course is the first in a three part series which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. Operational theories of nervous system organization including systems theories, models of central nervous system reorganization, and recovery models will be reinforced and emphasized. Enablement model, the Guide to Physical Therapist Practice, guidelines for content in physical therapy education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision making and reasoning will be explored. This course will begin with an in-depth study of human development from the life span perspective, with an emphasis on development of human movement, postural control and their interrelationship to skill acquisition. Neuromuscular based pediatric movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Developmental anatomy and biomechanics, functional neuro-anatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention including therapeutic handling will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include applications of assistive technology including adaptive and therapeutic equipment as it relates to the pediatric patient client population. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratory sessions will promote the development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 544L: Neuromuscular Rehabilitation I Laboratory

0 Credit Hour(s)

Laboratory techniques for Neuromuscular Rehabilitation I. Corequisite: PT 544. (GR)

PT 545: Neuromuscular Rehabilitation II

5 Credit Hour(s)

This course is the second in a three part series which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. This course will use the conceptual models/frameworks and reinforce foundational principles and theories presented in PT 544/L. This course will continue the study of human development, from the life span perspective, with an emphasis on age related changes of postural control and movement and their interrelationship to functional capabilities. Adult onset neuromuscular-based movement disorders will be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Anatomy, functional neuroanatomy, and physiology will be linked to discussions of disorders of posture and movement. Historical and contemporary theories of intervention, as well as therapeutic handling, will be presented. Medical management options including pharmacology and surgery will be discussed. Course content will include issues on aging, vestibular rehabilitation, and an expanded discussion of assistive technology including adaptive and therapeutic equipment as it relates to the adult patient/client population. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratory sessions will promote development of skill in the application of examination and intervention techniques discussed in lecture. Prerequisites: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 545L: Neuromuscular Rehabilitation II Lab

0 Credit Hour(s)

Laboratory techniques for Neuromuscular Rehabilitation II. Corequisite: PT 545. (GR)

PT 546: Clinical Medicine II

3 Credit Hour(s)

This course is the second in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with the neuromuscular system as a foundation for direct patient/client care and research. Key topics characteristic of common neuromuscular pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related impairments, activity and participation limitations; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neuromuscular pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the lifespan. Prerequisites: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 548: Integumentary Care

3 Credit Hour(s)

The purpose of this course is to introduce the student to the skin and its appendages as they relate to wound etiology, evaluation, treatment, and prevention. The student will explore the anatomical and physiological processes associated with tissue destruction, repair, and remodeling as they relate to specific cause and effect using the wound healing model as the principle pillar of exploration. This course will address the diversified issues of clinical management of the individual with a primary and/or secondary integumentary disorder as they relate to the practice of physical therapy. Topics will include practice setting specific management principles and techniques as they relate to individuals across their life span, with disorders of the integumentary system including, but not limited to: burns, pressure ulcers, arterial and venous stasis disorders, neuropathic lesions, dermatitis, and cellulitis. The student will acquire skills within a theoretical and practical spectrum as it relates to clinical management, environmental constraints, and critical pathways. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 549: Clinical Medicine III

2 Credit Hour(s)

This course is the final in the three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with cardiovascular and pulmonary systems, as well as general medicine topics including gastrointestinal, urogenital, metabolic, and oncologic pathologies, as a foundation for direct patient care and research. Key topics characteristic of the pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to these pathologies will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 551: Integrative Seminar in Physical Therapy

0 Credit Hour(s)

PT 551 (I-IV) and PT 651 (V) Integrative Seminars focus on the integration of all corresponding courses within each semester of the curriculum. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as learning communities to promote independent critical thinking and independent thought while assisting in preparing each student for all lecture, laboratory and clinical exposure components of the semester coursework. Prerequisite: PT professional status (corresponding Fall/Spring semesters) in First through Third years. (GR)

PT 553: Introduction to Clinical Research Design

1 Credit Hour(s)

In this one-credit course students will explore the role of clinical research in supporting clinical decision-making and evidence-based practice. Students will explore the continuum of research methodologies and designs commonly used in clinical research (i.e. descriptive to randomized controlled trials); and they will evaluate the merit and relevance of published research to the practice of physical therapy. Ethical issues in clinical research will be considered including the role of institutional review boards and the requirements of informed consent. Students will lead discussions of research papers, considering key concepts such as sampling, experimental controls, levels of measurement, sensitivity, specificity, reliability and validity. As the semester progresses, groups of students will be linked with a faculty research advisor who will guide them through the process of clinical research in PT 554 and PT 555. Students will write a research question (or questions) that may form the basis of their research project. They will search the published literature and write a preliminary literature review relative to their research question. The culmination of the student's research will be a platform presentation as well as a poster. The posters will be presented at Academic Festival during the spring semester. Prerequisites: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 554: Clinical Research I

2 Credit Hour(s)

This course continues the work begun in PT 553 to develop the skills necessary to contribute to clinical research related to physical therapy. While continuing to work in small groups, students in this course will continue to build on the area of inquiry established in PT 553 which included articulation of a research question and a preliminary evidence-based literature review. This semester students will refine the poster developed in PT 553 and present the poster in a professional conference type format. In addition, this semester each group of students will work as participants in the faculty mentor's research. Groups will meet regularly throughout the semester with the faculty mentor for discussion of key issues related to the research process including analysis and synthesis of the research literature, experimental design, methodology, data analysis, etc. Each group will construct a research proposal that meets all the criteria for submission to the Daemen College Human Subjects Research Review Committee. A written comprehensive evidence-based literature review will be submitted by each group reflecting the semester's work. Students are also expected to participate collaboratively in data collection and analysis. Prerequisites: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 555: Clinical Research II

2 Credit Hour(s)

During this semester the student will execute the research investigation designed in PT 554. It is expected that the student in conjunction with the research mentor and peers will have completed a research proposal and will have submitted that proposal to the Daemen College Human Subjects Research Review Committee. Following approval by the HSRRC as appropriate and working closely with the research mentor, the students will collect and analyze data. Students will collaborate with one another on activities across the course. The culmination of the course will be a written research manuscript and a platform presentation at the annual Evidence-Based Practice Clinical Research Symposium open to the Daemen College community, as well as interested individuals from the broader professional community. Prerequisites: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 563: Clinical Exposure I (Musculoskeletal I)

1 Credit Hour(s)

The clinical exposure component of the curriculum consists of five semesters of every other week clinic-based experiential learning sessions. This course is the first in the series across each the professional phase academic semesters. These sessions are mentored by clinical adjunct faculty in collaboration with core faculty concurrently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective, and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a local clinical facility that provides care to a variety of patient profiles within musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient-therapist communication skills. Students will synthesize knowledge already gained in classroom coursework with practical experience. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 564: Clinical Exposure II (Musculoskeletal II)

1 Credit Hour(s)

The clinical exposure component of the curriculum consists of five semesters of every other week clinic-based experiential learning sessions. This course is the second in the series across each the professional phase academic semesters. These sessions are mentored by clinical adjunct faculty in collaboration with core faculty concurrently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice allow the student to observe and engage in the practice of physical therapy, further developing cognitive, affective, and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a local clinical facility that provides care to a variety of patient profiles within musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient-therapist communication skills. Students will synthesize knowledge already gained in classroom coursework with practical experience. Prerequisite: PT First Year Spring professional status or permission of PT Department. (GR)

PT 565: Clinical Exposure III (Neuromuscular I)

1 Credit Hour(s)

This course is the third in the series of five clinical exposures that are coordinated and mentored by academic faculty currently teaching in the specialty content in the campus-based didactic coursework, and adjunct faculty working in the specialty area. These brief, regular exposures to clinical practice will afford the student, while working in a small team (ranging from 2-5 students), the opportunity to observe and engage in the practice of pediatric physical therapy, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. This course is designed to offer the student two different types of learning opportunities. The first learning opportunity of this course consists of observation of identified local clinical facilities that provide care to children and adolescents with a variety of pediatric neuromuscular disorders. This observational experience is designed to afford the student the opportunity to become aware of a variety of pediatric practice settings and clinical diagnoses, and may be conducted face-to-face, or remotely in a synchronous or asynchronous manner. The second learning opportunity of this course is designed to provide a patient care experience with an individual who is living with a pediatric onset, neuromuscular-based disorder of posture and movement. These experiences will occur in a small group and may be conducted remotely via telemedicine sessions, and/or face-to-face in an on-campus clinic setting. These sessions are designed to afford the student the opportunity to begin to apply the knowledge gained in the classroom to clinical practice and to further develop effective patient-therapist communication skills with this specialized patient population. Students will synthesize knowledge already gained in classroom coursework with practical experience. Students will discuss and consider issues of individual differences in patient management, professional responsibilities, social/cultural diversity, and documentation of outcome measures, including examination findings, and ongoing intervention. Prerequisite: PT Second Year Fall professional status or permission of PT Department. (GR)

PT 566: Clinical Exposure IV (Neuromuscular II/ Prosthetics and Orthotics)

1 Credit Hour(s)

This course is the fourth in the series of five clinical exposures that are coordinated and mentored by academic and adjunct faculty currently teaching the specialty content in the campus-based didactic coursework. These brief, regular exposures to clinical practice will afford the student, while working in a small team (ranging from 2 to 5 students), the opportunity to observe and engage in the practice of adult neuromuscular rehabilitation and geriatric physical therapy, including the design and fabrication of orthotic and prosthetic devices, and further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. This course is designed to offer the student two different types of learning opportunities. The first learning opportunity consists of the student visiting, virtually and/or in person, local clinical facilities that provide care to adults with a variety of neuromuscular disorders and age-related disorders. This observational experience is designed to afford the student the opportunity to become aware of a variety of practice settings and clinical diagnoses. The second learning opportunity in this course will occur on the Daemen College campus and will provide the student the opportunity to gain direct 'hands-on' care experience with a patient. The clinical environment, which will be created on campus, will allow the student to further develop effective patient-therapist communication skills with this patient population. Students will synthesize knowledge already gained in classroom coursework with practical experience. Students will discuss and consider issues of individual differences in patient management, professional responsibility, social/cultural diversity, and documentation of outcome measures, including examination results and ongoing intervention. Prerequisite: PT Second Year Spring professional status or permission of PT Department. (GR)

PT 567: Clinical Exposure V (Cardiopulmonary/ Integumentary)

1 Credit Hour(s)

This course is the last in the series of clinic-based experiential learning sessions that are coordinated and mentored by academic faculty. These regular exposures to clinical practice allow the student to further engage in the practice of physical therapy and other related fields, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Students will be exposed to several different clinical environments including cardiopulmonary rehabilitation, integumentary wound care, trauma unit, women's health, wellness and health promotion, and holistic health. Students will discuss and consider issues of quality of care, scope of practice, clinical guidelines, documentation, and reimbursement. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 575: Pre-Clinical Seminar

1 Credit Hour(s)

This seminar format course is designed to prepare the student for his/her clinical internship experiences. Professional aspects of physical therapy will be stressed in this seminar. We will also incorporate design and implementation of the student's clinical education experiences at Daemen are also incorporated into this seminar course. The student will be introduced to essential information pertaining to clinical performance. The evaluation tool, the Clinical Performance Instrument, will be thoroughly examined. Emphasis will be placed on reinforcement of communication skills essential to professionals in the healthcare environment. Learning experiences will also focus on the following professional areas: professional and educational expectations; communication and professional behavior, ethical and legal standards; HIPAA regulations; cultural considerations in patient management; alternative models in clinical education; infection control and blood borne pathogens; universal precautions; OSHA regulations. Prerequisite: PT First Year Fall professional status or permission of PT Department. (GR)

PT 577: Clinical Internship I

3 Credit Hour(s)

This is a nine (9) week full-time clinical internship designed to develop skills deemed appropriate for entry-level physical therapy practice. Those skills include but are not limited to examination, evaluation, diagnosis, prognosis, and intervention. To accomplish this, students will participate in direct patient care that may include gait training, transfer training, assessment and measurement, intervention and patient education. Integration of the previous semester's academic curriculum will be the focus of the clinical internship. The facilities utilized for the internship will focus on musculoskeletal or orthopedic patient care. Prerequisites: PT Second Year professional status and Grade of C or better in all PT coursework. (GR)

PT 582: Clinical Internship II

3 Credit Hour(s)

This is a nine (9) week full-time clinical internship designed to further enhance the student's patient/client management skills. The focus of this internship will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The facilities utilized for the internship will focus on neurorehabilitation of any age group. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. (GR)

PT 600: Clinical Problem Solving in Neuromuscular Rehabilitation

2 Credit Hour(s)

This course is the third in a three part series of neuromuscular coursework which will advance student proficiency in neuromuscular rehabilitation and promote the development of clinical reasoning, clinical problem-solving, and collaborative skills, as well as skills in self-assessment and independent learning. Throughout the course students will work independently or collaboratively in small groups with faculty mentors through a variety of directed learning experiences and patient/client case studies. The students will be required to interpret and analyze the information provided; gather additional information as necessary from reading and discussions of current scientific professional literature; and to synthesize and present coherent, evidence-based argument addressing the specific goals of each learning experience or case study. The faculty mentors will facilitate student discussions and psychomotor activities. Objectives associated with each learning activity focus on knowledge and skills associated with all elements of physical therapy patient/client management, as well as, integration of published literature into clinical practice and contemporary practice issues including but not limited to social/cultural/psychosocial issues; legal and ethical aspects of professional behavior; discharge planning (including home/environmental needs, HEP); prognosis; practice issues (i.e. management of a collaborative care plan, supervision, constraints to practice); wellness and prevention; and accessing resources to facilitate patient care. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 606: Rehabilitation of the Patient With Spinal Cord Injury

1 Credit Hour(s)

This lecture/laboratory course will apply the conceptual framework of physical therapy management to patients/clients who have spinal cord injury during the acute, sub acute and long-term phases of care. Comprehensive exploration of the elements of physical therapy practice and patient/client management for patients/clients of all ages will be emphasized. Students are required to integrate and apply all previous academic/clinical knowledge with regard to musculoskeletal, neuromuscular, cardiopulmonary, and integumentary management, as well as application of environmental assessment/modification and assistive technology to enhance function, physical agents, and patient/caregiver education. Current scientific professional literature, integration of other systems, as well as critical thinking and decision making experiences for problem solving in all steps of patient/client management will be used. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 606L: Rehabilitation of the Patient With Spinal Cord Injury Lab

0 Credit Hour(s)

Laboratory techniques for Rehabilitation of the Patient with Spinal Cord Injury. Corequisite: PT 606. (GR)

PT 610: Management and Administrative Issues in Physical Therapy

4 Credit Hour(s)

A broad survey of topics essential to the administration and management of physical therapy services. Topics covered will include: strategic planning, organizational structure, reimbursement and income management, budgeting, marketing, personnel management, quality assurance, ethical dilemmas and problem solving, professional regulation and the legislative process, various forms of liability and risk management, health care policy and systems of health care service delivery, contract issues and the negotiation process, documentation issues, and appropriate delegation, supervision and collaboration in the provision of physical therapy services. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 612: Health Promotion, Fitness and Wellness

2 Credit Hour(s)

This course will provide the student with the conceptual framework for individual and community health promotion, as well as injury/disease prevention across the life span. Course content includes examination of concepts of health, health promotion, wellness and prevention, and health related quality of life (HRQoL). Basic epidemiological principles will be discussed and applied to specific diseases related to the practice of physical therapy including examination of best evidence for screening and prevention. Current theories of health behavior change will be discussed, as well as issues of adherence and compliance, locus of control, motivation, and the influence of culture and context on health promotion. To demonstrate understanding and application of the key concepts of health behavior change, students will assess their own level of wellness, implement a personal plan to address a particular health behavior, and analyze the outcome of the intervention. Community based health promotion will also be addressed including needs assessment, planning, resources, and process and outcome assessment. Students will apply their knowledge by creating a community based health promotion or disease/injury prevention program and present their project to their peers. In addition, this course will address curricular content related to pelvic health across genders including examination through intervention considerations related to incontinence, pregnancy and related short term/long term sequelae, and pelvic floor dysfunction. Prerequisite: PT Third Year Fall professional status or permission of PT Department. (GR)

PT 651: Integrative Seminar in Physical Therapy V

0 Credit Hour(s)

PT 551 (I-IV) and PT 651 (V) Integrative Seminars focus on the integration of all corresponding courses within each semester of the curriculum. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as learning communities to promote independent critical thinking and independent thought while assisting in preparing each student for all lecture, laboratory and clinical exposure components of the semester coursework. Prerequisite: PT professional status (corresponding Fall/Spring semesters) in First through Third years. (GR)

PT 680: Clinical Internship III

4 Credit Hour(s)

This is a nine (9) week full-time clinical internship designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences to attain skills and behaviors of an entry-level physical therapist. The facilities utilized for the internship will focus on in-patient care of any age group and any setting. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. (GR)

PT 690: Clinical Internship IV

4 Credit Hour(s)

This is the final nine (9) week full-time clinical internship designed to enhance the student's entry-level skills in a special interest area of physical therapy. The facilities utilized for this internship will incorporate any setting appropriate for the delivery of physical therapy patient/client care. Prerequisites: PT Third Year professional status and Grade of C or better in all required PT course work. (GR)

PHYSICIAN ASSISTANT

Contact Information

phone: (716) 839-8563

daemen.edu/physicianassistant

Program Director: Joel Patterson, MPAS, PA-C

Department Chair: Allyson Kirk, MPAS, PA-C

Degrees Offered

- [Bachelor of Science Natural Science – Health Sciences/Master of Science in Physician Assistant Studies \(BS/MS\)](#)
- [Master of Science in Physician Assistant Studies \(MS\)](#)

Admission Requirements

The College offers two degree tracks:

- BS in Natural Science – Health Science and MS in Physician Assistant Studies
- MS in Physician Assistant Studies

Applicants may only be accepted as first-year or graduate students. However, first-years accepted to the College with a reserved seat must complete at least four semesters of prerequisite coursework and meet published academic standards **before** matriculating in the PA Program. **The PA Program does not accept transfer or change of major applications.** The number of seats available for graduate students is limited. All applicants possessing, or planning to possess, a BA or BS prior to matriculation must apply to the MS program.

All successful applicants must demonstrate evidence of strong mathematics and science preparation, knowledge of the profession, and superior interpersonal communication skills.

Faculty interview required. The admissions process is very competitive. Please refer to [the FAQ page](#) for more specifics on prerequisites and minimum requirements.

Applicants for admission to the BS/MS degree track should apply directly to the Daemen College [Office of Admissions](#).

Applicants for admission to the MS degree track must apply through the Central Application Service for Physician Assistants (CASPA). Apply at www.caspaonline.org.

Daemen College reserves the right to make changes to the Physician Assistant curriculum and/or entrance criteria and/or program and graduation requirements. All enrolled students must meet all requirements if changed or amended by Daemen College.

Minimum Technical Standards For Admission And Matriculation

Additional non-academic criteria apply to students enrolled in the Physician Assistant Program. These [Technical Standards](#) are available on the website or on request from the Physician Assistant Department.

Mission

The mission of the Daemen College Physician Assistant Department is to provide its graduates with the knowledge and skills necessary to meet the challenges of delivering quality medical care with great autonomy in a team-based model to a diverse patient population within a complex American healthcare system. Its professional program builds upon and reinforces the intellectual qualities acquired through study of the liberal arts, social, and natural science while integrating

The Specific Objectives Of The Program Are To:

- Educate the student to function as a competent, compassionate and dedicated physician assistant with the ability to effectively access, evaluate, and apply relevant and valid information using a variety of information resources.
- Graduate the student with the requisite medical knowledge to pass the national certification examination.
- Sensitize the student to the diversity of health care needs and the impact of socioeconomic factors on health care and its availability.
- Educate the student with the intent of having him/her provide health care services in medically underserved areas or to underserved populations.
- Foster in each student a desire to pursue medical education as a continuous and lifelong process.

Description

A first-year student is admitted as a B.S. Natural Science – Health Sciences major. A seat in the Physician Assistant Program is reserved pending completion of all prerequisite coursework, core curriculum requirements, direct patient contact experiences, and meeting the program’s published academic standards. Four academic semesters, at a minimum, are required to complete the prerequisite coursework and core curriculum requirements. Students possessing a bachelor’s degree are admitted directly to the Physician Assistant Program.

The program is three years (32.5 months) in duration and affords each student an understanding of the medical sciences and their application to clinical situations. The first two academic years are devoted to didactic work in the basic medical sciences, fundamentals of clinical medicine, professional issues, and the psychosocial aspects of health care delivery. Students spend the third year completing 40 weeks of supervised clinical practice experiences in various teaching hospitals, clinics and physician offices.

BACHELOR OF SCIENCE IN NATURAL SCIENCE – HEALTH SCIENCES/MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

Core Curriculum

All undergraduate degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS Natural Science – Health Science/MS Physician Assistant Studies

BS Natural Science – Health Science

1. MAJOR : 79 CREDITS

- BCH317/L Bio-Organic Chemistry (3/1)
- BIO109/L General Biology I (3/1) – CT
- BIO110/L General Biology II (3/1) – CT
- BIO315/L General Microbiology (3/1)
- BIO330/L General Anatomy (4/0)
- BIO340/L General Physiology (4/0)
- CHE110/L Chemistry I (4/0)
- CHE111/L Chemistry II (4/0)

- PAS510/L Advanced Human Anatomy I (2/0)
- PAS513 Clinical Laboratory Medicine (2)
- PAS514 Pathophysiology (3)
- PAS515 Fundamentals of Clinical Medicine I (5)
- PAS516/L Advanced Human Anatomy II (2/0)
- PAS517/L Physical Diagnosis I (3/1)
- PAS518 Pharmacology I (3)
- PAS519 Fundamentals of Clinical Medicine II (5)
- PAS520/L Physical Diagnosis II (2/1)
- PAS521 Pharmacology II (3)
- PAS522 Cultural and Psychosocial Dynamics of Medicine (3)
- PAS525 Clinical Problem Solving (3)
- PAS529 Research Methodology (3) — ILIT;RP;WI
- PAS531 Preventive Medicine (2)
- PAS535-536 Medical Professional Issues I-II (1/2)
- PAS538/L Orthopedic Medicine (1/0)

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- CMP315 Advanced Composition for Health Professionals (3) – CS; ILIT; RP; UD; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH144 Calculus & Analytic Geometry I (3) – CT; QL
- PHI321 Medical Ethics (3) – ME; UD
- **PSYCHOLOGY AND SOCIOLOGY:**
9 credit: A minimum of 3 credits must be taken in Psychology and a minimum of 3 credits must be taken in Sociology.
- **STATISTICS:**
PAS329 Statistics for Evidence-Based Practice (3)
QL, CT, UD
- **CORE ELECTIVES: 18 CREDITS**

Total BS Requirements = 124 Credits

MS Physician Assistant Studies: 51 Credits

- PAS511 Clinical Microbiology/Immunology (3)

- PAS524 Clinical Pediatrics (2)
- PAS526 Surgery (3)
- PAS527 Geriatrics (2)
- PAS528 Emergency Medicine (3)
- **CLERKSHIPS:** 30 credits: PAS601, 602, 603, 604, 605, 606, 607, 608, 609, 610 Clerkship I – X (3 credits each)
- PAS612/613 Research I-II (1/1) — ILIT; WI
- PAS614/615/616 Clinical Seminar I-II-III (2/2/2)

Total MS Requirements = 51 Credits

BS/MS: TOTAL PROGRAM REQUIREMENTS = 175 CREDITS

BS/MS Degree Structure

The BS in Natural Sciences will be conferred prior to the MS Physician Assistant degree. Degrees are conferred upon successful completion of the respective requirements for each degree.

Math Requirement

Depending on mathematics preparation, a student may be required to complete lower level mathematics courses as prerequisite to the required MTH144 Calculus & Analytic Geometry I.

Residency Requirement for Physician Assistant Majors

Once a student is enrolled at Daemen, all outstanding prerequisite mathematics and science courses must be completed at Daemen College. The student must successfully complete a full time course load (minimum 12 credits) in the spring semester prior to the onset of studies in the three-year program (BS/MS only).

Requirements for Matriculation into the Three-Year Program (BS/MS only)

All core curriculum course work, with the exception of PAS329 Statistics for Evidence-Based Practice and PHI321 Medical Ethics, must be completed. Minimum grades of C must be earned in all courses and a minimum overall GPA of 3.00 earned. No more than two course repeats are allowed and no individual course may be repeated more than once.

A minimum GPA of 3.00 is required in the 19 credits of 300 level coursework: BIO 330/330L, BIO 315/315L, BIO 340/340L, BCH 317/317L, and CMP 315. No more than one repeat of these 300-level courses are allowed to meet this GPA requirement. The courses used to calculate this GPA must be completed at Daemen College and may not be transferred or substituted.

A student is immediately disqualified for the PA Program if the above requirements are not met.

If a course that must be repeated is not offered in a term (e.g. summer), a student may need to decelerate and enter the following class.

One hundred twenty (120) hours of direct patient contact experience is required before entering the PA program. Consult the department's FAQ webpage for more detailed information.

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Natural Sciences and Physician Assistant Departments.

Suggested Course Sequence

Access the suggested course sequence for the [BS/MS, Health Sciences/Physician Assistant Studies](#), from the Physician Assistant Department web page or the Program Plans site on the Registrar's web page.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

1. PHYSICIAN ASSISTANT STUDIES (98 CREDITS):

- PAS510/L Advanced Human Anatomy I (2/0)
- PAS511 Clinical Microbiology/Immunology (3)
- PAS513 Clinical Laboratory Medicine (2)
- PAS514 Pathophysiology (3)
- PAS515 Fundamentals of Clinical Medicine I (5)
- PAS516/L Advanced Human Anatomy II (2/0)
- PAS517/L Physical Diagnosis I (3/1)
- PAS518 Pharmacology I (3)
- PAS519 Fundamentals of Clinical Medicine II (5)
- PAS520/L Physical Diagnosis II (2/1)
- PAS521 Pharmacology II (3)
- PAS522 Cultural and Psychosocial Dynamics of Medicine (3)
- PAS524 Clinical Pediatrics (2)
- PAS525 Clinical Problem Solving (3)
- PAS526 Surgery (3)
- PAS527 Geriatrics (2)
- PAS528 Emergency Medicine (3)
- PAS529 Research Methodology (3)
- PAS531 Preventive Medicine (2)
- PAS535-536 Medical Professional Issues I-II (1/2)
- PAS538/L Orthopedic Medicine (1/0)
- **CLERKSHIPS:** 30 credits: PAS601, 602, 603, 604, 605, 606, 607, 608, 609, 610 Clerkship I – X (3 credits each)
- PAS612/613 Research I-II (1/1)
- PAS614/615/616 Clinical Seminar I-II-III (2/2/2)

2. ADDITIONAL REQUIRED COURSES (6 CREDITS):

- HSC329 Statistics for Evidence Based Practice (3)
- PHI321 Medical Ethics (3)

**MS: TOTAL PROGRAM REQUIREMENTS =
104 CREDITS**

Admission Requirements

- Baccalaureate Degree. Overall GPA of 3.0 or higher (average of accepted students generally > 3.5)
- 8 credits of Biology with lab (e.g., Zoology, Botany, General Biology I and II, A & P I and II)
- 8 credits of General Chemistry
- 3 credits of Calculus
- 9 credits of Psychology and/or Sociology
- GPA of 3.00 or higher (average of accepted students generally > 3.4) in the following four courses completed within the past five years:
 - 4 credits of Microbiology, 300 level
 - 4 credits of Anatomy, 300 level
 - 4 credits of Physiology, 300 level
 - 4 credits of Organic Chemistry or Biochemistry
- 120 hours of direct patient contact experience
- We do not require the GRE
- Additional considerations will include, but are not limited to:
 - The number of repeats on transcripts
 - The number of withdrawals on transcripts
 - The degree of responsibility provided during patient contact experience
 - Quality of writing on essay component
 - Recommendations
- Applicants are **strongly** encouraged to complete at least 8 credits of 300 level or higher science coursework within 12 months of entering the physician assistant program. All courses used to calculate the GPA of the aforementioned classes (Anatomy, Physiology, Microbiology, Organic or Biochemistry) must have been completed within the past 5 years
- Applicants whose first language is not English, must demonstrate their proficiency in the English language by taking the TOEFL iBT® test. The test scores must be submitted directly to CASPA and the full report must be received by the Daemen PA department by January 1. The minimum requirements as stated below are specific to the Physician Assistant Department and do not represent the requirements of Daemen College.

- **Minimum total test score of 100.**

Reading Section, minimum score of 24

Listening Section, minimum score of 26

Speaking Section, minimum score of 26

Writing Section, minimum score of 24

Graduation Requirements

Satisfactory completion of all requirements as per the terms set forth by the Physician Assistant Department.

Suggested Course Sequence

Access the suggested course sequence for the [MS, Physician Assistant Studies](#), from the Physician Assistant Department web page or the Program Plans site on the Registrar's web page.

PROFESSIONAL MEDICAL WRITING MINOR

Requirements: (15 credits)

- CMP212 Writing for the Campus Newspaper (3)
- CMP315 Advanced Composition for Health Professionals (3)
- HPR330 Health Promotion Program Planning, Implementation and Evaluation (3)
- Select one: BA211 Effective Business Communications (3); HPR305 Communicating Health (3)
- PR443 Practicum (3)

Recommended Electives:

- BA220 Diversity and Cross-Cultural Management (3)
- BCH317 Bio-organic Chemistry (3)
- BIO110/L General Biology II (3/1)
- CHE111/L Chemistry II (4)
- HPR102 Introduction to Health Care: Systems and Professions (3)
- HPR208 Health Promotion and Education (3)
- HPR320 Community Health Education and Disease Prevention (3)
- HPR335 Critical Issues in Global Health (3)
- HPR353 Introduction to Epidemiology (3)
- PSY333 Statistics for Psychology and Social Sciences (3) **OR** NSC310 Biostatistics (3)
- PSY308 Health Psychology (3)
- SPA110 Spanish for Health Professionals (3)

Physician Assistant Studies

PAS 329: Statistics for Evidence-Based Practice

3 Credit Hour(s)

Fulfills Core Competency; Critical Thinking & Creative Problem Solving; What one learns in PA school will not always apply to medical practice. Learning is never mastered. Thus, to be a good clinician, one must constantly educate oneself by evaluating the latest medical research to keep one's knowledge current. Evidence-based practice provides methodologies to evaluate scientific evidence for the delivery of the highest quality health care. This course is one of two courses in the Physician Assistant Department for the evaluation of medical research that provides: 1. a foundation in probability and statistics, and 2. an introduction to medical research designs and associated inferential statistical analyses. In combination with PAS 529, this course is designed to increase students' competency in the evaluation of medical research. In this course, the emphasis is on basic study design, appropriate descriptive and inferential procedures, and interpretation of results. We will focus on real examples from the medical literature to cover the basics of clinical research design, sampling methodology, statistical methods for evaluating clinical research data, as well as introduce some of the many limitations of basic and clinical research. Topics include: Descriptive statistics, statistical inference probability theory and application, sampling theory, hypothesis testing, estimation, confidence intervals, measures of risk/association, association vs. causation, and pitfalls of p-values. Specific statistical analyses include: t-test, ANOVA, linear correlation, linear regression, relative risk, and the odds ratio with emphasis on clinical trial designs. Pre-requisite: At least second year matriculated Physician Assistant Studies major. (UG)

PAS 510: Advanced Human Anatomy I

2 Credit Hour(s)

Functional and applied human anatomy presented on a systemic basis. The course is divided into sections - general anatomical concepts, thorax, abdomen, perineum, and pelvis. This advanced course will go beyond basic anatomical concepts and emphasize in both lecture and laboratory sessions the functional anatomical relationship to pathological conditions commonly encountered in the primary care setting. The relationship between embryology and the study of pediatrics will be taught. Laboratory sessions will be organized using models and prosection cadavers. Small group interactions will be used to demonstrate problem-solving abilities related to clinical findings and physical examination. Prerequisites: Three year program acceptance; Corequisites: PAS 510L, 511, 513, 514, 516, 516L, 535. (GR)

PAS 510L: Advanced Human Anatomy Laboratory

0 Credit Hour(s)

Laboratory techniques for Advanced Human Anatomy I. Corequisite: PAS 510. (GR)

PAS 511: Clinical Microbiology/Immunology

3 Credit Hour(s)

This course focuses on the anatomy, physiology, and relationships of bacteria, fungi, protozoa, viruses, and rickettsiae and helminths. Included are the systemic diseases caused by these organisms, control of microorganisms, the host-parasite relationship, and the establishment of disease. The immune system and genetics will be discussed in detail including resistance to disease, immunity and serology, and immune disorders. Corequisites: PAS 510, 510L, 513, 514, 516, 516L, 535. (GR)

PAS 513: Clinical Laboratory Medicine

2 Credit Hour(s)

This course focuses on basic laboratory procedures and physiology used to investigate clinical problems encountered in the primary care setting. In addition to office procedures, laboratory tests conducted in the hospital setting useful in making a diagnosis and evaluating treatment effectiveness will be emphasized. Tests relevant to hematology, chemistry, bacteriology, urinalysis, and immunology will be discussed. Students will be exposed to interpreting case studies and laboratory reports. Prerequisite: Three year program acceptance; Corequisites: PAS 510, 510L, 511, 513, 514, 516, 516L, 535. (GR)

PAS 514: Pathophysiology

3 Credit Hour(s)

General concepts of disease are covered including degeneration and necrosis, inflammation and repair, fluid and coagulation disturbances, and general aspects of neoplasia. Disease entities in each organ system are studied with regard to causation, evaluation, and morphology of pathological changes. Prerequisite: Three year program acceptance; Corequisites: PAS 510, 510L, 511, 513, 516, 516L, 535. (GR)

PAS 515: Fundamentals of Clinical Medicine I

5 Credit Hour(s)

This course provides an introduction to the study of the disease process. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to medical problems encountered in the primary care setting. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each system are discussed. Topics to include problems of the respiratory tract, cardiology, hematology, endocrinology, nephrology, urology, and gastroenterology. The course will use both lecture and seminar formats. The student learns the general principles of diagnostic imaging. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 517 and 518. (GR)

PAS 516: Advanced Human Anatomy II

2 Credit Hour(s)

This course is a continuation of PAS 510, Advanced Human Anatomy. Functional and applied human anatomy presented on a systemic basis. The course is divided into sections: head and neck, back, extremities, and neuroanatomy. This advanced course will go beyond basic anatomical concepts and emphasize in both lecture and laboratory sessions the functional anatomical relationship to pathological conditions commonly encountered in the primary care setting. The relationship between embryology and the study of pediatrics will be taught. Laboratory sessions will be organized using models and prosection cadavers. Small group interactions will be used to demonstrate problem-solving abilities related to clinical findings and physical examination. Prerequisites: Three year program acceptance; Corequisites: PAS 510, 510L 511, 513, 514, 535. (GR)

PAS 516L: Advanced Human Anatomy II Lab

0 Credit Hour(s)

Laboratory techniques for Advanced Human Anatomy II. Corequisite: PAS 516. (GR)

PAS 517: Physical Diagnosis I

3 Credit Hour(s)

Physical Diagnosis I is the first module of a dual semester course. It is presented in the spring semester of the first year of the PA program and is complemented in the following fall semester by PAS 520 Physical Diagnosis II. PAS 517 is comprised of a 3 hour per week class lecture. The overall course objective is for the student to learn to perform and document a complete physical examination. Students will be expected to integrate the knowledge learned in anatomy, physiology, pathology, microbiology, and pharmacology relevant to some of the most common medical problems. Using appropriate medical terminology, students will demonstrate their ability to describe their clinical findings and assessments in both verbal and written formats. Students must keep in mind that clinical competency encompasses many factors including a solid fund of medical knowledge, proficiency in clinical skills, appropriate attitudes, behaviors and critical thinking skills in their approach to the patient's medical concerns. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 515, 517, 517L, 518 (GR)

PAS 517L: Physical Diagnosis I Laboratory

1 Credit Hour(s)

Physical Diagnosis I Lab is a 2 hour per week lab which allows for students to learn, practice, and demonstrate the ability to perform an organ specific physical examination as well as a comprehensive head to toe physical examination by completion of the semester. Each week of the laboratory experience covers a different organ system's appropriate physical examination. Corequisite: PAS 517. (GR)

PAS 518: Pharmacology I

3 Credit Hour(s)

This course is designed in sequence with the topics presented in Fundamentals of Clinical Medicine I and focuses on practical pharmacotherapeutics. Mechanisms of drug action, therapeutic uses, specific effects and toxicity, effects on organ systems, contraindications and drug interactions will be presented. Emphasis is placed on the most commonly used categories of drugs. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 515, 517, 517L. (GR)

PAS 520: Physical Diagnosis II

2 Credit Hour(s)

This course is a 2 credit hour course (a continuation of Physical Diagnosis I) consisting of two hours of physical diagnosis lecture weekly. This course will provide opportunities for the student to apply the pertinent physical examination findings in response to focused historical data and specific patient complaints. The classroom lectures will prepare students to complete organ system specific and specialty specific cases in the laboratory setting. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 519, 520L, 521, 531, 536, 538/L. (GR)

PAS 520L: Physical Diagnosis II Laboratory

1 Credit Hour(s)

The physical diagnosis laboratory meets once weekly. The psychomotor skills necessary for performance of the entire physical exam were obtained in Physical Diagnosis I Lab. In this semester students will be able to obtain a comprehensive and problem focused history, perform the appropriate physical examination, and document a patient encounter note for each organ system. Each student will also complete one lab on the female pelvic examination and one lab on the male genitourinary examination. Corequisite: PAS 520. (GR)

PAS 521: Pharmacology II

3 Credit Hour(s)

This course is a continuation of PAS 518, Pharmacology I and designed in sequence with Fundamentals of Clinical Medicine II. Prerequisite: Successful completion of PAS 510, 511, 513, 514, 515, 516, 517, 518. Corequisites: PAS 519, 520, 520L, 536, and 538. (GR)

PAS 522: The Cultural and Psychosocial Dynamics of Medicine

3 Credit Hour(s)

Topic areas will include clinical decision-making and problem solving, domestic violence, rape, death and dying, developmental and intellectual disabilities, sexuality issues, substance abuse, HIV and other special topics. A critical review of selected readings will be required. Students are introduced to concepts in health psychology and behavioral medicine which identify the cultural and psychosocial factors contributing to health, physical and emotional well being. Defenses and adaptations are discussed as related to the types of patients the students will work with. Other psychological responses to acute and chronic illness, disability, and death and dying, are discussed as they relate to the patient and the medical practitioner. Emphasis is placed on establishing a relationship, and understanding the effects of culture and personality types. Students are required to completed NYS Mandated Reporter of Abuse and Neglect Training. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 519, 520, 520L, 536, and 538 (GR)

PAS 524: Clinical Pediatrics

2 Credit Hour(s)

This course is an introduction to the study of pediatric and adolescent medicine. It is designed to provide the PA student with a functional understanding of the pediatric exam, growth, development, and disease processes as they relate to the infant and child. Through integration of the basic and clinical sciences, the PA student will become acquainted with neonatology, as well as pediatric cardiology, hematology, nephrology, urology, orthopedics, infectious diseases, gastroenterology, surgery, and psychiatry. Practical application of pharmacological principles to case studies is required. Students are required to submit written patient histories. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 525, 526, 527, 528, 529, and 531. (GR)

PAS 525: Clinical Problem Solving

3 Credit Hour(s)

This course consolidates all the topics of medicine by developing a logical methodology of assessment of disease processes or syndromes, and subsequent intervention. Students will master the ability to generate a differential diagnosis specific to the patients' presenting complaints, signs and symptoms and laboratory data. A case study format is used. Students must demonstrate proficiency in physical examination. Prerequisite: Prerequisite: Good academic standing in the PA Program. Corequisites: PAS 524, 526, 527, 528, 529, and 531 (GR)

PAS 526: Surgery

3 Credit Hour(s)

This course encompasses general principles related to the management and care of patients with surgical conditions. Wound healing and surgical techniques, pre- and post-operative management are studied. Surgical diseases of the head and neck, gastrointestinal, endocrine, cardiovascular, pulmonary, and urogenital system are covered. Basic procedures will be presented, including basic suturing technique, wound care, casting, splinting, aseptic technique, gowning and gloving, and other procedures necessary to function in the surgical setting. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 524, 525, 527, 528, 529, and 531. (GR)

PAS 527: Geriatrics

2 Credit Hour(s)

This course deals with aging and long term care and continues building on the student's awareness of the social context in which health care is provided to the elderly and chronically ill. The course emphasizes the development of communication skills necessary to enhance the humanistic practice of geriatric medicine. Students are required to interview geriatric patients. Through required readings, lectures, and group discussions, the students will learn the fundamentals of geriatric medicine and the multi-dimensional aspects of long term care. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 524, 525, 526, 528, 529, and 531. (GR)

PAS 528: Emergency Medicine

3 Credit Hour(s)

Initial, life-saving procedures on the critically ill and seriously injured are considered. Shock, trauma, burns, gastrointestinal, obstetrical, gynecologic, pulmonary, and cardiovascular emergencies are covered. Students are certified in advanced cardiac life support (ACLS). Students learn the principles of spinal immobilization, sterile technique and universal precautions/safety. There are hands-on skill sessions. Prerequisites: Successful completion of Prerequisites: Good academic standing in the PA Program and BLS CPR certification; Corequisites: PAS 524, 525, 526, 527, 529, and 531. (GR)

PAS 529: Research Methodology

3 Credit Hour(s)

Fulfills core competency: Communication Skills; Critical Thinking; Writing Intensive; Research & Presentation requirement. Engaging in the process of clinical research design, students will develop skills that are necessary for reviewing objective data as a component of clinical practice. Students will identify a research question relevant to the practice of medicine and critically review the relevant clinical and scientific literature. This instruction assists students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction includes topics such as framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. Intellectual honesty is emphasized. The use of common medical databases to access medical literature is also included. Prerequisites: Good academic standing in the PA Program. Corequisites: PAS 524, 525, 526, 527, 528 and 531. (GR)

PAS 531: Preventive Medicine

2 Credit Hour(s)

This course has been designed to provide the PA student with a functional understanding of prevention strategies employed in the primary care setting. Emphasis has been placed on applying appropriate interventions and services that have been proven effective in preventing disease and improving the human condition as it relates to the quality of life and longevity. In addition, nutrition will be a major focus in this course. Students will review the epidemiological distribution of disease and its sociologic implications while developing the skills necessary to provide culturally sensitive patient education to a diverse population through video critique and patient simulation exercises. Students develop the interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals. Instruction includes the public health system and the role of health care providers in the prevention of disease and maintenance of population health through participating in disease surveillance, reporting and intervention. Prerequisites: PAS 510, 510L, 511, 513, 514, 515, 516, 516L, 517, 517L, 518, 535; Corequisites: PAS 519, 520, 520L, 521, 536, 538, 538L. (GR)

PAS 535: Medical Professional Issues I

1 Credit Hour(s)

Medical Professional Issues is a two course series offered to all Daemen College Physician Assistant students. Part I establishes an introductory level of knowledge about the US healthcare system and the history of the PA profession. Instruction includes content on the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician-PA team approach. Students must demonstrate minimum competency in medical terminology. Prerequisites: Three year program acceptance. Co-requisites: PAS510/L, 511, 516/L, 513, 514, PHI 321. (GR)

PAS 536: Medical Professional Issues II

2 Credit Hour(s)

Medical Professional Issues is a two course series offered to all Daemen College Physician Assistant students. Part II serves as the primary venue to examine, at great depth and breadth, the professional issues delineated in the ARC-PA Standards. Together, the courses allow students to gain the knowledge and skills to abide by the laws and regulations that govern the PA profession and the practice of medicine including licensure, credentialing, and certification. But, perhaps more importantly, students will be prepared to be ethical providers and effective participants and leaders in the profession. Students will learn about risk management, quality improvement, prevention of errors, patient safety, health insurance, health policy, billing, coding, and reimbursement. Students develop cover letters, resumes, and interviewing skills. Instruction is provided related to contracts, salary, benefits, and financial planning. Students are required to obtain NYS infection control certification. Prerequisites: Good academic standing in the PA Program. Co-requisites: PAS 519, 520/L, 521, 522, 538, and 538L. (GR)

PAS 538: Orthopedic Medicine

1 Credit Hour(s)

An introduction to the study of musculoskeletal injuries and disease processes. Emphasis has been placed on the integration of the essential anatomy, physiology, pathology, microbiology, pharmacology, and medical terminology relevant to medical problems encountered in the musculoskeletal system. The differential diagnosis of symptoms and physical findings along with interpretation of laboratory and radiographic tests appropriate to each region are discussed. This course includes the Orthopedic Skills Laboratory which focuses on the understanding of musculoskeletal special testing and physical examination skills by region. Prerequisites: Good academic standing in the PA Program. Co-requisites: PAS 519, 520/L, 521,522, and 536. (GR)

PAS 538L: Orthopedic Medicine Lab

0 Credit Hour(s)

Laboratory portion of PAS 538. Co-requisites: 538. (GR)

PAS 601: Clerkship I

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614. (GR)

PAS 602: Clerkship II

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614. (GR)

PAS 603: Clerkship III

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 614. (GR)

PAS 604: Clerkship IV

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 615. (GR)

PAS 605: Clerkship V

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 615. (GR)

PAS 606: Clerkship VI

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 615. (GR)

PAS 607: Clerkship VII

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 615. (GR)

PAS 608: Clerkship VIII

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 616. (GR)

PAS 609: Clerkship IX

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 616. (GR)

PAS 610: Clerkship X

3 Credit Hour(s)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clerkship is designed to offer the PA student supervised clinical practice experiences in one or more of the following areas: family medicine, internal medicine, medical specialties, pediatric and adolescent medicine, prenatal care, gynecology, surgery, surgical specialties, emergency medicine, and psychiatry/behavioral medicine. Prerequisites: All 500 level PAS courses. Co-requisites: PAS 616. (GR)

PAS 612: Research I

1 Credit Hour(s)

Students utilize EBP (evidence-based practice) principles to write a clinical case study for their peers. EBP is a widely accepted approach used by many medical professionals to encourage sound decision-making and ensure positive outcomes. EBP incorporates observation, research, clinical opinion/analysis and patient perspective into each case. Benefits of implementing EBP into clinical practice include improved patient outcomes, improved patient compliance and a commitment that a provider is up to date with the most recent guidelines and recommendations. Completion of this course will require students to demonstrate competency in critical thinking, creative problem solving, professional writing, and information literacy. Corequisite: PAS 614 (GR)

PAS 613: Research II

1 Credit Hour(s)

Students utilize EBP (evidence-based practice) to present a clinical case to their peers in a Grand Rounds format. EBP is a widely accepted approach used by many medical professionals to encourage sound decision-making and ensure positive outcomes. EBP incorporates observation, research, clinical opinion/analysis and patient perspective into each case. Benefits of implementing EBP into clinical practice include improved patient outcomes, improved patient compliance and a commitment that a provider is up to date with the most recent guidelines and recommendations. Completion of this course will require students to demonstrate competency in critical thinking, creative problem solving, communication and information literacy. Corequisite: PAS 616. (GR)

PAS 614: Clinical Seminar I

2 Credit Hour(s)

As a supplement to the experience and knowledge gained through the completion of supervised clinical practice experiences, students enrolled in the summer of the final year of the Daemen College PA Program transition from the classroom to the clinical phase and begin to prepare for the Physician Assistant National Certifying Examination (PANCE) through the use of call back days, lectures, online cases, and mock patient encounters with faculty members. End of Rotation (EOR) examinations are required in the core disciplines. The Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) is offered as a self-assessment tool. Students must submit examples of written patient documentation, complete CME courses, and log clinical experiences. All students assigned to supervised clinical practice experiences will register for a two-credit seminar each semester. (GR)

PAS 615: Clinical Seminar II

2 Credit Hour(s)

As a supplement to the experience and knowledge gained through the completion of supervised clinical practice experiences, students enrolled in the fall of the final year of the Daemen College PA Program prepare for the program's summative examination and continue to prepare for the Physician Assistant National Certifying Examination (PANCE) through the use of call back days, lectures, online cases, and mock patient patient encounters with faculty members. End of Rotation (EOR) examinations are required in the core disciplines. Students must submit examples of written patient documentation, complete CME courses, and log clinical experiences. All students assigned to supervised clinical practicum experiences will register for a two-credit seminar each semester. (GR)

PAS 616: Clinical Seminar III

2 Credit Hour(s)

As a supplement to the experience and knowledge gained through the completion of supervised clinical practice experiences, students enrolled in the spring semester of the final year of the Daemen College PA Program prepare for the transition to clinical practice and continue to prepare for the Physician Assistant National Certifying Examination (PANCE) through the use of call back days, lectures, online cases, and mock patient patient encounters with faculty members. End of Rotation (EOR) examinations are required in the core disciplines. The Physician Assistant Clinical Knowledge Rating and Assessment Tool (PACKRAT) is offered as a self-assessment tool. Students must complete a self-assessment project and meet with the Director of Clinical Education for personalized reviews. Board review sessions are provided. Additionally, students continue to complete CME courses, submit examples of written patient documentation, and log clinical experiences. Finally, successful completion of the summative examination is required for program completion. (GR)

PSYCHOLOGICAL SCIENCES

Contact Information

phone: (716) 839-8257

daemen.edu/psychology

Chair

[Denise Emer](#)

(716) 839-8257

Degrees Offered

- [Bachelor of Arts in Psychology](#)
- [Bachelor of Science in Psychology](#)

Minors

- [Pre-Art Therapy](#) (Recommended for Psychology Majors)
- [Psychology](#)

Mission Statement

The mission of the Department of Psychological Sciences at Daemen College is to provide students with an understanding of the psychological science of human thought, feeling, and behavior. The curriculum is designed to increase students' knowledge in foundational and contemporary topics in psychological science and in the methods and tools used to conduct psychological research, including research design and data analysis. Students also learn to communicate effectively with other members of the scientific community, and acquire the skills to apply psychological principles in diverse domains that characterize well-educated and ethical learners. We accomplish this through a combination of student-centered

advising and mentoring, participation in a large variety of required and elective courses, collaborative student-faculty research opportunities, and community outreach opportunities in the form of career field experiences and internships.

Student Learning Goals & Outcomes

The Department of Psychological Sciences at Daemen College endorses the [APA Guidelines for the Undergraduate Psychology Major, Version 2.0 \(APA, 2013\)](#) that are structured to provide knowledge, skills, and values consistent with both psychological science and a liberal education.

Goal 1: Knowledge Base in Psychology

- 1.1 Describe key concepts, principles, and overarching themes in psychology;
- 1.2 Develop a working knowledge of psychology's content domains;
- 1.3 Describe applications of psychology.

Goal 2: Scientific Inquiry and Critical Thinking

- 2.1 Use scientific reasoning to interpret psychological phenomena;
- 2.2 Demonstrate psychology information literacy;
- 2.3 Engage in innovative and integrative thinking and problem solving;
- 2.4 Interpret, design, and conduct basic psychological research;
- 2.5 Incorporate sociocultural factors in scientific inquiry.

Goal 3: Ethical and Social Responsibility in a Diverse World

- 3.1 Apply ethical standards to evaluate psychological science and practice;

- 3.2 Build and enhance interpersonal relationships;
- 3.3 Adopt values that build community at local, national, and global levels.

Goal 4: Communication

- 4.1 Demonstrate effective writing for different purposes;
- 4.2 Exhibit effective presentation skills for different purposes;
- 4.3 Interact effectively with others.

Goal 5: Professional Development

- 5.1 Apply psychological content and skills to career goals;

- 5.2 Exhibit self-efficacy and self-regulation;
- 5.3 Refine project-management skills;
- 5.4 Enhance teamwork capacity;
- 5.5 Develop meaningful professional direction for life after graduation.

Additional Goal for B. S. Psychology Majors: (Depth of Knowledge in Natural Sciences): develop greater understanding in the natural sciences so that this deeper understanding can be applied to the study of psychology. Students completing the B.S. degree will gain a more extensive understanding of how the natural sciences and mathematics mutually enrich the study of psychology.

REFERENCE

American Psychological Association (2013). APA guidelines for the undergraduate psychology major. Washington, DC.

BACHELOR OF ARTS IN PSYCHOLOGY

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Course Repeats

The following courses may not be repeated more than once:
PSY103, PSY333/L, PSY335, PSY353/L, PSY354/L, PSY444, PSY445

1. MAJOR: 45 CREDITS

- PSY103 Introduction to Psychological Science (3) – CI
- PSY333/L Statistics for Psychology and Social Sciences (4) – CT; QL
- PSY335 Junior Seminar in Psychology (3)
- PSY353/L Research Methods in Psychology (4)
- PSY354/L Advanced Research Methods in Psychology (4) – RP; ILIT; WI
- **SELECT ONE:**
 - PSY444 Senior Thesis (3) – ILIT; RP; WI **OR**
 - PSY445 Senior Capstone Practicum (3)
- **Additional Required courses (24 credits)**
 - PSY210 Social Psychology (3)-CT; CI
 - PSY215 Cognitive Psychology (3)
 - PSY219 Psychology of Mental Illness (3)-CT
 - **SELECT ONE** course from each **AREA** (9 credits): (students must have completed at least one 200 level course before taking any 300 level courses):
 - **Social/Personality/Developmental Area:**

- PSY218 Personality Psychology (3)
- PSY220 Life Span Development (3)
- PSY214 Psychology of Adolescence (3)-CT
- PSY301 The Psychology of Human Sexuality and Sexual Health (3) -CT
- PSY318 Heros, Healers, and Do-Gooders: The Psychology of Helping and Altruism (3) -CI
- **Cognitive/Biological Area:**
 - PSY216 Learning and Behavioral Modification (3)
 - PSY217 Sensation and Perception (3)-CT
 - PSY314 Biological Bases of Behavior (3)- CT; CI
 - PSY380 Drugs & Behavior (3) – CT
- **Clinical/Applied Area:**
 - PSY231 Behavioral Disorders of Childhood & Adolescence(3)
 - PSY306 Forensic Psychology (3)-CT
 - PSY308 Health Psychology (3) – CT
 - PSY304 Counseling and Interviewing (3)
 - PSY309 Assessment in Psychology and Education (3)
- **SELECT ONE** additional elective course from any of the above 3 **AREAS** (3 credits). Additionally, PSY457 – Independent Research Study may be substituted as this elective course.
- **SELECT ONE** Psychology Course or additional Capstone course (3 credits): Pre-requisites for this requirement are: completion of PSY103, and completion of a minimum of 55 credits
 - PSY391 Psychology and Culture (3) -CT;CI
 - PSY393 The Origins of Psychology (3)
 - PSY444 Senior Thesis (3) – ILIT; RP; WI (if not already completed above)
 - PSY445 Senior Practicum in Psychology (3) (if not already completed above)

2. CORE CURRICULUM: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **Mathematics, Sciences:** (Required)
 - Mathematics: must be 100 level or higher (3)
 - Natural Science: **Select** from courses in: biochemistry, biology, chemistry, environmental science, geology, natural science, physics (3)

Note: Forensic Science 101 may also fulfill the Natural Science requirement for Psychology Majors.

- **Foreign Language and Core Electives: 33 credits**
- **NOTE:** Courses count as core only if the credits completed have a competency. If a course does not have a competency, it will fulfill the particular requirement but will count under the Free Electives, AND an additional 3 credits in Core Electives must be taken for each course which does not have a competency.
- **Foreign Language Requirement:** Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Modern Languages](#) section of the Daemen catalog.

3. FREE ELECTIVES: 30 CREDITS

Courses used to fulfill free electives may have a competency but courses are not required to have a competency to fulfill the free elective requirement. A maximum of 6 credits may be taken in Psychology courses.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Admission to Upper Division Requirements

1. A minimum grade of C- in PSY333/L
2. A minimum grade point average (GPA) of 2.50 in the major.
3. An overall grade point average (GPA) of C (2.0).

Graduation Requirements

1. A minimum grade of C- in PSY333/L; PSY335; PSY353/L; PSY354/L; PSY444 OR PSY445
2. A minimum grade point average (GPA) of 2.50 in the major.
3. An overall grade point average (GPA) of C (2.0).

Suggested Course Sequence

Access the suggested course sequence for the [BA, Psychology](#) or [BA, Psychology Pre-Med Track](#), from the Psychological Sciences Department web page or the Program Plans site on the Registrar's web page.

Bachelor of Science in Psychology

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Course Repeats

The following courses may not be repeated more than once: PSY103, PSY333/L, PSY335, PSY353/L, PSY354/L, PSY444

1. MAJOR: 63 CREDITS

- PSY103 Introduction to Psychological Science (3) – CI
- PSY333/L Statistics for Psychology and Social Sciences (4) – CT; QL
- PSY335 Junior Seminar in Psychology (3)
- PSY353/L Research Methods in Psychology (4)
- PSY354/L Advanced Research Methods in Psychology (4) – RP; ILIT; WI
- PSY444 Senior Thesis (3) – ILIT; RP; WI

Additional Required Courses (42 credits)

- **Complete the following courses :** (12)
 - PSY210 Social Psychology (3)-CT;CI
 - PSY215 Cognitive Psychology (3)
 - PSY219 Psychology of Mental Illness (3)-CT
 - PSY314 Biological Bases of Behavior (3)- CT; CI
- **SELECT ONE** course from each **AREA** (9 credits): (students must have completed at least one 200 level course before taking any 300 level courses):
 - **Social/Personality/Developmental Area:**
 - PSY218 Personality Psychology (3)

- PSY220 Life Span Development (3)
- PSY214 Psychology of Adolescence (3)-CT
- PSY301 The Psychology of Human Sexuality and Sexual Health (3) -CT
- PSY318 Heros, Healers, and Do-Gooders: The Psychology of Helping and Altruism (3) -CI
- **Cognitive/Biological Area:**
 - PSY216 Learning and Behavioral Modification (3)
 - PSY217 Sensation and Perception (3)-CT
 - PSY380 Drugs & Behavior (3) – CT
- **Clinical/Applied Area:**
 - PSY231 Behavioral Disorders of Childhood & Adolescence(3)
 - PSY306 Forensic Psychology (3)-CT
 - PSY308 Health Psychology (3) – CT
 - PSY304 Counseling and Interviewing (3)
 - PSY309 Assessment in Psychology and Education (3)
- **SELECT ONE** additional elective course from any of the above 3 **AREAS** (3 credits). Additionally, PSY457 – Independent Research Study may be substituted as this elective course.
- **SELECT ONE** Psychology Course (3 credits): Pre-requisites for this requirement are: completion of PSY103, and completion of a minimum of 55 credits
 - PSY391 Psychology and Culture (3) – CT, CI
 - PSY393 The Origins of Psychology (3)
 - PSY445 Senior Practicum in Psychology (3)
- **SCIENCE/PSYCHOLOGICAL SCIENCE**
 - **SELECT THREE** laboratory courses in biochemistry, biology, chemistry, or physics (12 credits)
 - **SELECT ONE** of the additional options (3 credits)
 - **Option 1:** one additional laboratory course in biochemistry, biology, chemistry, or physics (3 credits; 1 credit lab will count in free electives) **OR**
 - **Option 2:** one additional course in psychological sciences from list below (3 credits)

- PSY216 – Learning and Behavior Modification
- PSY217 – Sensation & Perception
- PSY380 – Drugs and Behavior

2. CORE CURRICULUM: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **Mathematics:** Mathematics: must be 100 level or higher (3)
- **Foreign Language and Core Electives: 36 credits**

NOTE: Courses count as core only if the credits completed have a competency. If a course does not have a competency, it will fulfill the particular requirement but will count under the Free Electives, AND an additional 3 credits in Core Electives must be taken for each course which does not have a competency.

NOTE: Foreign Language Requirement (6 credits). Students must complete 6 credits of language study (6 credits must be in the same language, for example, two 3-credit courses in Spanish; courses in sign language cannot be used to fulfill the foreign language requirement)

3. FREE ELECTIVES: 12 CREDITS

Courses used to fulfill the free electives may have a competency, but free electives are not required to have a competency. A maximum of 6 credits may be taken in Psychology courses.

**TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS**

Admission to Upper Division Requirements

1. A minimum grade of C- in PSY333/L
2. A minimum grade point average (GPA) of 2.50 in the major.
3. An overall grade point average (GPA) of C (2.0).

Graduation Requirements

1. A minimum grade of C- in PSY333/L; PSY335; PSY353/L; PSY354/L; PSY444
2. A minimum grade point average (GPA) of 2.50 in the major.
3. An overall grade point average (GPA) of C (2.0).

Suggested Course Sequence

Access the suggested course sequence for the [BS, Psychology](#) or [BS, Psychology Pre-Med Track](#), from the Psychological Sciences Department web page or the Program Plans site on the Registrar's web page.

JUNE 23, 2018 BY IMOYER

PRE-ART THERAPY MINOR (Psychology Majors)

NOTE: This minor is recommended for **Psychology BA or BS** students. The minor course work will be fulfilled with Psychology and studio Art courses to prepare students to pursue further education in the area of art therapy programs.

Required Psychology courses (15 credits)

- PSY103 Intro to Psychological Science (3)
- PSY212 Developmental Psychology (3)
- PSY219 Psychology of Mental Illness (3)
- PSY231 Behavior Disorders of Childhood and Adolescence (3)
- Elective PSY (3)*

***NOTE:** Consult Advisor for recommended course.

Additional Requirements (18 credits)

- ART105 Foundations of Drawing I (3)
- ART106 Foundations of Drawing II (3)
- ART225 Painting: Watercolor (3)
- ART251 Ceramics I (3)
- ART267 Sculpture I (3)
- EDU301 Methods and Materials: Art (3)

PSYCHOLOGY MINOR

Requirements (18 credits):

- PSY103 Introduction to Psychological Science (3) – CI
- PSY210 Social Psychology (3) – CT/CI
- PSY215 Cognitive Psychology (3)
- PSY219 Psychology of Mental Illness (3) – CT
- **SELECT TWO COURSES FROM ANY**

AREA (6):

- **Social/Personality/Developmental Area:**

- PSY218 Personality Psychology (3)
- PSY220 Life Span Development (3)
- PSY214 Psychology of Adolescence (3) – CT
- PSY301 Human Sexuality and Sexual Health (3) – CT
- PSY318 Heroes, Healers, and Do-Gooders: The Psychology of Helping and Altruism (3) -CI

- **Cognitive/Biological Area:**

- PSY216 Learning and Behavioral Modification (3)
- PSY217 Sensation and Perception (3) – CT
- PSY314 Biological Bases of Behavior (3) – CT/CI

- PSY380 Drugs & Behavior (3) – CT
- **Clinical/Applied Area:**
 - PSY231 Behavioral Disorders of Childhood & Adolescence(3)
 - PSY306 Forensic Psychology (3) – CT
 - PSY308 Health Psychology (3) – CT
 - PSY304 Counseling and Interviewing (3)
 - PSY309 Assessment in Psychology and Education (3)

Note: Students completing a Psychology Minor are not eligible to register for the Majors-only required research sequence, which begins with Psychology 333/L (Statistics for Psychology and Social Sciences), and includes Psychology 353/L (Research Methods in Psychology), Psychology 354/L (Advanced Research Methods), and Psychology 444/445 (Senior Thesis in Psychology or Senior Practicum in Psychology).

Students Completing a Minor in Psychology may also be able to complete PSY391 Psychology and Culture, PSY393 Origins of Psychology, or PSY457 Independent Research Study if it is offered in a given semester during minor completion.

Psychology

PSY 103: Introduction to Psychological Science

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. A single-semester introduction to psychological science, including research methods, brain and behavior, individual differences and intelligence, memory, learning, development, motivation, perception, personality, mental disorders, and social psychology. Research requirement. All students will be required to complete research participation or an alternative assignment as part of their course credit. (UG)

PSY 210: Social Psychology

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking and Contextual Integration This course focuses on the ways in which individuals' thoughts, feelings, and behaviors are influenced by the presence of others/social interaction. Experimental findings will be used to understand individuals in a social context. Sample topics include stereotyping and prejudice, conformity and obedience, attitude formation and persuasion, and aggression and conflict. In addition, practical application of theory and research findings will be discussed (e.g., jury decision making, reducing prejudice). Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 212: Developmental Psychology: Infancy Through Childhood

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course explores human psychological development from infancy through childhood, including cognitive and language development, socialization, and personality. The course will also include a critical evaluation of current methodologies used to study development, and discussions of practical and social applications of psychological knowledge about children. This course includes observations of children in real life settings. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 214: Psychology of Adolescence

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course introduces students to psychological changes that occur between childhood and adulthood, including psychological correlates of physical maturation, cultural definitions of adolescence, cognitive change, and social challenges facing adolescents. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 215: Cognitive Psychology: Learning, Thinking and Problem Solving

3 Credit Hour(s)

This course introduces students to the scientific study of mental processes and human information processing, with emphasis on theory and research findings, both historical and present. Sample topics include: visual and auditory processing, attention, memory, language acquisition and processing, reasoning, decision making, and problem solving. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 216: Principles of Learning and Behavior Modification

3 Credit Hour(s)

This course introduces the principles and procedures of Learning and Behavior Modification, including operant and respondent conditioning and their component procedures, including reinforcement, extinction, punishment, stimulus control, discrimination, generalization, shaping, prompting, and chaining. Students will be introduced to the research designs, data recording methods, and data analytic procedures of behavior modification, and will apply course material by designing and conducting a self-management project. Prerequisite: PSY 103 or equivalent. (UG)

PSY 217: Sensation and Perception

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving; Information Literacy; Writing Intensive. This course introduces students to theories, empirical data, and research tools and techniques related to sensation and perception. Perceptual organization and the relationship of perception to clinical and social areas will be considered. Prerequisites: CMP 101 and PSY 103. (UG)

PSY 218: Theories of Personality

3 Credit Hour(s)

This course will examine several of the major personality theories, as well as current research findings, in a general survey of crucial factors in the development and organization of human personality. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 219: The Psychology of Mental Illness

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course surveys the origins, symptoms, and treatment of various forms of mental illness described in the Diagnostic and Statistical Manual of Mental Disorders (Revision 5, May, 2013). Current theories of the causes of mental disorders are also discussed, along with recent research evidence to support or question these explanations. Controversies associated with the cause, course, and treatment of mental illness as well as ethical considerations will be covered. Legal implications for mentally disordered offenders will be considered, along with other legal issues associated with mental disorders. Prerequisite: PSY 103 or permission of the instructor. (UG)

PSY 220: Life Span Development

3 Credit Hour(s)

This course will explore human psychological development from birth through aging, including physiological, cognitive, and psychosocial changes that occur from birth until death. The role of individual/personality characteristics, relationships with others, and the sociocultural environment in which individuals live will be discussed with regard to their influence on social, cognitive, emotional, and psychophysiological development. Current research and theories used to describe and explain human growth and change will be discussed within the framework of the scientific method. Prerequisite: PSY 103. (UG)

PSY 231: Behavior Disorders of Childhood and Adolescence

3 Credit Hour(s)

This course introduces psychological conditions that occur in childhood and adolescence (infancy to 18 years) including Anxiety and Mood Disorders, Conduct Disorder, Attention Deficit Disorders, Language and Learning Disabilities, Intellectual Disability, Autism Spectrum Disorder, disorders of basic physical functions (for example, eating disorders), and psychological aspects of medical conditions. The course is grounded in psychological science, and therefore is evidence based and includes research methods and ethical issues in research and treatment of developmental psychopathology. Prerequisite: PSY 103. (UG)

PSY 301: The Psychology of Human Sexuality and Sexual Health

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course examines the biological, psychological, emotional, and social components of human sexual behavior. Sample topics include historical aspects of human sexuality, theories of human sexual behavior and attitudes, love and attraction, gender identity, sexuality across different stages of development, sexual dysfunctions and disease, and forms of sexuality that are currently listed in the DSM 5 as symptomatic of a paraphilic disorder. Topics will be discussed within the framework of the scientific method, and may also address ethical and legal considerations. Presentation of course material and the discussions that occur will sometimes require exposure to sexually explicit materials and/or content. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 304: Counseling and Interviewing

3 Credit Hour(s)

This course is an introduction to theories of counseling and psychotherapy, emphasizing the acquisition of basic skills in listening and interviewing. This is a practical and applied as well as theoretical course including demonstrations of counseling techniques, and practice using these techniques in class. Course format is varied, including lecture, group discussion, team based activities, and hands-on practice of skills being learned in lecture portions of the course. Evidence-based counseling techniques will be discussed. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 306: Forensic Psychology

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course surveys multiple ways in which the field of psychology and the legal system interact. Theories of criminal behavior, available treatment for mentally ill offenders, and ethical controversies related to psychologists' involved in law are also discussed. Topics include expert testimony, mental disorders and crime, competency to stand trial and the insanity defense, eyewitness testimony and other questions of evidence, forensic assessment (polygraph testing, hypnosis), psychopathy, serial murder, sexual offending, and juvenile crime. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 308: Health Psychology

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course examines psychosocial influences on how we stay healthy, why we become sick, and why individuals have different responses when they become ill. The biopsychosocial model will be discussed as it relates to individuals' risk for illness, resilience, ability to achieve optimal wellness, and longevity. Topics include placebo and nocebo effects, stress and coping, trauma and resilience, personality and disease, emotional influences on illness, health behavior change, addiction, eating disorders, and medical adherence. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 309: Assessment in Psychology and Education

3 Credit Hour(s)

This course considers historical, political, and legal aspects of testing and reviews currently available tests of aptitudes, skills, personality traits, and mental health. The course will review test construction, test item selection and interpretation, and ethical issues that arise in testing/assessment situations. Students in this course will participate in hands-on activities that help them develop skills in test use and interpretation of test results. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 314: Biological Bases of Behavior

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking and Problem Solving; Contextual Integration. A survey of biological influences on behavior. The primary emphasis is on the physiological regulation of behaviors in humans and other vertebrate animals as they relate to neuronal, hormonal, and developmental structure and function. Topics include perception, cognition, sleep, eating, sexual behaviors, learning, cognition, and mental disorders. Prerequisite: PSY 103 or permission of instructor. (UG)

PSY 318: Heroes, Healers, and Do-Gooders: The Psychology of Helping and Altruism

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Coming primarily from a Social Psychological perspective, this course covers the psychology of how, when, and why people contribute to the well-being of others. Topics covered will include the evolutionary origins of prosocial behavior, cost-reward considerations when deciding to help, and the influence of norms and emotions on willingness to help. Further consideration will be given to the debate over the existence of altruistic acts, volunteerism, the traits that characterize being a helper and a helpee, and cooperation both within and between groups. Prerequisites: PSY 103. (UG)

PSY 333: Statistics for Psychology and Social Sciences

4 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving; Quantitative Literacy requirement. The purpose of this course is to provide an introduction to the basic statistical procedures used in modern behavioral sciences, as well as the tools and basic procedures used for computing them in statistical software packages (e.g., SPSS). In doing so, students will gain both the conceptual and computational knowledge necessary to appropriately employ such statistical analyses. Topics include (but are not limited to) assessing and constructing graphs/tables, probability, descriptive and inferential statistics, correlation, prediction through regression, analysis of variance, parametric versus nonparametric tests, interpreting statistical significance, and using statistical software to achieve these goals. By the end of this course students will recognize statistical analyses as an integral component to the scientific process. Students will not only be able to apply such analytical techniques to their own research efforts, but will develop their ability to critically evaluate conclusions derived from such procedures offered by the scientific community and the popular media. Corequisite: PSY 333L. (UG)

PSY 333L: Statistics for Psychology and Social Sciences Laboratory

0 Credit Hour(s)

Laboratory component of PSY 333. Beginning instruction in SPSS statistical software and related analytic tools and their proper application, interpretation, and presentation across research designs. Corequisite: PSY 333 (UG)

PSY 335: Junior Seminar in Psychology

3 Credit Hour(s)

This course involves students in an in-depth exploration of a specific topic or a series of related topics in contemporary psychology through primary source readings in the research literature, and secondary source material relevant to discussion and analysis (topics may vary each semester). Course format is generally discussion rather than lecture oriented. Brief lectures may be used to provide a framework for discussion and debate. Students develop critical thinking, critical reading, analytic, research, and writing skills by preparing discussion topics in both oral and written format. Prerequisite: Upper division status in Psychology and completion of PSY 353/353L with C- or better, or permission of instructor. (UG)

PSY 353: Research Methods in Psychology

4 Credit Hour(s)

This course is the first in a required sequence of research courses for upper division psychology majors. The main purpose of this course is to help students understand psychology as a behavioral science by introducing them to the core methods by which psychologists gather, analyze, and evaluate data. Topics include: Experimental methods, correlational methods, survey methods, observational designs, single subject methods, and validity and reliability of methods and measures. Students will engage in hands-on laboratory exercises involving literature review, planning research studies, collecting and statistically analyzing data with a statistical software program, and reporting research in the style and format of the American Psychological Association. This course culminates in a required literature review that forms the basis of a research proposal. This course will require small group projects, computer lab sessions in which students statistically analyze data, library sessions for database and other literature review/research, and research experiences in which students collect data and/or analyze existing data. Therefore, students should expect to work outside of class at least two hours per week throughout the semester on course-related projects. Prerequisite: PSY 333 with C- or better and upper division status. (UG)

PSY 353L: Research Methods in Psychology Laboratory

0 Credit Hour(s)

Laboratory component of PSY 353. Fundamental research and statistical analysis techniques in psychological science. Corequisite: PSY 353. (UG)

PSY 354: Advanced Research Methods in Psychology

4 Credit Hour(s)

Fulfills core competency: Information Literacy, Research, and Presentation requirement, Writing Intensive. The purpose of this course is to introduce undergraduate Psychology majors to more advanced research methods used in the field of psychological science, as well as to further practice and begin to master their corresponding applications. Some of these advanced methodologies represent more complex versions of the simpler methods learned in the prerequisite research sequence course (PSY 353), whereas others represent conceptually new methods that have not yet been introduced. The goals of this course are to encourage students to consider important philosophical, ethical, and measurement concepts as they relate to more advanced methodologies, both experimental and non-experimental, and to apply selected statistical concepts to these more advanced methodologies. Most importantly, all students should demonstrate continued improvement and development towards mastery relative to the prior course in the research sequence (PSY 353) in assessing the value, validity, and proper application of research claims. This critical evaluation of research claims means learning to read and understand peer reviewed research, consider the methodology used to arrive at a particular finding, and evaluate whether such methodologies are capable of providing the information such claims suggest. In this second more advanced methods course, students should demonstrate significant development relative to the first course in their ability to understand peer reviewed research papers/findings, and their ability to evaluate whether or not the conclusions based on particular methodologies are reasonable given the nature of the research designs. In addition, students in this second course should demonstrate continued development and progress towards mastery in using APA style to report research findings, and to develop literature reviews and research proposals. This course will require small group projects, computer lab sessions in which students statistically analyze data, library sessions for database and other literature review/research, and research experiences in which students collect data and/or analyze existing data. Therefore, students should expect to work outside of class at least two hours per week throughout the semester on course-related projects. Prerequisite: PSY 353/L with C- or better and upper division status. (UG)

PSY 354L: Advanced Research Methods in Psychology Lab

0 Credit Hour(s)

Laboratory component of PSY 354. Advanced research and statistical analysis techniques in psychological science. Corequisite: PSY 354. (UG)

PSY 380: Drugs and Behavior

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course surveys behavioral effects of psychotropic drugs as a result of drug distribution, drug elimination, and drug-receptor interactions in the body. It covers fundamentals of neuroanatomy and neurophysiology as they relate to these, and emphasizes current, historical, and moral vs. legal contexts for use and distribution in the US and other countries. Other drug classes are considered and discussed for comparative purposes. It includes drug classification and development and the role of learning and addiction as they relate to drug use/abuse. Because mental disorders are among the most debilitating conditions worldwide and are commonly comorbid with other psychiatric, and medical illnesses, the course is useful to students of behavioral, legal, and healthcare-related fields. Prerequisites: PSY 103. (UG)

PSY 391: Psychology and Culture

3 Credit Hour(s)

Fulfills core competency: Critical Thinking, Problem Solving, and Contextual Integration. Given the increasing rate of intercultural contact through the media, technological advances in communication, and of face-to-face contact, an appreciation of human behavior as it develops and is understood within diverse cultures is essential. This course will explore how culture influences human thought and behavior. Students will explore to what extent our identities and ways of thinking are common across the different cultures in our world and to what extent are they unique to our own cultural environments and experiences. In order to thoroughly examine this, the course will explore the individual, universal, and cultural-specific influences involved in human development, morality, emotion, cognition, mental health and treatment, relationships and attraction, and gender conceptualizations. This course will integrate multiple sub-fields within psychology challenging students to integrate and examine psychological theories and principles through the lens of culture. Through examining scientific literature, classroom discussion, and applying psychological principles and theories learned previously, students will consider how culture has shaped their own personal experiences and beliefs as well as develop an application of why certain cultures engage in specific behaviors and belief systems. Prerequisite: PSY 103 Completion of 55 credits. (UG)

PSY 393: The Origins of Psychology

3 Credit Hour(s)

A perusal of the various journals in psychology or an examination of any psychology conference schedule seems to suggest that psychology is a highly disjointed discipline. However, psychology is unified through its historical traditions and systems of thought. In this course, we will explore the roots of modern psychological thought and methodology. We will trace these roots from their origins in philosophy and the natural sciences through the early schools of psychology (e. g., Functionalism, Structuralism, Gestalt, etc.) and on into its current form. We will also examine the lives and works of the men and women whose work created psychology's foundation. Through these explorations we will discover the common threads and patterns interwoven into the broad tapestry of psychology. Prerequisite PSY-103, completion of 55 credits. (UG)

PSY 444: Senior Thesis

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. This capstone course is one of the options for the capstone requirement that represents the culmination of the required research sequence for psychology majors. Activities include: completion and submission of the HSRRC proposal, continued research into psychological literature, preparation of all testing materials, arranging lab space for data collection, recruitment, data collection and analysis, completion of a manuscript prepared utilizing the format and style of the American Psychological Association, and a public oral presentation of student research projects. Prerequisites: successful completion of PSY 354/354L (C- or better) and senior status in psychology. Junior year students who meet the prerequisite requirements may be eligible by permission of instructor. (UG)

PSY 445: Senior Practicum in Psychology

3 Credit Hour(s)

This course is an opportunity for students to gain practical experience in a community agency, business organization, or other psychology-related setting. This course enables students to apply the theories, research, and specific psychology content they have learned to date in their undergraduate curriculum to a real world setting. Therefore, this course will supplement students' classroom learning to date, with first-hand experience in professional settings which are appropriate for their academic background and career objectives. As this course is meant to be a senior capstone experience, there will also be an academic component of the course, which includes a weekly seminar involving presentations and discussions of relevant ethical and organizational issues related to psychology as both a scientific and applied discipline. In addition, students will be required to complete a scholarly, critical review of the theoretical and empirical literature on an issue/topic related to the practicum experience they are completing and design a possible intervention based on the empirical literature that could assist with a problem or issue they identify as relevant to their field site. Prerequisites: successful completion of PSY 354/354L (C- or better) and senior status in psychology. (UG)

PSY 457: Independent Study Or Research

1-6 Credit Hour(s)

This course is an opportunity for students to become involved in research outside the classroom under the mentorship of a faculty member (s) in the department. Students may assist faculty with ongoing research, design their own project, or design an extension of prior faculty research or their own prior research. Prior coursework and skills required to participate may vary by project/faculty mentor. Open to juniors and seniors with a 2.5 GPA, no current Incomplete grades, and permission of the instructor. Sophomore students with exceptional preparation may also be considered. Students must complete an independent study contract in order to register for this course (see department chair and/or your faculty mentor for details). (UG)

PSY 458: Field Experience in Psychology

1-6 Credit Hour(s)

This course is an opportunity for students to gain practical experience in a community agency, business organization, or other psychology-related setting. This is not the same as the PSY 445 capstone course. Prerequisite: Permission of psychology department chair. Individual agencies/organizations may also require students to complete specific requirements prior to placement (e.g., specific coursework, background checks, upper division status, etc.) (UG)

SOCIAL WORK

Contact Information

phone: (716) 839-8515

daemen.edu/socialwork

Chair

Diane R. Bessel

(716) 566-7876

Degrees Offered

- [Bachelor of Arts in Social Work](#)
- Master of Social Work (see Graduate Catalog for details)

Social Work Program

Mission Statement

Daemen College's Bachelor of Arts in Social Work (BASW) Program prepares its students to use the generalist intervention model to effectively address the needs and desires of diverse individuals, families, groups, organizations, and communities, in various settings, and at all levels of social work practice.

The BASW Program is grounded in the liberal arts, with a strong emphasis on service here at home and in the world. It teaches its students to engage critical thinking, research, and awareness of social structures, policies, and systems to identify problems and advance strategies designed to educate, empower, and ensure access to resources, rights, and opportunities. The BASW program also encourages development of greater self-awareness, cultural competence, and humility among emerging practitioners as well as the delivery of culturally responsive programs and services.

Program Goals

In accordance with its mission, the Daemen College Bachelor of Arts in Social Work Program seeks to:

- Prepare students with the knowledge, values, skills, cognitive and affective reactions, and critical judgment necessary for effective practice and/or advanced study in social work;
- Encourage critical self-reflection and self-management as well as a commitment to life-long learning as part of ethical and professional social work behavior;
- Ensure students are prepared to engage diversity and difference in practice – integrating knowledge of human behavior and the environment; awareness of oppression, discrimination, power, and privilege; and recognition of how each can shape life experiences – while also advocating for social, economic, and environmental justice and the advancement of human rights;
- Provide opportunities for students to engage in practice with various constituencies and in multiple settings – using research to inform practice and practice to inform research; and
- Enrich the local, national, and international community through service, research, innovation, and other capacity building support.

Program Objectives

Graduates of the Daemen College Bachelor of Arts in Social Work Program will demonstrate that they are able to:

- Demonstrate ethical and professional behavior;
- Engage diversity and difference in practice;
- Advance human rights and social, economic, and environmental justice;
- Engage in practice-informed research and research-informed practice;
- Engage in policy practice;
- Engage with individuals, families, groups, organizations, and communities;

- Assess individuals, families, groups, organizations, and communities;
- Intervene with individuals, families, groups, organizations, and communities; and
- Evaluate practice with individuals, families, groups, organizations, and communities.

The program of study leading to the Bachelor of Arts degree in Social Work is accredited by the Commission on Accreditation of the Council on Social Work Education (CSWE) at the baccalaureate level. For more information about CSWE accreditation and core competencies, please visit the CSWE website.

The Social Work curriculum is carefully sequenced around a professional foundation that includes content on social work values and ethics, diversity, social and economic justice,

populations-at-risk, human behavior and the social environment, social welfare policy and services, social work research, social work practice, and a field practicum.

Admission Requirement

First-year students are admitted to the Social Work program on a conditional basis. In the second semester of the sophomore year, students must complete the Upper Division application and participate in an interview in order to be fully accepted into the Social Work program.

BACHELOR OF ARTS IN SOCIAL WORK

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 45 CREDITS

- SW/SOC218 Introduction to Social Work and Social Welfare (3) — CI
- SW311 Social Work Research I (3) — ILIT.
NOTE: IN COMBINATION WITH SW312=RP; IL; UD
- SW312 Social Work Research II (3) – ILIT; WI.
NOTE: IN COMBINATION WITH SW311=RP; IL; UD
- SW315 Professional Communication in Social Work (3)
- SW325 Foundations of Generalist Practice I – Social Work Method (3)
- SW326 Foundations of Generalist Practice II – Individuals and Families (3)
- SW333 Human Behavior & Social Environment I (3)
- SW334 Human Behavior & Social Environment II (3)
- SW424 Foundations of Generalist Practice III – Groups (3)
- SW/SOC432 Contemporary Social Work Policy & Services (3)
- SW451/451S Field Experience in Social Work I/Seminar (5/1)
- SW452/452S Field Experience in Social Work II/Seminar (5/1)
- SW454 Foundations of Generalist Practice IV – Organizations and Communities (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 6 CREDITS

- SOC224 Ethnicity, Race, & Cultural Diversity (3) — AA; WI
- 3 credits in Political Science Studies: any course in Political Science (PSC) is acceptable. Suggested: PSC114 State & Local Government (3) — CR; PSC247/ 347/447 Selected Topics (select topic with Advisor)

3. CORE: 45 CREDITS

- BIO103 Human Biology (3) – CT
- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) – CT; QL
- PSY103 Introduction to Psychological Science (3) – CI
- PSY219 The Psychology of Mental Illness (3) – CT; UD
- SOC201 Introductory Sociology (3) – CT
- SOC303 Sociology of the Family (3) — CT; UD; WI
- **ECONOMICS: 3 CREDITS ARE REQUIRED.**

NOTE: Course counts as core only if the credits completed have a competency. If course does not have a competency, it will fulfill the Economics requirement but will count under the Free Electives, thereby requiring that an additional 3 credits in Core Electives be completed.

- **FOREIGN LANGUAGE AND CORE ELECTIVES: 18 CREDITS**
- **FOREIGN LANGUAGE REQUIREMENT:**

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalog.

- **CORE ELECTIVES: SEE BELOW FOR SUGGESTED COURSES**

4. FREE ELECTIVES: 27 CREDITS

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 6 credits may be taken in Social Work courses. See below for suggested courses.

TOTAL PROGRAM REQUIREMENTS = 123 CREDITS

Suggested Core/Free Electives

• SUGGESTED CORE ELECTIVES AND FREE ELECTIVES:

- CA205 Oral & Visual Communication (3) – CS; WI
- PHI321 Medical Ethics (3) – ME, UD
- PSY312 Psychology of Adult Development and Aging (3) – CT; UD
- SOC/SW328 Basic Training in Military Culture (3) – CI; ME; UD

• SUGGESTED FREE ELECTIVES:

- CA/SED106 American Sign Language – Level II (3)
- CMP301 Professional Writing (3)
- HPR/MGT210 Health Systems Management (3)
- MGT208 Principles of Management (3)
- NUR/HSC221 Issues in Women’s Health (3)
- SOC/SW217 Alcoholism, Substance Abuse and Other Addictions (3)
- SOC/SW232 The Aging Process: An Introduction to Gerontology (3)
- SOC/SW243 Child Welfare Policy & Services (3)
- SOC/SW327 Death, Dying and Bereavement (3)

- SOC/SW411 Contemporary Issues in Women’s Health. (3)

Admission to Upper Division Requirements

1. Completion of: BIO103; MTH104; PSY103; SOC201; SOC224; SOC303; SW/SOC218; 3 credits in an Economics course AND 3 credits in a Political Science course.
2. A cumulative grade point average (GPA) of 2.0 at the end of the sophomore year, and C or better in all Social Work courses.
3. Submission of evidence of 120 hours of volunteer experience in a social work or human service program.
4. Completion of the upper division application including a personal statement.
5. Submission of two letters of recommendation.
6. Satisfactory completion of interview with the Social Work Admissions Committee.

Students should consult the Bachelor of Arts in Social Work Student Handbook, available from the Social Work Department, for complete application, entry, and upper division continuance requirements.

*Transfer students must submit an application for upper division at the time of acceptance to the college and prior to registration for classes.

Admission to Field Experience (SW451/451S-452/452S)

1. Upper division status and minimum grade point average (GPA) of 2.50.
2. Minimum grade of C in all Social Work courses
3. Completion of Field Experience application
4. Two letters of recommendation from volunteer experiences

5. Submit evidence of the completion of six credits in Social Work/Sociology electives
6. Satisfactorily complete an interview with the Field Coordinator

Continuance in Field Experience

Maintenance of a 2.50 cumulative GPA; a grade of P (Pass) in SW451; a minimum grade of C in all Social Work courses including SW451S; adherence to the NASW Code of Ethics. All non-Social Work requirements for the baccalaureate must be fulfilled or taken concurrently with SW452/452S.

Graduation Requirements

1. An overall grade point average (GPA) of 2.50
2. A minimum grade of C in each of the Senior Social Work courses and grade of P (Pass) in Field Experiences

Suggested Course Sequence

Access the suggested course sequence for the [BA, Social Work](#), from the Social Work Department web page or the Program Plans site on the Registrar's web page.

Anthropology

ANT 210: Contemporary Native America

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. The course introduces students to the current conditions of American Indians/First Nations/ indigenous peoples of North America. A foundation will be laid in ethnography, which will cover the anthropological culture area concept and culture areas. Emphasis will be placed on the Southwest, Prairie/Plains, Northwest Coast, Arctic, and Northeast (including the Great Lakes) areas. Aspects of culture change, assimilation, and acculturation will be discussed as models for viewing historical culture contact. With this, the effects of important legislative influences will be introduced. The post-World War II environment of termination and urbanization will introduce a discussion of sustainability of traditional cultures, which characterize the struggles of native communities as evidenced in movements such as A.I.M. and others. (UG)

Sociology

SOC 110: Individual, College and Society: Introduction to the Sociological Imagination

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. The purpose of this course is to introduce beginning Daemen students to some of the core concepts drawn from sociology while at the same time giving them an opportunity to see the relationship between themselves, colleges and universities, and the social world. In addition, a significant amount of attention will be devoted to orienting students to a competency-based core curriculum, in general, and critical thinking, in particular. Further, students will be introduced to the current literature on what it means to be educated, the purposes of colleges and universities, the meaning of an undergraduate degree, the purposes of liberal education, and what society needs from higher education. (UG)

SOC 201: Introductory Sociology

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. The systematic study of social behavior and human groups. Examination of the influence of social relationships upon people's attitudes and behavior and on how societies are established and changed. (UG)

SOC 202: Individual and Society

3 Credit Hour(s)

Focus on social interaction, the emergence of mind and the development of the self. Examines the symbolic aspect of the individual and the constructed nature of his or her mental world environment. (UG)

SOC 209: Social Problems

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Major social problems, e.g., racism, sexism, heterosexism, militarism, crime, substance abuse, poverty and their effect on the individual and society, will be examined. Theories will be evaluated relative to the role that existing social arrangements play in perpetuating social problems. (UG)

SOC 217: Alcoholism, Substance Abuse and Other Addictions

3 Credit Hour(s)

Cross-listed as SW 217. Examines the broad range of important facts and information about AOD use and abuse. The major legal and illegal drugs, patterns and trends in drug usage, the history of drug usage in our culture, public policy and treatment issues will be the focus of the course. Students will also explore the concept of addictions as the framework for analysis of AOD use and abuse. Prerequisite: SOC 201 or 209 or permission of instructor. (UG)

SOC 218: Introduction to Social Work and Social Welfare

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as SW 218. This course introduces students to the history of social welfare as a social institution and to the profession of social work. The course provides an overview of the professional knowledge, skills, and values that are necessary for effective generalist social work practice. Attention is given to learning about key factors that led to the development of social work as a profession, social welfare policies that govern the delivery of social welfare services and the evolution of social work practice with specific client populations. (UG)

SOC 224: Ethnicity, Race and Cultural Diversity

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. Explores the dynamics of human diversity and social differentiation. Differentiation based upon race, ethnic identification, sex, and sexual orientation, majority and minority groups, lifestyle and life chances; social class and caste will be examined. (UG)

SOC 232: The Aging Process: An Introduction to Gerontology

3 Credit Hour(s)

Cross-listed as SW 232. Examines a profile of aged Americans; major biological, psychological and sociocultural paradigms of aging; societal and individual response to the aged and the aging process. (UG)

SOC 243: Child Welfare Policy and Services

3 Credit Hour(s)

Cross-listed as SW 243. Presents concepts, policy and practices in the field of child welfare. The needs of children and their families as well as programs designed to meet these needs are examined. Content also includes the child welfare service system, historical and current developments, child abuse and neglect, and the legal system relative to child welfare services. Prerequisite: SOC 201, or PSY 302, or permission of instructor. (UG)

SOC 303: Sociology of the Family

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Writing Intensive. A study of the family as a distinctive social world; emphasis on the structuring and dynamics of the family; cross-cultural comparisons; analysis of contemporary family systems. (UG)

SOC 304: Social Class and Inequality

3 Credit Hour(s)

Examination of the existence of different types of inequality and the various explanations for them. Historical and structural interconnections with various forms of inequality will also be explored. Prerequisite: SOC 201. (UG)

SOC 305: Sociology of Sport

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. Writing Intensive. This course provides an in-depth sociological examination of sport in American society in an effort to create a better understanding of sport as both a positive and negative social force on people's lives. Offered As Needed. (UG)

SOC 307: The Juvenile Justice System

3 Credit Hour(s)

Cross-listed as SW 307. This course will present concepts, policies and practices regarding Juvenile Justice in our country. The subject is examined in relation to the needs of children, their families, the major programs and social services that have been designed for them, and the issues which emerge for future planning. The intent of the course is to instill in students a desire to advocate for children in our society and to provide students with a basis for more proficient practice in their chosen field. Prerequisite: PSY 103 or SOC201. (UG)

SOC 327: Death, Dying and Bereavement

3 Credit Hour(s)

Cross-listed as SW 327. Students are guided through an examination of death as a universal human experience. The psychological and sociocultural impact of dying will be explored as well as a brief history of thanatology, the process of grief, mourning and bereavement, ethical issues concerning death, legal aspects of death, euthanasia and funeral and last rites.

Prerequisites: SOC 201, PSY 103. (UG)

SOC 328: Basic Training in Military Culture

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Moral & Ethical Discernment. Cross-listed as SW 328. The United States has been engaged in some form of combat across the world for almost a hundred years. Understanding military culture and the environmental and political nature of the military is crucial for all service providers. The current war on terror presents its own challenges and stressors due to the total force concept of the military, long deployments and redeployments, signature injuries of PTSD and traumatic brain injuries (TBIs), anxiety, depression, and suicide. This course will engage students in researching information regarding the historical and contemporary aspects of military culture; the physical and mental wounds combat veterans suffer from, including the signature injuries of the current conflicts, and their impact on military families. Students will examine the structure, policies and services of the Veterans Administration, and local veteran community providers. Students will also engage in field research as they spend some time with a service provider in the Veteran community and engage in conversation with guest speakers from the military community. Prerequisites: SOC 110 or SOC 201 or PSY 103. (UG)

SOC 411: Contemporary Issues in Mental Health

3 Credit Hour(s)

Cross-listed as SW 411. This course is structured with a glance to the past and a view of the future of mental health and the mental health system. Themes that will be explored are the history of mental health, the mental health system, governmental roles in the mental health system, mental health services, the mental health exam, assessment of lethality and crisis intervention, children and the mental health system, dual diagnosis, the elderly and the mental health system, religion, race, ethnicity and gender and mental health, consumer rights and the mental health system and mental health services in the managed care environment. (UG)

SOC 432: Contemporary Social Welfare Policy and Services

3 Credit Hour(s)

Cross-listed as SW 432. This course focuses on the functional analysis of contemporary social welfare policies. It emphasizes the political and economic implications of major social welfare legislation as well as the linkage between social problems and social policies, programs, and services. Students are also introduced to the legislative process and engage in projects to develop their advocacy skills. Prerequisites: SW 311 and senior status in Social Work program. (UG)

Social Work

SW 217: Alcoholism, Substance Abuse and Other Addictions

3 Credit Hour(s)

Cross-listed as SOC 217. Examines the broad range of important facts and information about AOD use and abuse. The major legal and illegal drugs, patterns and trends in drug usage, the history of drug usage in our culture, public policy and treatment issues will be the focus of the course. Students will also explore the concept of addictions as the framework for analysis of AOD use and abuse. Prerequisite: SOC 201 or 209 or permission of instructor. (UG)

SW 218: Introduction to Social Work & Social Welfare

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. Cross-listed as SOC 218. This course introduces students to the history of social welfare as a social institution and to the profession of social work. The course provides an overview of the professional knowledge, skills, and values that are necessary for effective generalist social work practice. Attention is given to learning about key factors that led to the development of social work as a profession, social welfare policies that govern the delivery of social welfare services and the evolution of social work practice with specific client populations. (UG)

SW 226: Adolescence: Interdisciplinary Approach To the Understanding and Treatment of Adolescents

3 Credit Hour(s)

A course designed to provide students with both theoretical understanding and practical skills for dealing with adolescent behavior. Primary emphasis will be on working more effectively with adolescents. (UG)

SW 232: The Aging Process: An Introduction to Gerontology

3 Credit Hour(s)

Cross-listed as SOC 232. Examines a profile of aged Americans; major biological, psychological and sociocultural paradigms of aging; societal and individual response to the aged and the aging process. (UG)

SW 243: Child Welfare Policy and Services

3 Credit Hour(s)

Cross-listed as SOC 243. Presents concepts, policy and practices in the field of child welfare. The needs of children and their families as well as programs designed to meet these needs are examined. Content also includes the child welfare service system, historical and current developments, child abuse and neglect, and the legal system relative to child welfare services. Prerequisite: SOC 201, or PSY 302, or permission of instructor. (UG)

SW 307: The Juvenile Justice System

3 Credit Hour(s)

Cross-listed as SOC 307. This course will present concepts, policies and practices regarding Juvenile Justice in our country. The subject is examined in relation to the needs of children, their families, the major programs and social services that have been designed for them, and the issues which emerge for future planning. The intent of the course is to instill in students a desire to advocate for children in our society and to provide students with a basis for more proficient practice in their chosen field. Prerequisite: PSY 103 or SOC201. (UG)

SW 311: Social Work Research I

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Together with SW 312 - combination of both meets Research and Presentation requirement. Engages students in an exploration of research focusing on scientific inquiry, problem formation, use of scholarly literature, research design, measurement, sampling, research ethics, culturally sensitive research, data analysis, and evaluation of research. Introduces students to major research techniques used to observe and interpret the social world including experimental design; single subject design; surveys; qualitative research; and applied social work research. Prerequisite: SW 218. (UG)

SW 312: Social Work Research II

3 Credit Hour(s)

Fulfills core competency: Information Literacy. Writing Intensive. Together with SW 311 - combination of both courses meet Research and Presentation requirement. Building on SW 311, students participate in the design and implementation of a real world research project. Students gain experience using data analysis software (qualitative and/or quantitative) and present their research findings as part of a conference. Students complete a full research paper including introduction, literature review, methodology, and results sections. Prerequisite: SW 311. (UG)

SW 315: Professional Communication in Social Work

3 Credit Hour(s)

This course offers students an opportunity to learn techniques for enhancing their interpersonal interactions and listening skills, basic writing and problem solving skills, and the ability to present information to various audiences. It focuses on the development of communication skills which focus on self (technology-based communication tools, resume writing), as well as interaction-based and organizational communications. Students will also research an issue of concern to a high need population group and engage in various persuasive writing techniques to educate and engage others. Prerequisite: SW218; Limited to Social Work majors. (UG)

SW 325: Foundations of Generalist Practice I: Social Work Method

3 Credit Hour(s)

This is the first course in a four-course practice sequence. This course introduces the generalist practice model of professional social work. It emphasizes use of the problem solving approach and examines core theories of social work practice with various client systems. Content focuses on the ethical use of value-based, culturally sensitive techniques for effective engagement, assessment, intervention, and evaluation. Prerequisites: SW 218 and upper division status in Social Work program. (UG)

SW 326: Foundations of Generalist Practice II- Individuals and Families

3 Credit Hour(s)

This is the second course in a four-course practice sequence. In this course, students continue to apply the principles that guide professional social work practice with particular emphasis placed on micro-level practice. The course focuses on the interactional skills necessary for work with individuals and families (both voluntary and involuntary). Students are required to spend 2 hours per week in service learning. Prerequisites: SW 325 and upper division status in Social Work program. (UG)

SW 327: Death, Dying and Bereavement

3 Credit Hour(s)

Cross-listed as SOC 327. Students are guided through an examination of death as a universal human experience. The psychological and sociocultural impact of dying will be explored as well as a brief history of thanatology, the process of grief, mourning and bereavement, ethical issues concerning death, legal aspects of death, euthanasia and funeral and last rites. Prerequisites: SOC 201, PSY 103. (UG)

SW 328: Basic Training in Military Culture

3 Credit Hour(s)

Fulfills core competencies: Contextual Integration; Moral & Ethical Discernment. Cross-listed as SOC 328. The United States has been engaged in some form of combat across the world for almost a hundred years. Understanding military culture and the environmental and political nature of the military is crucial for all service providers. The current war on terror presents its own challenges and stressors due to the total force concept of the military, long deployments and redeployments, signature injuries of PTSD and traumatic brain injuries (TBIs), anxiety, depression, and suicide. This course will engage students in researching information regarding the historical and contemporary aspects of military culture; the physical and mental wounds combat veterans suffer from, including the signature injuries of the current conflicts, and their impact on military families. Students will examine the structure, policies and services of the Veterans Administration, and local veteran community providers. Students will also engage in field research as they spend some time with a service provider in the Veteran community and engage in conversation with guest speakers from the military community. Prerequisites: SOC 110 or SOC 201 or PSY 103. (UG)

SW 333: Human Behavior and Social Environment I

3 Credit Hour(s)

This course engages students in analysis of the behavior of individuals, families, groups, organizations and communities in their bio-psycho-socio-cultural milieu. The theoretical paradigms that impact the development of individuals, families, groups, organizations and communities are examined with special emphasis on evaluating the impact of social class, gender, sexual orientation, and racial/ethnic group membership. Prerequisites: SW 218, SOC 224, BIO 103 and upper division status in Social Work program, or permission of instructor. (UG)

SW 334: Human Behavior and Social Environment II

3 Credit Hour(s)

This course engages students in analysis of the behavior of individuals, families, groups, organizations and communities in their bio-psycho-socio-cultural milieu. The theoretical paradigms that impact the development of individuals, families, groups, organizations and communities are examined with special emphasis on evaluating the impact of social class, gender, sexual orientation, and racial/ethnic group membership. Prerequisites: SW 333 and upper division status in Social Work program, or permission of instructor. (UG)

SW 351: Intervention in Marriage and Family Problems

3 Credit Hour(s)

The course introduces students to the area of marital and family dynamics with particular focus on the major areas of dysfunction. Through both analysis of the essential elements of these relationships as well as introspective looks at their own families, students learn to identify the primary reasons for marital and family discord. Prerequisite: Junior status. (UG)

SW 411: Contemporary Issues in Mental Health

3 Credit Hour(s)

Cross-listed as SOC 411. This course is structured with a glance to the past and a view of the future of mental health and the mental health system. Themes that will be explored are the history of mental health, the mental health system, governmental roles in the mental health system, mental health services, the mental health exam, assessment of lethality and crisis intervention, children and the mental health system, dual diagnosis, the elderly and the mental health system, religion, race, ethnicity and gender and mental health, consumer rights and the mental health system and mental health services in the managed care environment. (UG)

SW 424: Foundations of Generalist Practice III: Groups

3 Credit Hour(s)

This is the third course in a four-course practice sequence. This course explores the nature of social work interventions with groups - focusing on history; theoretical phases of group development; typical group settings; various types of groups (task; psycho-social or educational; mutual aid, support, or self-help; family; treatment); and key ethical standards to be applied when working within groups. Students will also learn about group processes and dynamics by assessing and evaluating the activities of a group currently operating in the community. They will also engage in group facilitation. Special attention will be paid to diversity and the factors that may limit or oppress specific group members or populations. Offered concurrently with the first semester of field placement. Prerequisites: SW 326, 334, senior status in Social Work program. (UG)

SW 432: Contemporary Social Welfare Policy and Services

3 Credit Hour(s)

Cross-listed as SOC 432. This course focuses on the functional analysis of contemporary social welfare policies. It emphasizes the political and economic implications of major social welfare legislation as well as the linkage between social problems and social policies, programs, and services. Students are also introduced to the legislative process and engage in projects to develop their advocacy skills. Prerequisites: SW 311 and senior status in Social Work program. (UG)

SW 451: Field Experience in Social Work I

5 Credit Hour(s)

Requires students to complete a 420-hour, supervised field placement experience (210 hours per semester). Field Education affords students the opportunity to maximize the integration of social work knowledge, values, and skills in a community setting. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities. Students are also encouraged to grow their professional network by engaging with other social work practitioners. Prerequisite: SW 325, SW 326 and senior status in social work program. Offered each fall semester. Corequisite: SW 451S (UG)

SW 451S: Field Experience in Social Work I Seminar

1 Credit Hour(s)

This is the first course in a two-course sequence. This course focuses on the enhancement of generalist practice professional social work skills and the integration of theory and practice concurrently with the student's field placement. The course offers students an opportunity to process their field placement experiences in a safe, confidential, and educationally enriching environment. The role of diversity in social work practice will also be addressed. Corequisite: SW 451 (UG)

SW 452: Field Experience in Social Work II

5 Credit Hour(s)

Requires students to complete a 420-hour, supervised field placement experience (210 hours per semester). Field Education affords students the opportunity to maximize the integration of social work knowledge, values, and skills in a community setting. Students are given the opportunity to work with diverse clients including individuals, families, groups, organizations, and communities. Students are also encouraged to grow their professional network by engaging with other social work practitioners. Prerequisite: SW 451 and senior status in Social Work program. Offered each spring semester. Corequisite: SW 452S. (UG)

SW 452S: Field Experience in Social Work II Seminar

1 Credit Hour(s)

This is the second course in a two-course sequence. This course builds on issues raised in SW 451S with increased emphasis on student knowledge. In this second semester of Field Education, students are expected to demonstrate their knowledge of social work methods by engaging and assessing a client, designing and implementing an intervention for the client, and evaluating their practice. Corequisite: SW 452. (UG)

SW 454: Foundations of Generalist Practice IV: Organizations and Communities

3 Credit Hour(s)

This is the fourth course in a four-course practice sequence. This course focuses on macro-level social work practice. Students will learn how to engage organizational and community-based assessments in order to create structures and processes that reduce the vulnerability of at risk populations; enhance access to needed resources; and/or foster social and economic justice. The course will also examine the important role of leadership related to service delivery and social policy. Prerequisite: SW 424. (UG)

SW 457: Independent Study Or Research

1-6 Credit Hour(s)

Individually guided research in social work. Prerequisite: Senior status in Social Work program. (UG)

VISUAL AND PERFORMING ARTS

Contact Information

phone: (716) 839-8241

daemen.edu/art

vpa@daemen.edu

Chair

Dr. Robert Waterhouse

rwaterho@daemen.edu

716.839.7230

Degrees Offered

- [Bachelor of Fine Arts in Animation](#)
- [Bachelor of Fine Arts in Art \(Illustration, Painting, or Sculpture\)](#)
- [Bachelor of Fine Arts in Graphic Design](#)
- [Bachelor of Science in Applied Theater](#) (*currently not accepting new students*)
- [Bachelor of Science in Art](#)
- [Bachelor of Science in Arts Administration](#) (*currently not accepting new students*)
- [Bachelor of Science in Leadership and Entrepreneurship in the Arts](#)

Please see the Education Department section of the Catalog for information on the [B.S. in Visual Arts Education](#).

Certificate Programs:

- [Visual Effects Training](#)

Minors

- [Art](#)
- [Art History](#)
- [Entrepreneurship](#)
- [Pre-Art Therapy](#) (Recommended for Art Majors)
- [Graphic Design](#)
- [Graphic Design and Marketing](#)
- [Graphic Design for Non-Art Majors](#)
- [Illustration](#)
- [Painting](#)
- [Sculpture](#)
- [Theater Arts](#)

Mission Statement

Mission Statement

The unique mission of the VPA is grounded in the fine arts, and prepares students through research, practice and theory to become professionals in the creative sector. Upon completion of degree requirements, our students are prepared to enter an ever-changing society as innovative, productive, and culturally literate citizens. VPA's mission, which supports the Liberal Arts tradition of the college, is to provide essential visual training to students of all majors in the creation and analysis of images in order to navigate an increasingly visual society.

Academic Programs

VPA students may pursue Bachelor of Fine Arts Degrees in Animation, Graphic Design, Illustration, Visual Arts Education or Studio Arts (Painting or Sculpture), or a Bachelor of Science in Art or Leadership and Entrepreneurship in the Arts. Students may also pursue minors in Graphic Design, Illustration, Applied Theatre, History of Art, or Entrepreneurship.

Upon completion of their coursework, students will be able to:

- Demonstrate a mastery of aesthetic terms, technical and media applications, and performance tools;
- Visually analyze works in a clear and concise manner through written assignments and group critiques;
- Identify major stylistic and historical art movements through a significant exposure to Art History;
- Complete the conceptual process of locating a problem, experimenting with a variety of solutions, and determining and supporting the most effective and communicative visual solution;
- Determine a set of educational goals, and form a plan for their attainment;
- Present work to the public in a polished manner, both conceptually and technically;
- Apply the relevant tools to continue research in their field after graduation;
- And utilize effectively their technical and intellectual skills within their career as an artist, educator, performer, designer or creative professional.

Students receiving a B.S. in Visual Arts Education will have completed all required classroom work necessary to pursue a Primary or Secondary teaching position, and entry into a Master's Program.

Admission Requirements

ALL BFA; BS, ART; BS, ARTS ADMINISTRATION WITH FINE ARTS SPECIALIZATION:

Submission of Art Portfolio is required. Portfolios should consist of 15-20 works of art, and include examples of observational drawing. Special consideration may be given to talented students who lack formal art training. (An Art Portfolio is not required of applicants to BS, Arts Administration with Comprehensive Arts or Theater specializations.)

Admission to Upper Division

BFA, ANIMATION; BFA, ART; BS, ART;

1. Completion of a minimum of 45 semester hours, which includes the full foundation program in Art.
2. An overall grade point average (GPA) of 2.0 or better.
3. An overall grade point average (GPA) of 2.0 or better in Art courses. **BFA, Animation:** An overall grade point average (GPA) of 2.0 or better in required Art courses and in Animation courses.
4. Submission of upper division application, reflective essay, and portfolio of work to be reviewed by the Visual & Performing Arts faculty.

Graduation Requirements

1. An overall grade point average (GPA) of 2.00
2. **BFA Programs and BS, Art:** complete all requirements for ART498 Senior Exhibition;
3. **BFA Programs:** Participate successfully in two group critiques during the senior year;
4. Minimum grade of C in:
 - **BFA, Animation:** ART445; ART490; all Animation courses.
 - **BFA, ART: Drawing/Illustration specialization-Drawing emphasis:** ART204, ART205, ART306, ART345, ART346, , ART445, ART490.
 - **BFA, ART: Drawing/Illustration specialization-Illustration emphasis:** ART230, ART346, ART381, ART382, ART383, ART445, ART490.
 - **BFA, Graphic Design:** ART219, ART301, ART319, ART320, ART420, ART445, ART490.
 - **BFA, ART: Painting specialization:** ART325, ART326, ART425, ART426, ART445, ART490 .
 - **BFA, ART: Sculpture specialization:** ART267, ART367, ART368, ART445, ART464, ART490.
 - **BS, ARTS ADMINISTRATION:** ACC225, ACC226, ARTA450, BA211, BA220, ECO201, FIN325, HSM350, MGT208, MGT312, MIS280, MKT209, MKT312.

Please refer to the Education Department section of this catalog for information on the [BS in Visual Arts Education](#).

BACHELOR OF FINE ARTS IN ANIMATION

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 81 CREDITS

ART: 30 CREDITS:

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART204 Figure Drawing I (3)
- ART205 Figure Drawing II (3)
- ART443 Issues & Methodologies in Contemporary Art (2) — ILIT; WI.
NOTE: IN COMBINATION WITH ART498=RP
- ART445 Special Projects (3)
- ART446 History of Contemporary Art: 1940 – Present (3)
- ART490 Senior Project (3)
- ART498 Senior Art Exhibit (1) — **NOTE:** IN COMBINATION WITH ART443=RP

ANIMATION: 54 CREDITS:

- ANIM101 Principles of Animation (2)
- ANIM103 Intro to perspective and Photoshop (2)
- ANIM201 History of Animation (3)
- ANIM203 Editing and Sound Basics (1)
- ANIM210 Introduction to Animation (2)
- ANIM211 Animation Basics I (3)
- ANIM212 Animation Basics II (3)
- ANIM215 Cartooning (3)
- ANIM217 Layout (3)
- ANIM218 Storyboarding (3)
- ANIM250 Character Design (3)

- ANIM301 History of Animation Mid 20th Century to Today (3)
- ANIM311 Animation Basics III (3)
- ANIM317 CG Systems 1 (3)
- ANIM411 Animation Basics IV (3)
- **ANIMATION ELECTIVES: SELECT 14 CREDITS FROM THE FOLLOWING:**

• 2-Dimensional Studies:

- ANIM274 Gesture Drawing: Drawing in Action (3)
- ANIM309 Concept Art/Visual Development (3)
- ANIM320 Two-Dimensional Effects in Animation (3)
- ANIM327 Background Painting (3)
- ART345 Advanced Drawing I (3)
- ART346 Advanced Drawing II (3)

• 3-Dimensional Studies:

- ANIM318 CG Systems 3 (3)
- ANIM333 CG Systems 2 (3)
- ANIM341 Digital Compositing (3)
- ANIM421 Advanced Lighting (3)
- ANIM429 Dynamics & Particles (3)
- ANIM432 Maya Character Modeling & Rigging (3)
- ANIM450 Advanced Character Animation (3)

• Visual Effects:

- VFX110 2D and 3D Matchmoving (3)
- VFX115 Rotoscoping (3)
- VFX220 Compositing (3)
- VFX230 Paint and Rig Removal (3)
- VFX255 Stereoscopic Conversion (3)

2. CORE: 45 CREDITS:

• Select one:

- CA206/IND206 Storytelling and Story Development (3) – AA
- CA207 Screenplay Writing (3) – CS
- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- IND285 History of Art: Renaissance-Modern (3) – AA; WI
- THA230 Acting for Animators (3)

- **Core Electives:** 30 credits

TOTAL PROGRAM REQUIREMENTS = 126 CREDITS

Requirements for Animation; Art; Arts Administration
Programs: Admission, Admission to Upper Division,
Graduation – consult the Visual & Performing Arts Department

section of the catalog or the Program Plans option on the Registrars web page.

Suggested Course Sequence

Access the course sequence for the BFA, Animation, from the Visual & Performing Arts web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF FINE ARTS IN ART (PAINTING, SCULPTURE, DRAWING/ILLUSTRATION)

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR AND SPECIALIZATION: 75 CREDITS

• MAJOR: 39 CREDITS

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART204 Figure Drawing I (3)
- ART205 Figure Drawing II (3)
- ART331 Art Reading List (3)
- ART345 Advanced Drawing I (3)
- ART443 Issues & Methodologies in Contemporary Art (2) — ILIT; WL. **NOTE: IN COMBINATION WITH ART498=RP**
- ART445 Special Projects (3)
- ART446 History of Contemporary Art: 1940 – Present (3)
- **Select one**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- ART490 Senior Project (3)

- ART498 Senior Art Exhibit (1) – **NOTE: IN COMBINATION WITH ART443=RP**

• SPECIALIZATION: 36 CREDITS:

Select one from the following and complete all requirements:

• DRAWING/ILLUSTRATION: DRAWING EMPHASIS:

- ART306 Figure Drawing III (3)
- ART346 Advanced Drawing II (3)
- ART381 Illustration I (3)
- ART382 Illustration II (3)
- **Select one:**
 - ART240 Woodcuts and Monoprints (3)
 - ART439 Serigraphy (3)
- **Select one:**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
- Art History Electives: 3 credits
- Art Studio Electives: 15 credits

• DRAWING/ILLUSTRATION: ILLUSTRATION EMPHASIS:

- ART219 Graphic Design I (3)
- **Select one:**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
- ART230 Computer Rendering (3)
- ART319 Graphic Design II (3)
- ART346 Advanced Drawing II (3)
- ART381 Illustration I (3)
- ART382 Illustration II (3)
- ART383 Illustration III (3)
- Art History Electives: 3 credits
- Art Studio Electives: 9 credits

• PAINTING:

- ART325 Introductory Oil Painting (3)
- ART326 Introductory Acrylic Painting (3)
- ART425 Painting III (3)

- ART426 Painting IV (3)
- Art History Electives: 3 credits
- Art Studio Electives: 21 credits
- **SCULPTURE:**
 - ART267 Sculpture I (3)
 - ART367 Sculpture II (3)
 - ART368 Sculpture III (3)
 - ART464 Sculpture IV (3)
 - Art History Electives: 3 credits
 - Art Studio Electives: 21 credits

2. CORE: 45 CREDITS:

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships
- IND275 History of Art: Ancient-Medieval (3) — AA; WI
- IND285 History of Art: Renaissance-Modern (3) — AA; WI
- **Core Electives:** 33 credits

**TOTAL PROGRAM
REQUIREMENTS = 120**

CREDITS

Requirements for [Animation; Art; Arts Administration Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Visual & Performing Arts Department section of the catalogue or the Program Plans option on the Registrar’s web page.

Suggested Course Sequence

Access the suggested course sequences for: [BFA, Art: Drawing/Illustration specialization-Drawing](#), [BFA, Art: Drawing/Illustration specialization-Illustration](#), [BFA, Art: Painting specialization](#); [BFA, Art: Sculpture specialization](#) from the Visual & Performing Arts web page or from the Program Plans site on the Registrar’s web page.

BACHELOR OF FINE ARTS IN GRAPHIC DESIGN

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 75 CREDITS

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART204 Figure Drawing I (3)
- ART219 Graphic Design I (3)
- ART230 Computer Rendering (3)
- ART287 History of Design (3)
- ART301 Motion Graphics (3)
- ART319 Graphic Design II (3)
- ART320 Graphic Design III (3)
- ART331 Art Reading List (3)
- **SELECT ONE:**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- ART345 Advanced Drawing I (3)
- ART348 Seminar and Practice in Graphic Design (3)
- ART420 Graphic Design IV (3)
- ART435 Advanced Typography (3)
- ART439 Serigraphy (3)
- ART443 Issues & Methodologies in Contemporary Art (2) — ILIT; WI. **NOTE:** IN COMBINATION

WITH ART498=RP

- ART445 Special Projects (3)
- ART446 History of Contemporary Art: 1940 – Present (3)
- ART490 Senior Project (3)
- Studio Electives (9)
- ART498 Senior Art Exhibit (1) — **NOTE:** IN COMBINATION WITH ART443=RP

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- IND285 History of Art: Renaissance-Modern (3) – AA; WI
- **Core Electives:** 36 credits

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Requirements for [Animation; Art; Arts Administration Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Visual & Performing Arts Department section of the catalogue or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the *suggested* course sequence for the [BFA, Graphic Design](#), from the Visual & Performing Arts web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN APPLIED THEATER

This program is currently not accepting new students.

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 54 CREDITS

- THA103 Basic Acting Technique (3) – AA

- THA106 Introduction to the Theater (3) – AA
- THA203 Improvisation in the Classroom (3)
- THA207 Improvisation (3) – AA
- **Select 1:**
 - THA214 Stage Movement (3)
 - THA328 Advanced Improvisation (3) – AA
 - THA216 Mask Construction and Performance (3)
- **Select 1:**
 - THA222 Costume Design (3)
 - THA223 Lighting Design (3)
 - THA224 Set Design (3)
 - THA225 Sound Design (3)
- THA231 Performing Objects (3)
- THA246 Design for the Theater: History of Theatrical Space (3) – CI
- THA250 Voice and Speech for the Actor (3) – CS
- THA253 Theater as Outreach (3) – CR; SL
- THA308 Community Acts: Community-Based Theater (3)
- THA326 Performance in Space (3) – CT

- **Select 1:**
 - THA333 Stage Management (3)
 - THA352 Directing for the Stage (3)
- THA404 Devised Performance (3)
- THA410 New Media and Performance (3)
- THA419 Theater of the Oppressed (3)
- THA480 Applied Theater Practicum (3)

2. ADDITIONAL REQUIREMENTS: 3 CREDITS

- LIT318 The English Drama (3)

3. CORE: 45 CREDITS

- CMP101 English Composition (3) — CS; ILIT; WI
- ENTR201 The Entrepreneurial Mindset (3) – CT
- ENTR301 The Entrepreneurial Skill Set (3) – CT
- IND101 Sustainable and Critical Relationships (3)
- LIT410 Shakespeare (3) – CS; WI

- **Core Electives:** 30 credits
4. **FREE ELECTIVES:** 18 credits

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Requirements for [Animation: Applied Theater, Art, Arts Administration Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Visual & Performing Arts Department section of the catalogue or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequence for the [BS, Applied Theater](#) from the Visual & Performing Arts web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN ART

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 57 CREDITS

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART204 Figure Drawing I (3)
- ART230 Computer Rendering (3)
- ART251 Ceramics I (3)
- ART267 Sculpture I (3)
- ART331 Art Reading List (3)
- ART443 Issues & Methodologies in Contemporary Art (2) — ILIT; WI. **NOTE:** IN COMBINATION WITH ART498=RP
- Art History Electives: 3 credits
- Art Studio Electives: 9 credits
- ART498 Senior Art Exhibit (1) — **NOTE:** IN COMBINATION WITH ART443=RP
- **SELECT ONE:**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
- **SELECT ONE:**
 - ART240 Woodcuts and Monoprints (3)
 - ART439 Serigraphy (3)
- **SELECT ONE:**
 - ART334 Digital Photography (3)

- ART455 Photography (3)

2. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- IND275 History of Art: Ancient-Medieval (3) – AA;WI
- IND285 History of Art: Renaissance-Modern (3) – AA;WI
- **CORE ELECTIVES: 33 CREDITS**

3. FREE ELECTIVES: 18 CREDITS:

Courses offered in the major are **not allowed**. Courses used to fulfill free electives may but are not required to have a competency.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Requirements for [Animation; Art; Arts Administration Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Visual & Performing Arts Department section of the catalogue or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the course sequence for the [BS, Art](#) from the Visual & Performing Arts web page or from the Program Plans site on the Registrar's web page.

BACHELOR OF SCIENCE IN ARTS ADMINISTRATION

*This program is currently
not accepting new students.*

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required in all Programs

1. MAJOR: 51 CREDITS

- **VISUAL AND PERFORMING ARTS/ARTS ADMINISTRATION: 15 CREDITS:**
 - ART436 Overview of Aesthetics (3)
 - ARTA450 Practicum Seminar in Arts and Management (6)
 - MUS100 Introduction to Music (3)
 - THA246 Design for the Theater: History of Theatrical Space (3) — CI
- **BUSINESS ADMINISTRATION: 36 CREDITS:**
 - ACC225 Financial Accounting (3) — CT
 - ACC226 Managerial Accounting (3)
 - BA211 Effective Business Communications (3) — WI
 - BA220 Diversity & Cross Cultural Management (3) — AA; WI
 - ECO201 Principles of Microeconomics (3) — CT

- FIN325 Corporate Finance (3)
- HSM350 Grants and Contract Development (3)
- MGT208 Principles of Management (3)
- MGT312 Human Resource Management (3)
- MIS280 Computer Studies and Problem Solving (3) — CT
- MKT209 Principles of Marketing (3)
- MKT312 Promotional Strategies (3)

2. CORE : 12 CREDITS:

- CMP101 English Composition (3) — CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) — CT; QL
- PHI213 Reflections on Contemporary Moral Issues (3) ME

Additional Requirements for the Comprehensive Arts Specialization

1. MAJOR

- **VISUAL AND PERFORMING ARTS/ARTS ADMINISTRATION: 24 CREDITS:**
 - MUS115 The Music of the United States (3) — AA
 - Art Studio and Theater Electives: 21 credits

2. CORE: 33 CREDITS:

- ART101 Introduction to Visual Arts (3) — AA
- IND275 History of Art: Ancient-Medieval (3) — AA; WI
- IND285 History of Art: Renaissance-Modern (3) — AA; WI
- THA106 Introduction to Theater (3) — AA
- **Core Electives:** 21 credits

**TOTAL PROGRAM
REQUIREMENTS = 120**

CREDITS

Additional Requirements for the Fine Arts Specialization

1. MAJOR

- **VISUAL AND PERFORMING
ARTS/ARTS ADMINISTRATION: 24
CREDITS:**

- ART103 Foundation Design I (3)
- ART104 Foundation Design II (3)
- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART446 History of Contemporary Art: 1940-
Present (3)
- Art Studio Electives: 9 credits

2. CORE: 33 CREDITS

- IND275 History of Art: Ancient-Medieval (3) —
AA; WI
- IND285 History of Art: Renaissance-Modern (3) —
AA; WI
- THA106 Introduction to Theater (3) — AA
- **Core Electives:** 24 credits

TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS

Additional Requirements for the Theater

Specialization

1. MAJOR

- **VISUAL AND PERFORMING
ARTS/ARTS ADMINISTRATION: 24
CREDITS:**

- THA103 Basic Acting Technique (3)
- THA106 Introduction to Theater (3) — AA
- THA207 Improvisation (3) — AA
- THA260 Advanced Acting: Scene Study (3) —
AA
- Theater Electives: 12 credits

2. CORE: 33 CREDITS:

- ART101 Introduction to Visual Arts (3) — AA
- **Core Electives:** 30 credits

TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS

Requirements for [Animation; Art; Arts Administration](#)
[Programs: Admission, Admission to Upper Division,](#)
[Graduation](#) – consult the Visual & Performing Arts Department
section of the catalogue or the Program Plans option on the
Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: [BS, Arts](#)
[Administration, Comprehensive Arts specialization, BS, Arts](#)
[Administration, Fine Arts specialization, BS, Arts](#)
[Administration, Theater specialization](#), from the Visual &
Performing Arts web page or from the Program Plans site on
the Registrar's web page.

BACHELOR OF SCIENCE IN LEADERSHIP & ENTREPRENEURSHIP IN THE ARTS

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 75 CREDITS

- ART107 Visual Experience (3)-AA
- ART400 Practical Seminar (3)
- ARTA450 Practicum (3)
- BA211 Effective Business Communications (3)-WI
- BA220 Diversity & Cross Cultural Management (3)
- BA/HPR352 Grants & Contract Development (3)
- ENTR201 The Entrepreneurial Mindset (3)
- ENTR301 The Entrepreneurial Skill Set (3)
- ENTR401 Entrepreneurship in Action (3)
- IND285 History of Art: Renaissance-Modern (3) – AA;WI
- IND/WST328 Images of Women in Arts and Media (3)
- IND334 Non-Western Art & Culture (3)
- LEAD300 Creative Leadership: Integrating Leadership Theory into Practice (3)
- LIT201 World Lit I (3)
- LIT309 Film Seminar (3)
- MGT208 Principles of Management (3)
- MGT312 Human Resource Management (3)

- MKT209 Principles of Marketing (3)
- PHI314 Philosophy of Art (3)
- THA103 Basic Acting (3)
- THA106 Introduction to Theatre (3)
- THA108 Masked Performance (3)
- THA253 Theatre as Outreach (3)
- ART or THA Elective (3)

1. CORE: 45 CREDITS

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3)-CT; QL;
- REL114 Culture and Story (3)-CC
- THA119 Theatre, Madeness, Power (3)-AA
- IND275 History of Art: Ancient-Medieval (3) – AA;WI
- CORE ELECTIVES:24 CREDITS

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Requirements for – the [BS Leadership & Entrepreneurship in the Arts](#) consult the Visual & Performing Arts Department section of the catalog or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the course sequence for the [BS Leadership & Entrepreneurship in the Arts](#) from the Visual & Performing Arts web page or from the Program Plans site on the Registrar's web page.

CERTIFICATE IN VISUAL EFFECTS TRAINING

Required Courses

- VFX110 2D and 3D Matchmoving (3)
- VFX115 Rotoscoping (3)
- VFX220 Compositing (3)
- VFX230 Paint and Rig Removal(3)
- VFX255 Stereoscopic Conversion (3)

TOTAL CERTIFICATE REQUIREMENTS = 15
CREDITS

Requirements for Admission to the Certificate Program

Prospective students must complete an [application for admission to the program](#). Consult the Admissions office for

complete details.

Program Structure

Courses are offered over a 4-month period in 3 5-week modules, modules 1 and 2 consisting of 2 courses per module; module 3 consists of the final course.

Requirements for Completion of the Certificate Program

1. A minimum grade of C in all courses
2. Filing of an [application for completion of certificate form](#) with the Registrar's Office in the first week of the final term (Fall) prior to program completion. (Forms are available upon request from the Visual and Performing Arts Department.) **NOTE: Participation in the Commencement ceremony is not applicable to certificate candidates. An alternate event is scheduled every spring.**

ART MINOR

The emphasis of the Art minor may be in studio practice, art history or any combination of the two areas.

NOTE: ART101 Introduction to the Visual Arts is an acceptable course.

Requirements (18 credits)

- ART103 Foundation Design I (3)
- ART105 Foundation Drawing I (3)
- **Select 12 credits in Art courses: 6 credits must be at the 300 or 400 level.** Courses will be selected with departmental advisement.

ART HISTORY MINOR

(Open to students in any major)

Requirements: (18 credits)

- IND275 History of Art: Ancient-Medieval (3)

- IND285 History of Art: Renaissance-Modern (3)
- ART436 Overview of Aesthetics (3)
- ART446 History of Contemporary Art: 1940-Present (3)
- **Select one:** IND/WST328 Image of Women in Art and the Media (3); IND334 Non-Western Art and Culture (3)
- **Select one:** HST109 Western Civilization to 1500 (3); HST111 Western Civilization since 1500 (3); LIT304 The Romantic Movement in English Literature (3) -CI, AA

ENTREPRENEURSHIP MINOR

Contact:

Dan Shanahan, Assistant Professor and Program Director

(716) 566-7890

dshanaha@daemen.edu

The Minor in Entrepreneurship is an Interdisciplinary Minor designed for all majors and all career paths.

Entrepreneurship classes introduce students to an entrepreneurial skill set with significant emphasis on project based learning and the development of original entrepreneurial initiatives, in addition to a more directed study of business methodology. A liberal arts education provides the necessary lens to view the entrepreneurial mindset by encouraging students to find creative and innovative ways to apply their knowledge to solve real world problems.

As part of the program students will learn to:

- Experiment with innovative ideas

- Seek professional and experienced advice from mentors
- Create opportunities that utilize their initiatives and their talents
- Apply the knowledge acquired within the public sphere
- Solve problems within traditional job settings using creative thought processes

The Minor in Entrepreneurship introduces students to the skills needed to effectively and creatively implement successful initiatives that will shape their community, lead to great personal satisfaction, and be a key economic driver. The ability to think creatively, examine challenges, and identify opportunities are important for lifelong success in all career paths.

Requirements: (15 credits)

- ENTR201 The Entrepreneurial Mindset (3)
- ENTR301 The Entrepreneurial Skill Set (3)
- ENTR401 Entrepreneur in Action (3)
- 6 credits of electives: Students will propose the completion of 6 additional credits relevant to their area of interest. Proposed electives are subject to the approval of the Program Director.

JUNE 23, 2018 BY TOM WOJCIECHOWSKI

PRE-ART THERAPY MINOR (Art Majors)

NOTE: This minor is recommended for **BS Art** students. The minor course work will be fulfilled with studio art and psychology courses to prepare students to pursue further education in the area of art therapy.

Required Art Courses (15 credits)

- ART105 Foundations of Drawing I (3)

- ART106 Foundations of Drawing II (3)
- ART225 Painting: Watercolor (3)
- ART251 Ceramics I (3)
- ART267 Sculpture I (3)

Additional Requirements (18 credits)

- EDU301 Methods and Materials: Art (3)
- PSY103 Intro to Psychological Science (3)
- PSY212 Developmental Psychology (3)
- PSY219 Psychology of Mental Illness (3)
- PSY231 Behavior Disorders of Childhood and Adolescence (3)
- Elective PSY (3)*

***NOTE:** Consult Advisor for recommended course.

GRAPHIC DESIGN MINOR

Requirements: (18 credits)

- ART103 Foundation Design I (3)
- ART105 Foundation Drawing I (3)
- ART219 Graphic Design I (3)
- ART319 Graphic Design II (3)
- ART320 Graphic Design III (3)
- **Select one:** ART155 Photography for Non-Majors (3);
ART455 Photography (3)

GRAPHIC DESIGN AND MARKETING MINOR

Requirements: (15 credits)

- ART103 Foundations Design I (3)
- ART104 Foundation Design II (3)
- ART219 Graphic Design I (3)
- ART230 Computer Rendering (3)

Choose **ONE** course from below:

- ART319 Graphic Design II, Typography (3)

- ART301 Motion Graphics (3)
- ART320 Web Design (3)

Plus TWO of the following recommended electives (6 credits):

- MKT209 Principles of Marketing (3)
- MKT210 E-Commerce (3)
- MKT302 Physical Distribution (3)
- MKT310 Foreign Markets of International Business (3)
- MKT312 Promotional Strategies (3)
- MKT335 Market Research (3)
- MKT402 Sport Marketing (3)
- MKT420 Marketing Planning & Strategy (3)
- ENTR201 The Entrepreneurial Mind-Set (3)
- ENTR301 The Entrepreneurial Skill-Set (3)
- ART420 Advertising Design (3)

GRAPHIC DESIGN FOR NON-ART MAJORS MINOR

Requirements: (15 credits)

- ART103 Foundations Design I (3)

- ART104 Foundation Design II (3)
- ART219 Graphic Design I (3)
- ART230 Computer Rendering (3)

Choose ONE course from below:

- ART319 – Graphic Design II, Typography (3)
- ART301 – Motion Graphics (3)
- ART320 – Web Design (3)

ILLUSTRATION MINOR

(OPEN TO ALL MAJORS WITH THE EXCEPTION OF THOSE PURSUING THE ILLUSTRATION EMPHASIS OF THE BFA, ART, DRAWING/ILLUSTRATION SPECIALIZATION)

Requirements: (21 credits)

- ART105 Foundation Drawing I (3)
- ART106 Foundation Drawing II (3)
- ART204 Figure Drawing I (3)
- **Select one:** ART325 Introductory Oil Painting (3);
ART326 Introductory Acrylic Painting (3)
- ART381 Illustration I (3)
- ART382 Illustration II (3)
- ART383 Illustration III (3)

PAINTING MINOR

(OPEN TO STUDENTS IN ANY MAJOR [WITH THE EXCEPTION OF THOSE PURSUING THE BFA, ART, PAINTING SPECIALIZATION], PROVIDED THAT ALL PREREQUISITE STUDIES FOR REQUIRED AND ELECTIVE COURSES ARE SATISFIED)

Requirements: (18 credits)

- ART104 Foundation Design II (3)
- ART106 Foundation Drawing II (3)
- ART446 History of Contemporary Art: 1940-Present (3)
- 9 credits in Studio elective in Painting to be selected with departmental advisement

SCULPTURE MINOR

Requirements: (18 credits)

- ART104 Foundation Design II (3)
- ART106 Foundation Drawing II (3)
- ART446 History of Contemporary Art: 1940-Present (3)
- 9 credits in Studio elective in Sculpture to be selected with departmental advisement

THEATER ARTS MINOR

Requirements: (21 credits)

THEATER LITERATURE:
SELECT TWO:

- LIT309 Film Seminar (3)
- LIT318 The English Drama (3)
- LIT319 Modern European and American Drama (3)
- LIT410 Shakespeare (3)
- THA106 Introduction to Theater (3)

PERFORMANCE: SELECT ONE

- THA103 Basic Acting Technique (3)
- THA108 Masked Performance (3)

MOVEMENT: SELECT THREE

- THA207 Improvisation (3)
- THA213 Introduction to Stage Combat (3)
- THA214 Stage Movement (3)
- THA215 Introduction to the Suzuki Method of Actor Training (3)
- THA253 Theater as Outreach (3)

DESIGN: SELECT ONE

- THA222 Costume Design (3)
- THA223 Lighting Design (3)
- THA224 Set Design (3)
- THA225 Sound Design (3)

Unless otherwise specified, art courses are for majors only.

Animation

ANIM 101: Principles of Animation

2 Credit Hour(s)

This course will explore some of the Principles of Animation. It will introduce students to the art of animating on paper. This will include how to roll the paper in order to see the movement of the animation and how to flip the paper while drawing inbetweens so that the motion is continual from one drawing to the next. The students will transition from paper to drawing on the computer, learning animation principles along the way. Priority enrollment given to Animation majors. (UG)

ANIM 103: Intro to Perspective/Photoshop

2 Credit Hour(s)

Introduction to Perspective and Photoshop will explore the different types of perspectives. These assignments will be drawn digitally in Photoshop. Students will learn the interface and aspects of the software needed to create their perspective drawings. Priority enrollment given to Animation majors. (UG)

ANIM 201: History of Animation

3 Credit Hour(s)

History of Animation will introduce students to the context, culture and technology necessary for an understanding of the world of animation. In addition to a history of animation and its practitioners and development, the course also explores what happens to history when it is animated and how animation has been used during the twentieth century to interpret the past. The course also pays attention to the aesthetic of the animated image as well as the unique ability of the image to communicate. Finally, the course will explore the tools, technology used in animation, and the various techniques. Animation from various studios, feature-length animated films, and experimental shorts will be presented. Priority enrollment given to Animation majors. (UG)

ANIM 203: Editing and Sound Basics

1 Credit Hour(s)

This course will instruct students on how to create a film sound track using audio recordings, sound FX and music. It will also discuss film and sound editing techniques. Students will create a variety of sound work using digital audio equipment to support their career track in animation. Priority enrollment given to Animation majors. (UG)

ANIM 210: Introduction to Animation

2 Credit Hour(s)

This course continues the student's introduction to the fundamentals of traditional animation and computer animation through a series of exercises, increasing in difficulty, throughout the term. The course combines lectures with studio exercises to further advance the foundations of animation principles with more advanced concepts of body mechanics. The course will begin with simple exercises utilizing single objects and progress to more complex animation. Prerequisite: ANIM 101; restricted to Animation majors. (UG)

ANIM 211: Animation Basics I

3 Credit Hour(s)

This course is designed to build upon the concepts discussed in ANIM 210, Intro to Animation. The student will gain a more in-depth understanding of the fundamentals of 2D animation and CG animation through a series of exercises increasing in difficulty throughout the term. The course combines lectures with studio exercises to further emphasize the animation principles as well as a deeper understanding of body mechanics. Prerequisite: ANIM 210; restricted to Animation majors. (UG)

ANIM 212: Animation Basics II

3 Credit Hour(s)

This course builds on the animation knowledge taught in Animation Basics I. Working on more complex 2D and CG animation exercises and exploring deeper the Principles of Animation. This course enables students to begin to explore acting in their animation. Prerequisite: ANIM 211; restricted to Animation majors. (UG)

ANIM 215: Cartooning

3 Credit Hour(s)

This course introduces students to the design concepts of drawing basic cartoon characters, stressing a solid dimensional approach. Students will learn the skills and techniques to caricature from life and the understanding to create characters for a comic strip, comic book or graphic novel. Prerequisites: ART 106; priority enrollment to Animation majors. (UG)

ANIM 217: Layout

3 Credit Hour(s)

This course is designed to give the student the skills and creative vocabulary needed to design background layouts for Animation. We will begin with broad concepts of composition and classical design, and progress through the technical aspects of perspective, storyboarding and camera moves. Class sessions will involve a balance of lecture material and studio work. This is primarily a drawing class. There will be in-class critiques for most projects. Students will be called upon to participate in collaborative discussions to challenge and defend each other's design choices. This course is also designed (in conjunction with the Animation Department) to work through the preproduction phases of The Sophomore Project. This project will teach students to navigate the comprehensive production pipeline from concept through final animation, preparing them for the process of making a student film. Students must present their finished sophomore project as part of their application to advance into upper division. For this class, the preproduction phases of The Sophomore Project will include story ideas, storyboarding and background design. Prerequisites: ART 103, ART 104, ART 105, ART 106; priority enrollment to Animation majors (UG)

ANIM 218: Storyboarding

3 Credit Hour(s)

This course is designed to give the student the basic tools needed to begin making a short animated film. Through the study of film editing, composition, storyboarding techniques and story structure the student will gain the conceptual and technical tools required to write, storyboard and edit an animatic for a short film. Storyboarding projects and practical exercises will reinforce and enhance the understanding of these concepts. The student will begin to think and problem solve like an animation director. Prerequisites: ANIM 217; restricted to Animation majors. (UG) (UG)

ANIM 250: Character Design

3 Credit Hour(s)

This course will explore the concepts of Character Design, Character Development for Animation. Students will learn how to approach character design and how to progress from concept to finished designs. Through the study of shape, silhouette, color, caricature, underlying structure, costume, using classical and modern drawing techniques, the class will explore ways to make characters appealing, dynamic, interesting and animatable. Prerequisites: ART 106; priority enrollment given to Animation majors. (UG)

ANIM 274: Gesture Drawing: Drawing in Action

3 Credit Hour(s)

Drawing from life is the foundation for understanding motion. Shifts in pose, reflected in proportion, balance and articulation, create a believable sense of organic motion. Gestural Drawing will direct the student to observe motion in the physical world, and examine how motion can be individualized and determined by circumstance. Prerequisite: ART 204. (UG)

ANIM 301: History of Animation Mid 20th Century To Today

3 Credit Hour(s)

Writing Intensive. This course will continue the students understanding of the context, culture and technology evolving in the world of animation. In addition to a history of animation and its practitioners and development, the course explores the stylistic changes that swept the industry in the 1950s, the emergence of television animation, the second golden age of Disney animation and the advent of CG animation. The course will delve into the world's changing culture from a literary to visual and the importance of the images being conveyed. Participants will view animation from various studios, studying feature-length animated films as well as narrative and experimental shorts. Priority enrollment given to Animation majors. (UG)

ANIM 309: Concept Art & Visual Development

3 Credit Hour(s)

This course is designed to introduce the student to the fundamental professional practices of 2D digital Visual Development and Conceptual Art as it relates to Character Design and Illustration for film, TV and Video Games. The course covers practical, standard work-flow techniques in Photoshop, the proper use of reference material, as well as touching on the need for developing professional practice in the areas of anatomical knowledge and a general development of compositional, design and traditional painting skills, transposed into the digital realm. Classes consist of live practical demonstrations, short in-class exercises and longer assigned projects that require significant creative effort. The in-class exercises are a practical support for the larger, more involved assigned projects. Prerequisites: ART103, ART104, ART105, ART106; priority enrollment to Animation majors. (UG)

ANIM 311: Animation Basics III

3 Credit Hour(s)

Students will continue to build on their knowledge of classical animation principles with more complex exercises featuring physical action and dialogue. The class exercises will explore complex spacing and exaggeration. Thumbnailing, timing and spacing continue to be an absolute must in order to achieve the desired scene. Clean-up and inbetweening exercises will again be provided. Prerequisite: ANIM 212; restricted to Animation majors. (UG)

ANIM 317: CG Systems I

3 Credit Hour(s)

This course is an introduction to the aspects of the CG pipeline other than animation. During the semester we will be exploring each of the software's major interfaces pertaining to being a Technical Director/CG Generalist. Students will learn each of the major stages of production starting with 3D modeling, texturing, basic rigging, lighting, and rendering. Prerequisites: ART 103, ART 104, ART 105, ART 106. Priority enrollment given to Animation majors. (UG)

ANIM 318: CG Systems III

3 Credit Hour(s)

This course will be continuing going into the advanced details of modeling, rigging, and texturing. Most students taking this course will be creating a CG senior film. Therefore, the focus will be on finishing the blend shapes of their model, as well as rigging and texturing the model up to production standards. Activities will also include 3-point lighting, how to light a 3D scene, and the fundamentals of rendering. Prerequisites: ANIM 333. Priority enrollment given to Animation majors. (UG)

ANIM 320: Two-Dimensional Effects in Animation

3 Credit Hour(s)

Effects Animation centers on the mastery of observable physical phenomenon. This includes fire, water, smoke, explosions and more. Students will create effects in traditional 2D animation and in CG. Prerequisite: ANIM 211. (UG)

ANIM 327: Background Painting

3 Credit Hour(s)

Background Painting will introduce the student to the practice of creating background environments for figurative images, including architecture, landscape, and surrounding objects. The student will explore color, value, perspective, theatrical composition, lighting and stylization. In addition, the student will explore how the background enhances the subject, whether it is an animated project, illustration, or comic art. Prerequisites: ART 103, ART 104, ART 105, ART 106; priority enrollment to Animation majors. (UG)

ANIM 333: CG Systems II

3 Credit Hour(s)

This course builds off the skill sets introduced in GC Systems 1 to provide the student with a more complex understanding of computer geometry in order to examine the basic elements of computer models. Modeling, animation, lighting, texture mapping and rendering are explored within a production setting. Prerequisites: ANIM 317 (UG)

ANIM 341: Digital Compositing

3 Credit Hour(s)

In Digital Compositing, the animation student will learn how to combine images in either Harmony or NUKE to create a finished scene. Students will gain the ability to manipulate frame composition, timing, and color by editing their original images. Prerequisite: ANIM 311. (UG)

ANIM 411: Animation Basics IV

3 Credit Hour(s)

Students will continue to build on their knowledge of classical animation principles with more complicated exercises featuring acting and lip sync. The class exercises lend themselves to character interactions and more subtle acting. Timing and pre-production planning continue to be an absolute must in order to achieve the desired scene. Inbetweening exercises will again be provided. Prerequisite: ANIM 311; restricted to Animation majors. (UG)

ANIM 421: Advanced Lighting

3 Credit Hour(s)

In Advanced Lighting, students will apply previous training in lighting to create realistic environments and objects. Prerequisite: ANIM 411. (UG)

ANIM 429: Dynamics & Particles

3 Credit Hour(s)

In Dynamics and Particles, students will explore Particle Systems and Paint Effects to create advanced images. Class projects will complete dynamic animations with the use of particle systems to integrate realistic motion with visual effects. This course will complete the sequence of 3D skill sets standard in the industry. Prerequisite: ANIM 411 (UG)

ANIM 432: Maya Character Modeling & Rigging

3 Credit Hour(s)

In Maya Character Modeling and Rigging, animation students will continue to explore Maya and learn how to customize Maya to speed up workflow. Advanced topics will be introduced, including squash and stretch, utility nodes, and scripting. Prerequisite: ANIM 318. (UG)

ANIM 450: Advanced Character Animation

3 Credit Hour(s)

Advanced Character Animation is a culmination of previous character modeling and animation courses. Students combine previously learned skill sets to produce character animation that demonstrate motivation and personality. Prerequisite: ANIM 411; restricted to Animation majors. (UG)

Art

ART 101: Introduction to the Visual Arts

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. An exploration of the principles of design and the creative process in the plastic arts through a series of studio projects in a variety of media; periods of lecture and discussion devoted to aesthetics and the history of art. Non-majors only. (UG)

ART 103: Foundation Design I

3 Credit Hour(s)

An exploration of pictorial composition in two-dimensional representation with emphasis on the basic elements of design. Limited to BFA, BS Art and BS Art Ed majors only. (UG)

ART 104: Foundation Design II

3 Credit Hour(s)

The second of two courses in design fundamentals, ART104 studies space, light and color with emphasis on three-dimensional expression. Prerequisite: ART 103. Limited to BFA, BS Art and BS Art Ed majors only. (UG)

ART 105: Foundation Drawing I

3 Credit Hour(s)

Development of visual perception and organization through drawing from nature and life in a variety of drawing media. Limited to BFA, BS Art and BS Art Ed majors only. (UG)

ART 106: Foundation Drawing II

3 Credit Hour(s)

The second of two courses in drawing fundamentals, ART106 explores a variety of thematic drawing experiences emphasizing work in ink, color pencil and mixed media. Prerequisite: ART 105. Limited to BFA, BS Art and BS Art Ed majors only. (UG)

ART 107: Visual Experience

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. An investigation of the visual aspects of the world through artistic themes, techniques, and landmarks. Methods of analyzing form will aid students in experiencing aesthetic responses to historical artistic examples and the contemporary, immediate environment. Non-majors only. (UG)

ART 114: Creative Community Development

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility; Contextual Integration. Cross-listed as IND-114. This course is designed to engage students in meaningful learning about how the arts are an essential part of our everyday lives and communities. The instructor will engage students in activities that illustrate ways art can be used as a vehicle for community development that seeks to improve community members' well being. The instructor will introduce students to local, national, and international artists, programs, and organizations that are using the arts to positively promote community development and support community members. Students will learn how arts communities (1) are conceived, (2) identify community concerns, (2) plan and use the arts as a way to address those concerns, (3) are funded, and (4) assess their work. The course will connect the arts, healthcare, education, community/cultural development, and civic responsibility/engagement. (UG)

ART 155: Photography for Non-Majors

3 Credit Hour(s)

Please refer to ART 334 for Digital Photography for both majors and non-majors (UG)

ART 204: Figure Drawing I

3 Credit Hour(s)

ART204 concentrates on drawing from the human figure to include experimentation in a variety of media. Prerequisite: ART 104 and ART 105. (UG)

ART 205: Figure Drawing II

3 Credit Hour(s)

The second of two courses in figure drawing, ART205 concentrates on drawing from the model with an emphasis on human anatomy. Prerequisite: ART 204. (UG)

ART 218: Creative Drawing

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. The course will be simultaneously an introduction to basic drawing techniques and an exploration of how to work with imagery to express ideas. Students will develop drawing skills with a range of media and will learn how to use these skills to create meaningful, personal drawings that communicate with viewers. For non-majors. (UG)

ART 219: Graphic Design I

3 Credit Hour(s)

An introduction to traditional and contemporary production methods and practices used by Graphic Design professionals. Emphasis is placed on terminology and technical production practices. Prerequisites: ART 104 and ART 106. (UG)

ART 220: Art & Architecture of the Middle East

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness; Contextual Integregation; Cross listed as IND 220. The Middle East is one of the most historically and culturally significant parts of the world. This course is a survey of the art and architecture of this region from ancient to modern eras. Students will become acquainted with the aesthetic concerns of the Middle East's periods, cultures, and religions through two and three-dimensional artifacts. Since the Middle East is also known as the Cradle of Civilization we will first look at artifacts from Mesopotamia (Sumerians, Akkadians, Babylonians, etc.). Islamic art and architecture will also be given particular attention, addressing mosque architecture, calligraphy, and painting and how they visually express the concerns of Islam. Although the focus will primarily be on art objects, significant discussion will take place on the stereotypes of the Middle East constructed through Western works of art from the 19th and 20th century. The course will conclude by looking at recent artists from the Middle East and how they have used art to address and deconstruct stereotypes. (UG)

ART 225: Watercolor Painting I

3 Credit Hour(s)

An introductory course in painting using watercolor and casein painting techniques. Prerequisites: ART 104 and ART 106. (UG)

ART 226: Watercolor Painting II

3 Credit Hour(s)

Advanced study of watercolor painting processes, materials and techniques, with emphasis on contemporary Western watercolor and Oriental watercolor painting. Prerequisite: ART 104 and ART 106. (UG)

ART 229: Ceramics for Non-Majors

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Introduction to ceramics, the aesthetic possibilities of clay, basic construction techniques and a basic experience of glazing for those students not majoring in Art, Graphic Design, or Art Education. Non-majors only. (UG)

ART 230: Computer Rendering

3 Credit Hour(s)

Students are introduced to industry standard digital tools and concepts with a focus on creating vector and raster-based work using the Adobe Creative Suite. Illustrator and Photoshop are emphasized, where students examine the process of creating, manipulating, and experimenting with photos, typography, and images, and finishing work via digital application. This course is for graphic designers, illustrators, artists, and those interested in learning the basics of image manipulation and file management. Prerequisites: ART 103 and ART 105. (UG)

ART 240: Woodcuts and Monoprints

3 Credit Hour(s)

Introduction to these two basic forms of printmaking with attention to both aesthetics and processes. Prerequisites: ART 104 and ART 106. (UG)

ART 251: Ceramics I

3 Credit Hour(s)

Introduction to ceramics, the aesthetic possibilities of clay, basic construction techniques and a basic experience of glazing. (UG)

ART 267: Sculpture I

3 Credit Hour(s)

Introduction to sculpture process concentrating on working in the round and relief. Experiences in a wide variety of common materials and techniques. Prerequisites: ART 104 and ART 106. (UG)

ART 287: The History of Design

3 Credit Hour(s)

An introduction to the history of design, with a focus on visual communication design from past to present. Prerequisites: ART 104 and ART 106. (UG)

ART 301: Motion Graphics

3 Credit Hour(s)

Students will learn about design as it relates to moving image and time-based media. The course includes motion principles and history, demos, tutorials, resources, and studio production time to provide an introduction to motion in design. Students will work primarily with Adobe After Effects. Competency in Adobe Photoshop and Illustrator is highly recommended. Prerequisites: ART 319, or permission from instructor. (UG)

ART 306: Figure Drawing III

3 Credit Hour(s)

Advanced work from the figure. Special focus based on student's major field of study. Required for Drawing/Illustration majors. Prerequisites: ART 104 and ART 106. (UG)

ART 312: Contemporary Studio Practice

3 Credit Hour(s)

This course explores the role of the artist in response to personal, social, political, and cultural issues in our contemporary context. Through research, writing, and studio practice, students will engage in working beyond a traditional discipline-specific approach to studio art.

Prerequisite: ART 204 (UG)

ART 319: Graphic Design II

3 Credit Hour(s)

The history of typography, the anatomy of the letterform, typeface classifications, typographic terminology and the effective usage of type to convey visual/verbal messages are explored in this course. Prerequisite: ART 219. (UG)

ART 320: Graphic Design III

3 Credit Hour(s)

Using design and typography principles, students will learn about the web design process, UI/UX design, and screen-based applications. Industry standard design tools will be used to create responsive websites, understand CMS platforms, and for the creation of interactive digital elements. Competency in Adobe Photoshop and Illustrator is highly recommended.

Prerequisites: ART 230 and ART319, or permission from instructor. (UG)

ART 325: Introductory Oil Painting

3 Credit Hour(s)

Introductory course in painting using oil as the vehicle of expression. Prerequisites: ART 104 and ART 106. (UG)

ART 326: Introductory Acrylic Painting

3 Credit Hour(s)

A painting course emphasizing the use of the acrylic medium. Prerequisites: ART 104 and ART 106. (UG)

ART 331: Art Reading List

3 Credit Hour(s)

The Modernist Revolution addresses the dramatic shift in artistic expression occurring between the 1860s and the 1960s. Students will investigate Modernist impulses by examining the role of avant-garde artists, primary sources and contemporary criticism. The primary academic goal is to provide a solid background for study of the present era by first investigating the formalist concerns that informed it, and the contributing social factors. This course is an important foundation for continued studies in Contemporary Art, Postmodernism and Art Theory. Prerequisite: ART 275 or ART 285. (UG)

ART 334: Digital Photography

3 Credit Hour(s)

This studio course is designed for majors and non-majors with limited or no experience with digital photography and will include a study grounded in the historical, conceptual and practical developments of the art of photography as embodied in the use of digital image making technologies. (UG)

ART 344: Art in Space and Environment

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Writing Intensive. A collaborative experience with THA 326, Performance in Space, that leads students to address issues relating to art and theater in a site-specific context. (UG)

ART 345: Advanced Drawing I

3 Credit Hour(s)

Emphasis on the development of an idea through a sequence of drawings. Prerequisites: ART 204. (UG)

ART 346: Advanced Drawing II

3 Credit Hour(s)

As a follow-up to ART345, Advanced Drawing II provides the drawing major with a bridge between the high level of instructor participation characteristic of preceding drawing/illustration courses and the expected independence of the senior project semesters. Prerequisite: ART 345. (UG)

ART 348: Seminar and Practice in Graphic Design

3 Credit Hour(s)

This course will focus on an inquiry of the traditional and expanded roles that graphic designers have filled. It will encompass investigation and research into current topics of sustainable practices, opportunities, and theories as applied to the professional practice of graphic design. Issues to be addressed include ethics, current events, and the role of the designer as problem seeker. Prerequisite: ART 319. (UG)

ART 351: Ceramics II

3 Credit Hour(s)

Ceramics II explores technical and creative experiences in throwing on the wheel and a creative exploration of glazing. Prerequisite: ART 251. (UG)

ART 355: History of Non-Western Art

3 Credit Hour(s)

An overview of artistic traditions outside the influence of Europe with particular emphasis on the arts of East Asia and Sub-Saharan Africa. Open to Non-majors. (UG)

ART 356: Women in Art

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Illustrated discussion of women in the arts, centering on the obstacles and reception of women in the artistic establishment, and the depiction of women by both male and female artists. Open to non-majors. (UG)

ART 367: Sculpture II

3 Credit Hour(s)

Theory and practice of sculptural composition utilizing modeling and carving with introductory welding and casting. Prerequisite: ART 267. (UG)

ART 368: Sculpture III

3 Credit Hour(s)

Continued exploration of sculptural techniques with emphasis on understanding the character and value of the material to the final work. Prerequisite: ART 367. (UG)

ART 381: Illustration I

3 Credit Hour(s)

Illustration I is an exploration of mostly black and white media, investigation of drawing aid apparatus, drawing techniques. An introduction to extensive conceptual problems will be given. Prerequisite: ART 204. (UG)

ART 382: Illustration II

3 Credit Hour(s)

A combined drawing and painting experience with specific directions toward narrative images. Media and technique to be compatible with photo/print production. Prerequisite: ART 381. (UG)

ART 383: Illustration III

3 Credit Hour(s)

Advanced exploration of illustration in various media. Prerequisite: ART 382. (UG)

ART 400: Practical Seminar

3 Credit Hour(s)

This team-taught course will engage students in both the creative and administrative operations of an arts organizations. Students will form, as a cohort, a business enterprise to deliver the creation of a single artistic product (an exhibition, a production, a radio show) while engaging in the development, management and presentation of the creative endeavor supported by a strategic plan focused on financial, marketing, organizational, programming, and event planning. In the opening weeks of the practical section of the course, students will be introduced to the basic framework of the artistic product and will be assigned titles and responsibilities consistent with the organizational structure needed to develop and deliver that product. Students will be asked to research similar organizations and products, interview area professionals associated with the field, and design and mount a program of their own. As individuals and as a group, the class will be led through the practical considerations of producing a collective, artistic project and will be responsible, under guidance, for its planning, execution, and public reception. Focus throughout will be on cooperative, collaborative creation, in which students are responsible for their allotted areas of expertise while working with and depending on other members of the organizational team. In the administrative section of the course, students will engage such areas as planning, budgeting, marketing, insurance, contracts, and public relations. Students will also be asked to plan and create such artifacts - EG, advertising, social media campaigns, brochures, playbills, catalogs etc. - consistent with the overall project. Prerequisites: MKT 312, ENTR 201, ENTR 301. (UG)

ART 420: Graphic Design IV

3 Credit Hour(s)

This course in visual communication addresses a wide range of career tracks through understanding current industry standards, trends, and practices, along with the history of advertising and professional practices. An emphasis on advertising, branding, and integrated campaign development will allow students to explore deliverables such as print, packaging, signage, strategy, video, out-of-home, interactive, motion graphics, web, and social media. Prerequisites: ART 230 and ART319, or permission from instructor. (UG)

ART 425: Painting III

3 Credit Hour(s)

Advanced painting problems in various media. Prerequisites: ART 325, 326. (UG)

ART 426: Painting IV

3 Credit Hour(s)

Advanced study in painting. Prerequisite: ART 425. (UG)

ART 427: Fibers II

3 Credit Hour(s)

Work in fibers emphasizing on-loom textile construction techniques. Prerequisite: ART 327. (UG)

ART 435: Advanced Typography

3 Credit Hour(s)

This course introduces students to advanced design principles that explore the expressive potential of typography in a variety of conceptual and utilitarian applications. All projects focus on the refinement of the design process to generate solutions through visual communication. Prerequisite: ART 319. (UG)

ART 436: Overview of Aesthetics

3 Credit Hour(s)

Aesthetics studies the nature of reception and appreciation of the visual realm. Often described as the philosophy of beauty, aesthetics encompasses the role of visual experience, beauty/ugliness, and visual and poetic expression. This course investigates the history of aesthetics, with a focus on the development of modern aesthetics. Prerequisite: ART 331. (UG)

ART 439: Serigraphy

3 Credit Hour(s)

Serigraphy, or screen-printing, is an exploration of printmaking processes using the photo-mechanically produced image. Prerequisites: ART 104 and ART 106. (UG)

ART 441: Advanced Printmaking

3 Credit Hour(s)

Opportunity for advanced students to continue exploration of and involvement with chosen printmaking processes and procedures. Prerequisites: ART 240, 340, 439. (UG)

ART 443: Issues and Methodologies in Contemporary Art

2 Credit Hour(s)

Fulfills core competency: Information Literacy. Writing Intensive. Together with ART 498, Senior Exhibition, ART 443 satisfies the department's Research and Presentation requirement. Diverse exercises in criticism and analysis to broaden the art student's aesthetic awareness, judgment and sensitivity. Prerequisite: ART 331. (UG)

ART 445: Special Projects

3 Credit Hour(s)

Advanced study in a studio area with special authorization of a faculty member and approval of the department chairperson. May be repeated; two uses total, senior year only. (UG)

ART 446: History of Contemporary Art:1940- Present

3 Credit Hour(s)

Study of contemporary art history based on the visual and historical movements from the second half of the twentieth century to present day. Prerequisite: IND 285. (UG)

ART 455: Photography

3 Credit Hour(s)

An exploration of various black and white film photography practices including photograms, pinhole and film cameras, as well as developing and printing methods. Recommended for Art Education majors. No previous darkroom experience is needed. Open to majors and non-majors. (UG)

ART 456: Advanced Photography

3 Credit Hour(s)

Advanced photographic work that spans digital and darkroom practices. Prerequisites: ART 334 and/or ART 455 or by permission of the instructor. (UG)

ART 464: Sculpture IV

3 Credit Hour(s)

Advanced study in sculpture. Prerequisite: ART 368. (UG)

ART 490: Senior Project

3 Credit Hour(s)

Advanced study in a major discipline in preparation for and including an exhibition of completed works; supervision by a major instructor and a faculty review board. Normally elected in the final semester, and only after the completion of the entire numbered sequence of courses in the major discipline. Required of all BFA candidates. A BFA degree may not be earned without a grade of C or higher in this course. Prerequisite: ART 443. (UG)

ART 498: Senior Art Exhibit

1 Credit Hour(s)

With ART 443, fulfills Research and Presentation requirement. Required of all BFA Art, BFA Graphic Design, BS Art, and BS Visual Arts Education majors. Prerequisite: ART 443. (UG)

Arts Administration

ARTA 450: Practicum Seminar in Arts Administration and Management

3 Credit Hour(s)

Students will intern at a practicing arts organization, where they will gain experience in day-to-day operation and support procedures. Students will meet weekly with the faculty advisor to chart time, troubleshoot about organizational issues and discuss assignments. The faculty advisor will correspond closely with the cooperating organization to monitor student progress. Prerequisite: BA 211. (UG)

Music

MUS 100: Introduction to Music

3 Credit Hour(s)

Basic concepts and terminology; survey of selected periods in music history, with study of representative compositions. (UG)

MUS 115: The Music of the United States

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. A survey of the entire range of American music: religious, folk, classical, popular, jazz, etc. (UG)

Private music lessons are also available for credit: contact the Visual & Performing Arts Department to arrange.

Theater Arts

THA 103: Basic Acting Technique

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Acting as an art, survey and evaluation of its development, analysis of method acting and current trends. Exercises and application of acting principles to individual talents and towards development of an ensemble. Theatre games, improvisation, and beginning scene work. (UG)

THA 106: Introduction to the Theater

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. Analysis of theater and drama, historical and current production practices, in order to enhance aesthetic appreciation. (UG)

THA 108: Masked Performance

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This introductory class will explore the fundamentals of acting and characterization through the lens of the mask and the specific problems it creates for the actor. (UG)

THA 119: Theater, Madness, Power

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This course, which complements and will be in continued dialogue with REL 114 Culture and Story, examines the role that theater plays in establishing, creating, maintaining or transgressing the categories and boundaries considered essential to modern life: purity and the sacred; morality; sexual identity and gender roles; sanity; honor; free will and choice. (UG)

THA 203: Improvisation in the Classroom

3 Credit Hour(s)

This course will introduce students to the work of improvisational practitioners Viola Spolin, Paul Sills and Keith Johnstone. They will gain practical experience with these techniques as tools to engage students in a classroom environment, and will learn how to create a class activities progression, assess student progress, and use the techniques themselves as means of assessment. (UG)

THA 207: Improvisation

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. The class will look at improvisation in various performative and cultural contexts. Activities will include practical experiences, including solo and group performances, readings, viewings, research, and writing on historical aspects and contexts of improvisation. Prerequisite: THA 103. (UG)

THA 213: Introduction to Stage Combat

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This class will focus on the idea of unarmed, staged violence, and will seek primarily to gain an understanding and respect for the physical safety concerns of the stage. Prerequisite: THA 103. (UG)

THA 214: Stage Movement

3 Credit Hour(s)

Studies techniques for presence and movement on stage. (UG)

THA 215: Introduction to Suzuki Method of Actor Training

3 Credit Hour(s)

This course introduces students to the Suzuki method of actor training. (UG)

THA 216: Mask Construction & Performance

3 Credit Hour(s)

In this course, students will learn to engage in an aesthetic conversation with the forms and materials involved with mask construction. This awareness will then be used to create original masked performance, as well as exploring the various uses of mask and what advantages each of these uses offers within an Applied Theater context: ritual, educational, psychological and physical. Prerequisite: THA 106. (UG)

THA 222: Costume Design

3 Credit Hour(s)

Introduces the student to the art of costume design. (UG)

THA 223: Lighting Design

3 Credit Hour(s)

This course presents techniques and facets of lighting design. (UG)

THA 224: Set Design

3 Credit Hour(s)

This class focuses on the fundamentals of set design. (UG)

THA 225: Sound Design

3 Credit Hour(s)

This course provides instruction in the basics of sound design. (UG)

THA 230: Acting for Animators

3 Credit Hour(s)

The course will deal in depth with the skills and sensibilities associated with communication through speech, the physical appearance and structure of the vocal articulators, the implementation of the Laban effort actions and their relationship to the definition of a character and the use of improvisation as a tool for creating and evaluating narrative structure. (UG)

THA 231: Performing Objects

3 Credit Hour(s)

The manipulation of objects is an ancient form of popular performance. This course will explore the history, technology, theory and practice behind puppetry, both mainstream and experimental, and how the traditional role of puppetry has been, and can continue to be extended into previously unexplored areas and sources of objects. Prerequisite: THA 106. (UG)

THA 232: Shakespeare in Performance: Acting/Directing

3 Credit Hour(s)

Fulfills core competencies: Affective Awareness and Critical Thinking and Problem Solving. This course has a dual focus. Firstly, we will approach Shakespeare as trainee performers, so that we will engage the text by asking questions about how to perform it. Secondly, we will study performances and the work of theatre practitioners, and learn from them how to interrogate and be challenged by Shakespeare's texts. In this way, we'll be able to assess the variety of interpretations offered by texts and performances, as well as the choices available to practitioners and the implications of making them. Some of the topics guiding our work will be interpretation, plot, character, psychology, motivation, staging, the demands the scripts place on actors, and the feelings aroused in an audience during or at the end of a performance. (UG)

THA 246: Design for the Theater: History of Theatrical Space

3 Credit Hour(s)

Fulfills core competency: Contextual Integration. This course explores the design of theatrical spaces throughout history, especially in terms of the cultures that shaped them. Students will use this information to investigate what they can learn about a culture from its theatrical events and the spaces designed to hold these events. Prerequisite: THA 106. (UG)

THA 250: Voice and Speech for the Actor

3 Credit Hour(s)

Fulfills core competency: Communication Skills. This class explores the different facets of vocal communication and how they can be manipulated purposefully towards a theatrical end. The class will also investigate the differences between the concerns of stage voice and everyday voice. Prerequisite: THA 103. (UG)

THA 253: Theater As Outreach

3 Credit Hour(s)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. The broad purpose of this course is to equip students with the means to design and lead theater workshops for others, especially disadvantaged citizens. The course will train students to facilitate workshops and residencies in a range of settings (schools, hospitals, places of detention, etc.), and will prioritize assisting people of all ages and in a variety of circumstances to find and express an artistic voice. Our main focus will be learning how to assist non-actors to express their issues and concerns through the medium of theater, and to empower members of our community to articulate those concerns in live performances that can then serve as fora community discussion. A signed petition from the Coordinator of Service Learning is required for registration in this course. (UG)

THA 260: Advanced Acting: Scene Study

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This course for advanced acting students focuses on the skills involved in interpreting text, especially in terms of character development. We will explore the notions of character objective, tactics and arc, as well as continuing our study of narrative structures and the actor's responsibilities toward story. Prerequisite: THA 103. (UG)

THA 308: Community Acts: Community-Based Theater

3 Credit Hour(s)

This course focuses on creating new works for performance through workshops, improvisation, and rehearsal. Students are engaging acting skills and using basic storytelling and improvisation techniques to craft a new work through collaboration. Prerequisite: THA 103, THA 207, THA 253. (UG)

THA 326: Performance in Space

3 Credit Hour(s)

Fulfills core competency: Critical Thinking. A collaborative experience with ART 344: Art in Space and Environment that leads students to address issues relating to art and theater in a site-specific context. (UG)

THA 328: Advanced Improvisation

3 Credit Hour(s)

Fulfills core competency: Affective Awareness. This course for advanced acting students is a continuation of the skills introduced in THA 207. Prerequisite: THA 207. (UG)

THA 333: Stage Management

3 Credit Hour(s)

This course will explore and articulate the various duties, responsibilities and skill sets associated with the role of stage manager in a theatrical production. Prerequisite: THA 106. (UG)

THA 352: Directing for the Stage

3 Credit Hour(s)

This course will give students an immersive introduction to the process of directing live performance. It will be a project-based examination of the process, from text selection to fully realized production, including negotiating design elements, exploration of dramaturgical questions and working with performers. (UG)

THA 404: Devised Performance

3 Credit Hour(s)

Devising performance is one of the most exciting of contemporary ensemble practices. In this course, students will learn about theories of narrative and dramatic structure, and experiment with a range of methods and techniques for applying these creatively in practice. The course focuses on creating new works for performance through workshops, improvisation and rehearsal, and will teach students to engage acting skills, storytelling and improvisational techniques, as well as making directorial and design decisions. Prerequisite: THA 106. (UG)

THA 410: New Media & Performance

3 Credit Hour(s)

This course will introduce students to practical and theoretical innovations in contemporary theater and performance. We will explore new technologies, and investigate how these technologies affect performance, either through communication, information processing/exchange and the performer as interface. Through practical exploration and theoretical study, students will explore the human on stage and how s/he is commented upon, mediated, alienated or celebrated through technological intervention. Prerequisite: THA 106, THA 326. (UG)

THA 419: Theater of the Oppressed

3 Credit Hour(s)

This course will expose the students to the methodologies of Augusto Boal and the various formats and styles of performance that are covered broadly by his Theater of the Oppressed. It is a practical course that will focus on project-based learning and a high level of reflective analysis and writing to build a relationship with the work of Boal. Prerequisite: THA 106. (UG)

THA 480: Applied Theater Practicum

3 Credit Hour(s)

Fulfills core competencies: Critical Thinking; Contextual Integration; Research & Presentation; Writing Intensive. In this course, students will engage in supervised work in schools, with youth programs, and in community service settings. They will conceive, organize and implement their own applied theatre projects, in consultation with representatives of the partners as well as the theater faculty advisors. Students will meet weekly with the faculty advisor to chart time, troubleshoot about organizational issues and discuss assignments. The faculty advisor will correspond closely with the cooperating partners to monitor student progress. Prerequisite: Permission of Program Director. (UG)

Visual Effects

VFX 110: 2D and 3D Matchmoving

3 Credit Hour(s)

In this course students will begin acquiring post-production skills for employment in the Visual Effects industry. This first section instructs students on how to adjust for lens distortion by incorporating survey data in order to solve complex and problematic shots. (UG)

VFX 115: Rotoscoping

3 Credit Hour(s)

In this course students will develop a thorough knowledge of the software Nuke and its Roto/Paint node. Specific attention will be placed on basic studio practices related to work flow, such as establishing proper file structures and naming conventions. (UG)

VFX 220: Compositing

3 Credit Hour(s)

In this course students will effectively utilize Nuke for compositing purposes, and to develop a full working knowledge of basic production and pipeline procedures. Additionally, the course explores the more traditional aspects of cinematography as they pertain to visual effects. Prerequisites: VFX 110, VFX 115. (UG)

VFX 230: Paint and Rig Removal

3 Credit Hour(s)

In this course students will continue working with the software Nuke in its Paint/Roto node. Additional emphasis will be placed on basic studio practices, such as proper file structures and naming conventions. Prerequisites: VFX 110, VFX 115. (UG)

VFX 255: Stereoscopic Conversion

3 Credit Hour(s)

In this course students will learn to employ different techniques to convert standard 2D plates into stereo shots. They will discover the latest techniques for solving complex stereo problems, including how to rectify different focal lengths, to address vertical misalignment between plates, to employ stereo re-timing to solve stereo artifacts and rotation misalignment.

Prerequisites: VFX220, VFX 230. (UG)

INTERDISCIPLINARY PROGRAMS

DAEMEN
COLLEGE

CAREER SERVICES

Director: Lamark Shaw, MA

Assistant Director: Tiffany Dillon, MA

**Employer & Student Relations Coordinator:
Michelle Thompson**

CAREER FIELD EXPERIENCE (CFE) INTERNSHIPS

Summer: 300, 400 Career Field Experience (1-12 credits)

Fall: 301, 401 Career Field Experience (1-12 credits)

Spring: 302, 402 Career Field Experience (1-12 credits)

Prerequisite Career Field Experience 97 (CFE 97): (0 credits)

All students are eligible to receive academic credit while gaining practical on-the-job training, and experience. Internships help students to learn workplace values and attitudes necessary to succeed. The Career Field Experience curriculum is individually designed to meet each student's goals for personal and professional development and career objectives. Internship locations include businesses, government, not-for-profit agencies, public and private institutions and may also be arranged in the hometown where the student resides or as part of a semester abroad experience. International internship options should be discussed with the Global Programs office.

Daemen College recognizes the Washington D.C. Internship Institute (WII) program for 15 academic credits (9 credits internship and two 3-credit academic courses). Learning takes place primarily at the site in Washington, DC, and is selected with the assistance of the WII staff. The student's financial aid package should be reviewed by the Financial Aid office prior to applying.

Daemen College also recognizes the New York State Assembly Internship program in Albany N.Y., for 15 academic credits (9 credits internship and two 3-credit academic courses). This program offers college students an opportunity to participate in state government and the legislative process through a well-structured, practical learning experience. The Assembly Intern Committee awards a stipend to each session intern.

Each field experience links academic and core curriculum competencies with an emphasis on communication and critical thinking skills. Academic credit must be arranged prior to the internship experience with approval from Career Services and the student's faculty advisor and is granted for each experience depending upon the number of hours completed in the field during the semester. One academic credit is earned for every forty hours interned at the location site. In addition to the hours spent on-site, students will participate in and complete a series of academic projects. The Career Services staff, faculty, and the student's site supervisor offer guidance and evaluation of the student's performance. Final letter grades are granted upon completion of all field experience requirements. Internships are offered each semester, including inter-semester and summer.

MAJORS REQUIRED TO PARTICIPATE IN AN INTERNSHIP

While the internship program is open to students in every academic discipline, it is a program plan requirement for the following majors: Accounting, Business Administration, English: Professional Writing and Rhetoric, History, Political Science, French, Spanish, and Health Promotion. In addition, Physician Assistant students who are required to complete 120 hours of direct patient contact experience before entering the PA program can also use these hours as a free elective for academic credit if approved by their faculty advisor.

PRIOR TO CONSIDERATION FOR A CAREER FIELD EXPERIENCE, STUDENTS MUST:

1. Have a minimum 2.00 cumulative grade point average, except when specific departmental or internship location requirements apply (2.50 required for Business and Accounting majors);
2. Have earned a grade of P (pass) in the prerequisite course Career Field Experience 97 (CFE 97);

CAREER FIELD EXPERIENCE 97 (CFE 97):

Career Services offers **Career Field Experience 97 (CFE 97)** which is a non-credit, FREE, prerequisite hybrid course designed to help students prepare their professional documents, learn job-seeking and interviewing skills, and present themselves in a professional manner. This course is offered every semester and all students are encouraged to participate and register early in their college career. Students will receive a Certificate of Completion signed by the Vice President for Student Affairs and Strategic Initiatives and the Director of Career Services which is a great resume builder for professional development!

LIMITS ON TOTAL CAREER EDUCATION ACADEMIC CREDIT:

A maximum of twelve (12) academic credits may be earned.

LIMITATIONS:

Internships are not permitted in situations where the student is interning at a business located in a person's home. Certain restrictions apply to internships that are online. Students cannot intern with a family member. Daemen adheres to the U.S. Labor Department Fair Labor Standard Act guidelines and requires site supervisors to sign their understanding of these guidelines and, if the internship is unpaid, that the student is the primary beneficiary of the relationship.

SAFFRIN CENTER FOR SUSTAINABILITY AND CIVIC ENGAGEMENT

Director: Kristen Luppino-
Gholston, LMSW

The Saffrin Center for Sustainability and Civic Engagement has as its mission to cultivate civic engagement and social responsibility by building campus-community partnerships that address community needs, provide experiential learning opportunities, develop informed and engaged leaders, and promote justice and sustainability. The Center believes when campus and community work together toward mutual goals, we

create positive change. The Center is supported by funding from the College and various agencies, foundations, and corporations.

The Center has long term partnerships with many communities and non-profit organizations in our area working on issues involving educational disadvantage, literacy, refugee needs, healthcare disparity, and community development. In addition, the Center works with partners across campus to maintain our campus commitment to service and social justice. Students participate through Daemen's Service Learning program, as well as through collaborative projects with various community partners.

Students learn new approaches for solving problems, approaching new situations, and working with diverse populations and can take those skills with them to the next community they serve. All majors are welcome.

The Center for Sustainability and Civic Engagement is located in Duns Scotus 226.

CIVIL SOCIETY AND SUSTAINABLE COMMUNITIES

Requirements: (9-15
credits, depending upon
which option is selected):

OPTION 1: COMPLETE ALL OF THE FOLLOWING

- IND/SUST123 Introduction to Sustainable Communities (3)
- Completion of a semester long international experience in an approved study abroad program*.
- At an approved study abroad site: 3 credits earned for one career/service internship appropriate to the student's area of study, as determined by the Modern Languages Chair and the students advisor.

NOTE: As part of the study abroad program: enrollment in an additional 6-9 credits of course work is required in order to

retain full time status. This course work, which will be selected with the approval of the Daemen Advisor, will be used to complement one's minor and to fulfill requirements for the student's major or core.

*Official transcript, documenting attendance and completion of required course work as referenced above, is required to be submitted to Daemen's Modern Languages Chair.

OPTION 2

- IND/SUST123 Introduction to Sustainable Communities (3)
- Completion of Project/Campus Activity dealing with Civic Engagement and/or Sustainability: (may be completed as part of successful completion of IND-235 Learning Through Service: Individuals, Societies, and Social Equity (3) or completion of community service work via the Service Learning Department).
- Completion of two career/service internships (3 credits each) appropriate to the student's area of study, as determined by the Modern Languages Chair and the student's Advisor. Career Field Experiences and/or departmental field experiences are acceptable.
- 6 credits completed in pre-approved Daemen courses relating to Civil Society & Sustainable Communities.

ENTREPRENEURSHIP MINOR

Contact:

Dan Shanahan, Assistant Professor and Program Director

(716) 566-7890

dshanaha@daemen.edu

The Minor in Entrepreneurship is an Interdisciplinary Minor designed for all majors and all career paths.

Entrepreneurship classes introduce students to an entrepreneurial skill set with significant emphasis on project based learning and the development of original entrepreneurial initiatives, in addition to a more directed study of business methodology. A liberal arts education provides the necessary lens to view the entrepreneurial mindset by encouraging students to find creative and innovative ways to apply their knowledge to solve real world problems.

As part of the program students will learn to:

- Experiment with innovative ideas

- Seek professional and experienced advice from mentors
- Create opportunities that utilize their initiatives and their talents
- Apply the knowledge acquired within the public sphere
- Solve problems within traditional job settings using creative thought processes

The Minor in Entrepreneurship introduces students to the skills needed to effectively and creatively implement successful initiatives that will shape their community, lead to great personal satisfaction, and be a key economic driver. The ability to think creatively, examine challenges, and identify opportunities are important for lifelong success in all career paths.

Requirements: (15 credits)

- ENTR201 The Entrepreneurial Mindset (3)
- ENTR301 The Entrepreneurial Skill Set (3)
- ENTR401 Entrepreneur in Action (3)
- 6 credits of electives: Students will propose the completion of 6 additional credits relevant to their area of interest. Proposed electives are subject to the approval of the Program Director.

Entrepreneurship

ENTR 201: The Entrepreneurial Mindset

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course identifies and analyzes the values, abilities, and personal attributes of entrepreneurs, with the premise that all people have the ability to be successful entrepreneurs. This course is the first of three required core courses in the entrepreneurship minor. Students will be introduced to the basic concepts of creativity and innovation, creative problem solving and brainstorming, opportunity recognition, networking, technology utilization, effective written, verbal and non-verbal communication, new venture development and entrepreneurship as it relates to for-profit, not-for-profit, and social ventures. (UG)

ENTR 301: The Entrepreneurial Skill Set

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. In this course, students will learn and develop the skills necessary to transition an idea into action. Building off of ENTR 201, students will utilize techniques to effect creative thinking in combination with the practical skills for implementation. They will learn how to identify the critical tasks and hurdles in building an entrepreneurial venture (social action, business idea, or other venture), brainstorm creative solutions, and identify the necessary means for realization. These challenges and the resulting solutions will fall within the following categories: competitive advantage, feasibility studies, financial forecasts, marketing plans and validated learning. Students will learn how to develop their leadership skills and organizational effectiveness with an emphasis on opportunity recognition. Prerequisite: ENTR 201. (UG)

ENTR 401: Entrepreneurship in Action

3 Credit Hour(s)

Fulfills core competency: Critical Thinking and Problem Solving. This course is designed to explore entrepreneurial and business competencies by interconnecting ideas and objectives, through practical experience of assessing, planning, implementing, measuring and controlling a new business or social venture. Students will apply their knowledge of organizational management, best practices, problem solving, and strategic planning on real business scenarios. The course is relevant to entrepreneurs from all disciplines who want to develop a business venture in realistic terms, or to develop new ventures inside existing organizations. It is also relevant to students who are interested in pursuing social ventures, establishing non-profit organizations and creating a business with a strong mission. Prerequisites: ENTR 201 and ENTR 301. (UG)

ENVIRONMENTAL STUDIES

The Environmental Studies program prepares students who are majoring in History and Political Science, Biology or Natural Science for employment with non-governmental organizations, government agencies, consulting firms, or companies involved in research and development. The specialization consists of courses selected from: government and policy studies, science, and interdisciplinary courses in environmental studies offered

by the Global & Local Sustainability, History and Political Science, and Natural Sciences Departments.

The following degree programs are available: Bachelor of Arts in History and Political Science with Specialization in Environmental Studies; Bachelor of Science in Biology with Specialization in Environmental Studies; and Bachelor of Science in Natural Science with Specialization in Environmental Studies. Please refer to the History and Political Science and Natural Sciences sections of the Catalog for requirements.

FORENSIC STUDIES

Contact: Brenda Young,

Natural Sciences

Department; Denise Emer,

Psychological Sciences

Department

Forensic Studies is an interdisciplinary program that prepares students for careers and graduate work in forensic science, forensic psychology, and criminal justice. A minor in Forensic Studies requires a minimum of 17 credits of specialized coursework from the natural sciences, government and psychology. Students should select particular courses suited to their career plans in consultation with their advisor. A specialization in Forensic Science is offered with the B.S. in Natural Science for those students who would like to pursue graduate study or employment in the scientific application of forensics.

Forensic science course listings appear in the Natural Sciences section of the Catalog. Program details are available from the Natural Sciences and Psychological Sciences departments, or from the Office of the Registrar.

Requirements for the Minor: (17 credits)

- FOR101 Introduction to Forensic Science (3)
- PSY306 Forensic Psychology (3)
- **SELECT ONE**
 - CHE112/L Introduction to Forensic Chemistry lecture/lab (3/1)
 - PHY125/L Forensic Physics lecture/ lab (4/0)
 - BIO316/L Anatomy & Physiology lecture/lab (3/1)*
 - BCH 440 Molecular Biology lecture/lab (3/1)

• **SELECT A MINIMUM OF 7 CREDITS FROM THE FOLLOWING:**

- BIO316/L Anatomy & Physiology lecture/lab (3/1)*
- PSC230 U.S. Judicial Process (3)
- PSC305 American Constitutional Law (3)
- PSY214 Psychology of Adolescence (3)
- PSY219 The Psychology of Mental Illness (3)
- PSY314 Biological Bases of Behavior (3)
- PSY380 Drugs and Behavior (3)
- SOC209 Social Problems (3)
- SOC/SW217 Alcoholism, Substance Abuse & Other Addictions (3)
- ENS303 Environmental Toxicology (3)
- BIO103 Human Biology (3)
- Additional sciences from CHE112, PHY125, BIO316, or BCH 440 (3-4)

* Students may substitute either BIO330/L General Anatomy Lecture and Lab, or BIO340/L General Physiology Lecture and Lab

N.B.: Some of the courses included in this minor may have prerequisites. Consult the Schedules of Courses Offerings and/or the College Catalog for such information.

Recommended Courses

In addition to completion of the 17 required credits, students are encouraged to complete the following:

• **SELECT ONE**

- CMP311 Advanced English Composition (3)
- CMP315 Advanced Composition for Health Professionals (3)

• **SELECT ONE**

- MTH104 Survey of Statistics (3)
- NSC310 Biostatistics (3)
- PSY333 Statistics for Psychology and Social Sciences (3)
- FOR101 Introduction to Forensic Science (3)
- PSC117 Criminal Justice: Law and Procedures (3)
- PSY103 Introduction to Psychological Science (3)

GLOBAL AND LOCAL SUSTAINABILITY

Contact Information

phone: (716) 839-8366

daemen.edu/sustainability

Chair

[Brenda Young](#)

(716) 839-8366

Degree Offered

- [Bachelor of Arts in Global and Local Sustainability](#)

Minor

- [Global and Local Sustainability](#)

Admission to Upper Division

In the second semester of his/her sophomore year, the student is required to make formal application (to the Director of the Sustainability Program) for admission to upper division.

Transfer students (both from other institutions and current Daemen students who wish to declare a major in the Global & Local Sustainability program) will be accepted as lower division students.

Requirements for admission to upper division:

1. Overall grade point average (GPA) of 2.0.

2. A minimum grade of C in: CMP101; BIO302 or ENS201 or ENS304; SUST140; SUST240.
3. A grade point average (GPA) of at least 2.25 in the courses referenced above.
4. A minimum grade of C in all courses taken to-date which are required courses in the major section of the curriculum.
5. Submission of an essay reflecting on previous community work, travel experiences and future career goals.

Residency Requirements

While there are no residency requirements prior to admission to upper division, students completing coursework at Daemen College will receive priority for admission based on tenure with the College as well as performance in, and the amount of, coursework taken at the College.

Graduation Requirements

An overall grade point average (GPA) of 2.00.

Pertinent Additional Information

Students are required to complete one or more community-based international experiences subject to the approval of the Department Chairperson. The experience(s) may include internships, additional language studies, or pre-approved studies taken elsewhere. The experience(s) may or may not result in credit earned.

Students select an area of specialization within the major. This can include coursework from a single academic discipline or a combination of study areas.

Mission Statement

The mission of the Global and Local Sustainability Department is to prepare students to be compassionate and informed citizens working to create and maintain sustainable communities locally and around the world. Through its interdisciplinary and experiential emphasis, our program fosters the skills to solve problems creatively and with cultural sensitivity, while developing graduates who can communicate solutions with clarity and confidence and identify new approaches to restore the environment, create economic and intellectual capacity, and promote social well-being.

Program Objectives

- To provide students with knowledge of the three pillars of sustainability – social, environmental and economic sustainability.
- To provide students with essential interpersonal and organizational skills necessary for collaborating with diverse community partners.
- To empower students to play an active role in their local and global communities, considering social and environmental responsibility in their decision-making.
- To provide internship opportunities for students to further their intellectual and creative skills in economic and social development, cultural and historical preservation and environmental careers in government, not for profits and private businesses.
- To develop creative problem-solving skills to address interdisciplinary challenges of sustainability.
- To build an understanding of the concept of place and the connections between people and their natural, built and social environments.

GLOBAL STUDIES MINOR

PROGRAM ADVISOR: DR.
AAKRITI TANDON

Mission Statement for the Global Studies Minor

The mission of the Global Studies minor is to complement and enhance the Daemen College mission to “prepare students for life and leadership in an increasingly complex world” who “recognize the importance of a global perspective” and who are committed to the “well-being of both their local and global communities.”

Through coursework, international experience and service learning abroad or with local immigrant or refugee communities, Daemen students completing the Global Studies minor will demonstrate the knowledge, insight, and skills to work for and with people, organizations and businesses with a global focus.

Requirements (15 credits)

SELECT ONE OF THE FOLLOWING FOUNDATIONAL COURSES:

- IND120 Introduction to Global Studies (3)
- PSC 121 International Relations (3)
- PSC 210 Politics of Globalization (3)
- HIS 106 World History II (3)

SELECT ONE INTERNATIONAL EXPERIENCE:

Students will complete an International Experience. It may be credit-bearing or not and may include extended living abroad, long or short term study abroad, volunteer or military experience. Typically vacation experiences are not acceptable. Completion of a non-credit study abroad seminar is required prior to departure on study abroad programs. Consult the Global Studies Program Director for details.

SELECT FOUR FROM THE LISTING OF GLOBAL STUDIES COURSES:

NOTE: Select from at least THREE disciplines (no more than TWO courses from any one discipline). The following list is not exclusive. Students are encouraged to request a review of other Daemen or transfer courses with significant non-USA content for consideration for the minor by the Director of Global Studies.

Additional courses may be allowed. Students wishing to take courses other than those on the list below must submit their request, with rationale for the substitution, to the Global Studies Program Director. Substitutions are subject to the approval of the Global Studies Committee.

- BA201 Introduction to International Business (3)
- BA220 Diversity and Cross-Cultural Management (3)
- BIO304 Conservation Biology (3)
- ECO343 Global Economic Geography (3)
- FLIT200 Literature in Transition: Crisis of Identity (3)
- FRE207 French Conversation and Composition I (3)
- FRE208 French Conversation and Composition II (3)
- FRE220 Introduction to Literature in French (3)
- FRE240 Grammar and Culture Workshop I (3)
- FRE250 Grammar & Culture Workshop II (3)
- FRE307 Survey of French Literature I (3)
- FRE308 Survey of French Literature II (3)
- FRE312 Advanced French Grammar (3)
- FRE315 French Civilization and Culture (3)
- FRE326 Advanced Conversation in French (3)
- FRE333 Special Topics in Literature (3)
- FRE334 Special Topics in Culture (3)
- FRE335 Special Topics in Linguistics (3)
- HPR303 Traditional Chinese Medicine (3)
- HPR335 Critical Issues in Global Health (3)
- HST105 Introduction to World History I: From Antiquity to 1500 (3)
- HST106 Introduction to World History II: From 1500 (3)
- HST206 Twentieth Century Europe (3)
- HST224 History of the Byzantine World (3)
- HST228 Multicultural Poland: History and Public Memory (3)
- HST230 Problems of the Third World (3)

- HST237 European Intellectual History from the Renaissance to the Enlightenment (3)
- HST248 Ancient Mediterranean World (3)
- HST304 Modern China (3)
- HST308 Modern Latin America (3)
- HST312 Sub-Saharan Africa (3)
- HST317 The Middle East (3)
- HST319 20th Century Russia and Eastern Europe (3)
- HST324 Global Environmental History (3)
- IND104 Global Environmental History (3)
- IND120 Intro to Global Studies (3)
- IND123 Intro to Sustainable Communities (3)
- IND212 Latino and Latin American Culture (3)
- IND215 Service Learning for Refugees Studies (3)
- IND248 International Service Learning (3)
- IND322: Alt and Renewable Energy Issues (3)
- IND325: Introduction to Polish Culture (3)
- IND334: Non-Western Art & Culture (3)
- IND338: Food and Agriculture Issues (3)
- IND345: Introduction to Russian Culture (3)
- IND398: International Experiential Learning (3)
- IND448 International Service Learning (1-3)
- ITA101 Elementary Italian I (3)
- ITA102 Elementary Italian II (3)
- ITA105 Intermediate Italian I (3)
- ITA106 Intermediate Italian II (3)
- ITA207 Italian Conversation & Composition I (3)
- ITA208 Italian Conversation & Composition II (3)
- LIT201 World Lit I (3)
- LIT202 World Lit II (3)
- LIT230 Exile Literature (3)
- LIT309: Film Seminar (3)
- LIT314 Magic Realism in Literature & Film (3)
- LIT316: Empire and the Imagination (3)
- LIT317 Gender Trouble (3)
- LIT320: Modern & Contemporary Irish Literature (3)
- LIT326 Understanding Africa (3)
- LIT329 Imagining Trauma (3)
- LIT330: Scottish Renaissance (3)
- LNG309 Language in Society (3)
- LNG335 Special Topics in Linguistics (3)
- MGT306 International Management (3)
- PHI225 Readings in World Culture (3)
- PHI234 Scientific and Religious View of the World(3)
- PHI306 Eastern Philosophies (3)
- PHI309 The Holocaust (3)
- PHI328 Comparative Genocide (3)
- PSC101 Comparative Political Systems (3)
- PSC121 International Relations (3)
- PSC210 Politics of Globalization (3)
- PSC213 Third World Development (3)
- PSC214 Introduction to Refugee Studies (3)
- PSC218 US Government, World Politics & Globalization (3)
- PSC221 Political Economy of East Asia (3)
- PSC231 International Organizations and Global Governance (3)
- PSC232 International Political Economy (3)
- PSC236 Sports and International Politics (3)
- PSC238 Dictatorship and Democracy (3)
- PSC242 African Politics, Culture & Society (3)
- PSC315 Politics of Western Europe (3)
- PSC326 Politics of East Asia (3)
- PSC327 Politics of South Asia (3)
- REL241 Intro to Islam (3)
- REL308 Spiritual Traditions Sequence I (3)
- SPA105 Intermediate Spanish for Professional Communication I (3)
- SPA106 Intermediate Spanish for Professional Communication II (3)
- SPA207 Spanish Conversation and Composition I (3)
- SPA208 Spanish Conversation and Composition II (3)
- SPA209 Business Spanish (3)
- SPA210 Advanced Spanish for the Health Professional (3)
- SPA110 Spanish for the Health Professions (3)
- SPA220 Introduction to Literature in Spanish (3)
- SPA240 Grammar and Culture Workshop I (3)
- SPA250 Grammar and Culture Workshop II (3)
- SPA307 Survey of Spanish Literature (3)
- SPA309 Survey of Spanish-American Literature (3)
- SPA312 Advanced Spanish Grammar (3)
- SPA315 Spanish Civilization and Culture (3)
- SPA316 Spanish-American Civilization and Culture (3)
- SPA326 Advanced Conversation in Spanish (3)
- SPA328 Spanish Language Film (3)
- SPA333 Special Topics in Literature (3)
- SPA334 Special Topics in Culture (3)
- SPA335 Special Topics in Linguistics (3)
- SPA336 Phonetics & Phonology-Spanish (3)
- SPA337 Hispanic Sociolinguistics (3)
- SUST310 Global Water Issues (3)

- WST216 Women's Worlds: Global Issues in Women's Studies (3)

INDIVIDUALIZED STUDIES

Contact: Chair, Educational Policy Committee

DEGREE OFFERED

Bachelor of Arts in Individualized Studies

Students whose intellectual and professional goals are not achieved within the boundaries of existing majors are encouraged to design, with the help of two or more faculty sponsors, an interdisciplinary degree program in Individualized Studies with area(s) of specialization chosen by the student and reflected on the student's transcript. One full-time faculty member must be identified as the chief sponsor.

The Individualized Studies major is a proactive degree for the highly motivated student whereby the student and faculty sponsors design a program and obtain approval from the Educational Policy Committee (EPC). Before submitting a proposal for this major, the student is advised to explore the possibility of pursuing a double major and to acquaint him or herself with existing majors and minors that can fulfill his or her goals. To help ensure completion of the Bachelor of Arts in Individualized Studies in a timely manner, the completed proposal must be submitted as early in the student's undergraduate career as possible and in no case later than the second semester of the third year of undergraduate study or its equivalent. Any student interested in pursuing a BA in Individualized Studies degree should meet with the Chairperson of the EPC to discuss the Individualized Studies major and review the required forms. Refer to the website for the [BAIS template](#) and for important information on deadlines and procedures, both of which are also available upon request from the Office of the Registrar.

1. MAJOR

- 42 credit hours in the major (involving two or more unrelated disciplines).
- 24 credit hours (minimum) in upper level course work (300-400 level).
- IND443 Senior Project (ILIT; RP; WI) or an equivalent capstone course offered in any of the College's academic departments is required for completion of the program. This project must meet criteria required for all Research and Presentation (RP) courses.
- Credit hours in the major may be selected from regular course offerings, approved study abroad experiences, field experience (including field experiences coordinated through our Career Services and Service Learning departments, as well as field experiences/practica sponsored by academic departments), and pre-approved (by appropriate Daemen faculty) course work at other institutions.
- The major may include up to 12 credit hours of Independent Study/Research and 21 credit hours of transfer credit hours.

2. CORE: 45 CREDITS

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalog. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- FOREIGN LANGUAGE AND CORE ELECTIVES: 39 CREDITS

FOREIGN LANGUAGE REQUIREMENT

Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A

complete description of the requirement is available in the Foreign Language section of the Daemen catalogue.

3. FREE ELECTIVES

- The number of Free Electives in the program is dependent upon the number of credit hours included in the major, i.e., if 42 credits are required in the major, 33 credits will be taken in Free Electives. Should the credits required in the major exceed 42, the number of

Free Electives required will be decreased proportionately.

- Courses used to fulfill the free electives may but are not required to have a competency.

**TOTAL PROGRAM
REQUIREMENTS = 120
CREDITS**

LIBERAL STUDIES

PLEASE NOTE:

In order to declare a major in Liberal Studies, a student must have already earned a minimum of 30 college credits. Applications must be submitted to the Liberal Studies Advisor.

PROGRAM ADVISOR AMHERST CAMPUS:

Dr. Shawn Kelley

Contact Information: Skelley@daemen.edu or (716) 839-8373

PROGRAM ADVISOR HYBRID/STUDY ABROAD – ISRAEL PROGRAM:

Dr. Denise Emer

Contact Information: Demer@daemen.edu or (716) 839-8257

Program Delivery: Offered In-person, online, or hybrid format depending on program acceptance.

Core Curriculum

All degree programs require completion of the [Core Curriculum](#). A complete description of the core and its requirements is available in the [Core Curriculum](#) section of the Daemen catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 45 CREDITS

- 15 credits must be in upper level studies (courses with a 300 and/or 400 number). These 15 credits will not include the studies used to satisfy the Research & Presentation requirement.
- No more than nine (9) credits of “D” level work may be counted for the major.
- No courses counted in the major may be graded as Satisfactory/Unsatisfactory.
- At least three (3) credits should deal specifically and primarily with a topic outside of the U.S. Courses are subject to the approval of the Liberal Studies Advisor. The three (3) credits can be counted anywhere in the program.
- Transfer credits, such as those completed through international studies and/or cross registered courses, may count towards the major with the authorization of the Liberal Studies Advisor.
- Courses counted for the major may **not** be counted for the Core or as Free Electives.
- **HUMANITIES: 9 credits**
 - 3 credits in Literature (may be selected from literature offerings in the liberal arts).
 - 6 credits in the following (selections may be in one or in multiple areas): Art History; Literature; Modern Languages (300 or 400 level courses only); Philosophy; Religious Studies; Theater.
- **SOCIAL SCIENCES: 9 credits**
 - Courses to be taken in a minimum of **two** of the following areas: Economics; Geography; History; Linguistics; Political Science;

Psychology; Sociology (Social Work courses are not allowed).

• **SCIENCES: 6 credits:**

- Courses to be taken in the following (selections may be in one or in multiple areas): Biology; Biochemistry; Chemistry; Environmental Science; Forensic Science; Mathematics; Natural Sciences; Physics.

• **LIBERAL STUDIES CORE CLUSTER: 18 credits**

- In addition to the coursework completed to meet the Humanities, Social Sciences, and Sciences requirements, students must complete one of the following options:

- **Option A:** 9 credits to be completed in each of two academic departments. **NOTE:** Course selections may derive from previous majors but are designed around a liberal arts focus planned in consultation with the Liberal Studies Advisor.
- **Option B:** Completion of a minor in any of the departments represented in the areas of: Humanities; Social Sciences; Sciences. Should the minor selected require less than 18 credits, the remaining credits will be selected from the liberal arts and with the approval of the Liberal Studies Advisor.

• **RESEARCH AND PRESENTATION:**

- Students may fulfill this requirement through an approved Research and Presentation course with the authorization of the Liberal Studies Advisor. Faculty advisor(s) from appropriate disciplines will oversee the research project. Venues for public presentation include the annual spring Academic Festival or a fall gathering of department members/majors of relevant

disciplines (to be arranged by the Liberal Studies Advisor).

2. **CORE: 45 CREDITS**

- CMP101 English Composition (3) – CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **FOREIGN LANGUAGE AND CORE ELECTIVES: 39 CREDITS**
 - Foreign Language Requirement: Students must demonstrate proficiency in a foreign language through the intermediate level. The requirement may be satisfied through the completion of college level coursework or the successful completion of a proficiency examination. A complete description of the requirement is available in the [Foreign Language](#) section of the Daemen catalogue.

3. **FREE ELECTIVES: 30 CREDITS**

Courses used to fulfill the free electives may but are not required to have a competency.

STRONGLY RECOMMENDED: Completion of a Career Field Experience or any internship experience approved by the Liberal Studies Advisor.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Graduation Requirements

A cumulative grade point average (GPA) of 2.00.

MILITARY SCIENCE (ROTC)

(Cross-enrollment at Canisius College)

Essential Courses

The Military Science program is available to Daemen students as part of the cross registration program with the Western New York Consortium of Colleges. Under this agreement full-time matriculating students may take one cross-registered course of their full-time load (12-18 credits = full time) each semester

without additional charge. Should a student exceed the 18-credit-hour maximum, the usual per credit hour Daemen tuition charges will then be assessed.

The military science courses are offered by and at Canisius College. Information on program opportunities and requirements is available through the ROTC office of Canisius College.

While ROTC courses may **not** be taken for credit in the core, they are acceptable as Free Electives outside the core provided that such credits are available in the student's academic program. ROTC courses may also be completed as credits over and above degree requirements. No tuition charge will be assessed for ROTC courses for which no credit is applicable to the degree.

+PLUS PROGRAMS

PROGRAM ADVISOR: DR.
DENISE G. MILLS

The +PLUS programs enhance the liberal arts degree with academic and experiential learning that readies you for employment or graduate school. The +PLUS Pathways are fully integrated into the individual curriculum with no additional time or cost. Focus your Core and free electives in an interdisciplinary series of seven to ten courses designed to prepare you to apply your critical thinking and written and spoken communication skills to your future professional goals.

NOTE: All requirements for a +PLUS program must be completed in full by the time the requirements for one's major are fulfilled.

NOTE: Students interested in pursuing a +PLUS program are **required** to file a **Declaration of Minor** form in the Registration Office. You can find this form online on the Registrar's webpage.

+PLUS programs are available in:

- **Community Development**
- **Community Health Promotion**
- **Global Business**
- **Health Policy**
- **Human Resource Administration**
- **Social Sciences**

+PLUS Community Development Requirements (24 Credits):

- **REQUIRED COURSES (15 credits):**
- BA220 Diversity & Cross Cultural Management (3)
- MGT208 Principles of Management (3)
- MGT321 Organizational Behavior & Theory (3)
- PSC125 Public Policy Making (3)

- **Select ONE Course:**
 - PSC114 Introduction to Public Administration (3)**OR**
 - PSC121 International Relations (3) **OR**
 - PSC227 Introduction to Public Administration (3)
- **Select ONE Track:**
 - **WNY Development Track**
 - Select **THREE** Courses from at least **TWO** different departments (9)
 - ECO201 Principles of Microeconomics (3)
 - ECO202 Principles of Macroeconomics (3)
 - ECO213 Economics of Inequality (3)
 - ENTR210 The Entrepreneurial Mindset (3)
 - HST211 Introduction to Public History (3)
 - PSC215 Issues in Public Policy (3)
 - PSC217 American Political Parties and Pressure Groups (3)
 - SOC224 Ethnicity, Race, and Cultural Diversity (3)
 - SOC209 Social Problems (3)
 - SOC218 Social Work and Social Welfare (3)
 - SOC243 Child Welfare Policy and Services (3)
 - SUST351 Urban Planning & Community Development (3)
 - Professional Internship (3)
 - LEAF 527 Leadership in Non-Profit Organizations and Community Change (3) (advisor permission required)
 - **Sustainable Development Track**
 - Select **THREE** Courses from at least **TWO** different departments (9)
 - ECO206 Economics of Sustainable Development (3)
 - ENS201 Introduction to Environmental Science (3)
 - HP/IND250 Introduction to Historic Preservation (3)
 - PSC213 Sustainable & Third World Development (3)
 - SUST310 Global Water Issues (3)
 - SUST322 Alternative & Renewable Energy Issues (3)
 - SUST326 Green Building (3)
 - SUST328 Food & Agriculture Issues (3)

- SUST344 Sustainable Business Practices (3)
- SUST351 Urban Planning & Community Development (3)
- Professional Internship (3)
- LEAF 527 Leadership in Non-Profit Organizations and Community Change (3) (advisor permission required)

- **Global Development Track**

- Select **THREE** Courses from at least **TWO** different departments (9)
 - ECO213 Economics of Inequality (3)
 - ECO343 Global Economic Geography (3)
 - HPR335 Critical Issues in Global Health (3)
 - HST230 Problems of the Third World (3)
 - IND120 Introduction to Global Studies (3)
 - IND215 Service Learning for Refugee Studies (3)
 - IND231 Reaching Refugees (3)
 - IND348 International Service Learning (1-3)
 - IND398 International Experiential Learning(1-3)
 - LNG309 Language in Society (3)
 - PAR320 Paralegal Issues with Refugees (3)
 - PSC121 International Relations (3)
 - PSC210 The Politics of Globalization (3)
 - PSC213 Sustainable Third World Development (3)
 - PSC231 International Organizations and Global Governance (3)
 - SUST310 Global Water Issues (3)
 - Professional Internship (3)
 - LEAF 527 Leadership in Non-Profit Organizations and Community Change (3) (advisor permission required)

+PLUS Community Health Promotion Requirements

(21 Credits):

- **REQUIRED COURSES (12)**

- HPR102 Introduction to Health Care: Systems and Professions (3)
- HPR234 Foundations of Public Health (3)
- HPR208 Health Promotion & Education (3)
- HPR320 Community Health Education & Disease Prevention (3)

- **Select THREE Courses (9):**

- HSC112 Health Promotion Across the Lifespan (3)
- HPR305 Communicating Health (3)
- HPR313 Principles of Health Behavior Change (3)
- HPR331 Community Health Education (3)
- HPR335 Critical Issues in Global Health (3)
- NUR316 Holistic Perspectives (3)
- PHI321 Medical Ethics (3)
- PHI/NUR222 Healing, Holism and Spirituality in Health Care (3)
- PHI/NUR326 Meaning of Care in a Technological Society (3)
- PSY229 Health Psychology (3)
- SOC209 Social Problems (3)
- LEAF 527 (3) Leadership in Non-Profit Organizations and Community Change (advisor permission required)
- Community Health Related Service Learning or Internship w/ approval (3)

+PLUS Global Business Requirements (30 Credits):

- BA201 Introduction to International Business (3)
- MIS280 Computer Studies and Problem Solving (3)
- MGT208 Principles of Management (3)
- MKT209 Principles of Marketing (3)
- ACC225 Financial Accounting (3)
- ACC226 Managerial Accounting (3)
- BA350 Business Law I (3)
- CMP301 Professional Writing (3)
- **Select ONE:**

- BA220 Diversity and Cross Cultural Management (3) **OR**
- REL308 Religious Traditions of the World (3) **OR**
- LIT201 World Literature I (3) **OR**
- LIT202 World Literature II (3) **OR**
- ECO201 Principles of Microeconomics (3) **OR**
- ECO202 Principles of Macroeconomics (3)
- **Select ONE:**
 - MTH104 Survey of Statistics (3) **OR**
 - MGQ221 Business Statistics I **OR**
 - PSY333 Statistics for Psychology and Social Science

+PLUS Health Policy Requirements (24 Credits):

- **REQUIRED COURSES (6):**
- HPR234 Foundations of Public Health (3)
- HPR314 Health Policy (3)
- **Select TWO Courses (6):**
 - HPR208 Health Promotion & Education (3)
 - HPR305 Communicating Health (3)
 - HPR308 Environmental Health (3)
 - HPR313 Principles of Health Behavior Change (3)
 - HPR320 Community Health Education & Disease Prevention (3)
 - HPR330 Health Promotion Program Planning (3)
 - HPR331 Community Health Education (3)
 - HPR335 Critical Issues in Global Health (3)
- **Select ONE Course (3):**
 - PHI222 Healing, Holism and Spirituality in Health Care (3)
 - PHI321 Medical Ethics (3)
 - PHI326 Meaning of Care in Technological Society (3)
- **Select THREE Courses (9):**
 - ENS303 Environmental Toxicology (3)
 - ENS304 Environmental Chemistry (3)
 - MGT208 Principles of Management (3)
 - MGT/HPR219 Intro Health Systems Management (3)
 - MGT312 Human Resource Management (3)

- NUR221 Issues in Women's Health (3)
- PSC125 Public Policy Making (3)
- PSC210 The Politics of Globalization (3)
- PSC215 Issues in Public Policy (3)
- PSC227 Introduction to Public Administration (3)
- SOC209 Social Problems (3)
- SOC243 Child Welfare Policy and Service (3)
- SUST310 Global Water Issues (3)
- SUST338 Food and Agriculture Issues (3)

+PLUS Human Resource Administration Requirements (27 Credits):

- **Prerequisite course (3) Select ONE Course:**
 - BA211 Effective Business Communications (3) **OR**
 - CMP301 Professional Writing (3) **OR**
 - CMP217 Argument & Persuasion
- **Prerequisite course (3) Select ONE Course:**
 - MGQ221 Business Statistics (3) **OR**
 - MTH104 Survey or Statistics (3) **OR**
 - PSY333 Statistics for Psychology & Social Science
- **Required Courses (21)**
 - BA220 Diversity and Cross Cultural Management (3)
 - MIS280 Computer Studies and Problem Solving (3)
 - MGT208 Principles of Management (3)
 - MGT302 Labor Relations (3)
 - MGT306 International Management (3)
 - MGT312 Human Resource Management (3)
 - MKT209 Principles of Marketing (3)

NOTE: Students interested in career advancement in the Human Resource field should also take ECO201, ACC225 and BA350 (9 credits).

NOTE: The “select one” courses above may have prerequisites, resulting in additional required courses. Please check with your advisor on the best courses to take to support your progress.

+PLUS Social Sciences (21 Credits):

Select **SEVEN** Courses from **Three** disciplines (**minimum**):

- ANT Anthropology
- ECO Economics
- GEO Geography
- LIN Linguistics
- PSC Political Science
- PSY Psychology

- SOC Sociology
- WST/HST Women's Studies:- **NOTE:** If you chose a WST/HST course
 - **Select ONE Course (3):**
 - HST/WST 215 Introduction to Women's Studies,
 - HST/WST 216 Women's Worlds: Global and Issues in Women's Studies
 - HST 331 Research Methods & Historiography
- **NOTE:**
 - No more than three courses in any one discipline
 - AP credit in American Government or Psychology may be applied to the +PLUS Social Science

SERVICE LEARNING

Joining hands between theory and practice – benefiting students and the global community.

Daemen's innovative service learning program has been named to the President's Higher Education Community Service Honor Roll for exemplary efforts in service learning and addressing critical community needs. The program has also been recognized with the U.S. Thousand Points of Light National Service Award. Each year, nearly 350 Daemen students contribute more than 12,000 volunteer service hours.

Through this three credit hour Core Curriculum requirement, including both in-class and a minimum of 50 on-site hours, undergraduate students have a variety of opportunities for active community engagement, including work with refugee and international populations, housing rehabilitation programs, health clinics, after-school tutoring and enrichment programs in urban school settings, and international service opportunities typically available during the January term or spring break. Although no two service learning courses are alike, all courses aim to integrate classroom learning with real-world contexts, providing structured reflection activities through which

students experience an integrated understanding of academic course materials and objectives. Faculty in a wide variety of departments offer courses for service learning credit: any questions or comments about a particular service learning experience should be directed to the chair of the sponsoring department, who may consult with the Director of the Core Curriculum for additional input.

Service learning is mutually beneficial; as students collaborate with their fellow citizens to address community needs, they gain leadership, cross-cultural and civic awareness, and critical thinking skills, while developing values that will guide them throughout their lives.

Service Learning provides students:

- Hands-on, real world experiences and the opportunity to develop a global service perspective;
- Preparation for civic participation in a democratic society;
- Opportunities to better understand academic course content and make connections between educational and community goals;
- Opportunities to grow as learners and citizens and become partners with faculty and service recipients in the teaching-learning process;
- Opportunities to develop critical thinking and leadership skills while bonding with their peers and our partners in the community.



Office of Admissions
4380 Main Street
Amherst, New York 14226
716.839-8225 • 800.462.7652

www.daemen.edu

Daemen College catalogs are published online at
www.daemen.edu/catalog.

This volume is a courtesy print copy available to prospective and current students upon request from the Daemen College Office of Admissions at 716.839.8225 or admissions@daemen.edu.