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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, 839-8215

The information compiled in this catalog was prepared for the 2012-2013 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 post baccalaureate graduate programs. Information on linked undergraduate and graduate programs in Accounting, Athletic Training, Physical Therapy, and Physician Assistant Studies is 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 race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. 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 (the Associate Vice President for Academic Affairs), Duns Scotus Hall, Room 102; telephone: (716) 839-8301.

Student Right-to-Know and Campus Security Act

Any individual who is considering enrolling at Daemen College may secure a copy of the College's graduation rate and annual campus security report compiled in accordance with the Student Right-to-Know and Campus Security Act by contacting the College's Admissions and Student Affairs offices, respectively. The annual security report is also available online at <http://www.daemen.edu/offices/securityoffice/Documents/Daemen-Annual-Security-Report.pdf>; and enrollment statistics are at <http://www.daemen.edu/ADMISSIONS/ENROLLMENTSTATISTICS/Pages/default.aspx>.

Campus Crime Statistics

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics from Campus Security and the Amherst Police Department, as reported to the United States Department of Education. These statistics reflect changes to the Clery Act and are available at the United States Department of Education web site: <http://ope.ed.gov/security/>, and through the Daemen College Security Office at (716) 839-8246.

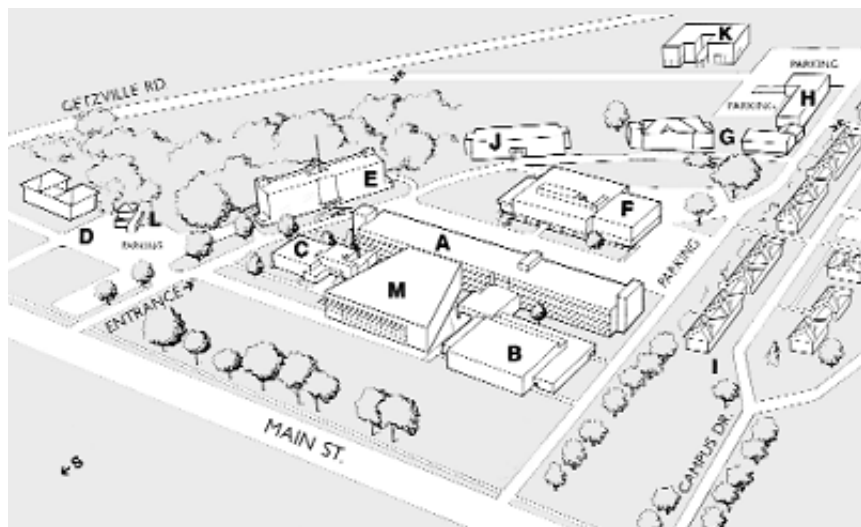
Procedures in Case of Major Emergency

In the event of a major emergency which disrupts normal campus operations, the College's crisis management plan will be followed if so directed by the President. Details of the crisis management plan may be found on the website at <http://www.daemen.edu/offices/securityoffice/crisismanagement/>, in the Student Handbook, or obtained upon request from the Office of Student Affairs, in Wick Campus Center. If a crisis is declared, information is disseminated via the College website, an emergency phone and email student notification system, information posters in key campus locations, and local television news channels.

General Information About Daemen

The Campus

Daemen College is located on a 35-acre campus in Amherst, New York. The suburban location enables students of the College to have ready access to metropolitan Buffalo while enjoying the charm of a beautifully landscaped campus. Daemen is easily accessible by major rail, plane, and motor routes which service the city of Buffalo. The College is less than five minutes from exit 50 of the New York State Thruway. The Greater Buffalo International Airport, serviced by most major airlines, is a fifteen-minute drive from the campus. Directions can be found at: <http://www.daemen.edu/about/visit/Pages/Maps.aspx>.



Buildings and Facilities

- A. **Duns Scotus Hall** houses administrative and faculty offices, classrooms, science laboratories, art studios, lounges and the bookstore.
- B. **Athletic Facilities** include a basketball court, exercise and weight rooms, saunas, and an outdoor practice field.
- C. **The Center for Visual & Performing Arts** is a dramatic new space which features a spacious gallery, studios for illustration, figure drawing and painting, a performance/lecture space, Graphic Design production area, computer labs, faculty offices and the Sr. Jeanne File Art History Resource Center. The exterior features an outdoor classroom. The building was designed with green technology and will use geothermal heating to contain energy costs.
- D. **Patricia E. Curtis Hall** houses Physician Assistant, Psychology, and Social Work faculty offices.
- E. **Canavan Hall** is a dormitory-style residence hall with kitchenettes, lounges, and laundry facilities.
- F. **Charles J. Wick Campus Center** houses student life offices, lounges, a main dining room seating 650, and a social room/auditorium seating 500.
- G. **Rosary Hall** is the original College administrative and classroom building, currently restored to house Admissions, Alumni and External Relations offices.
- H. **MusicalFare Theatre** houses the theater and offices of MusicalFare Theatre Company and College classrooms.
- I. **Campus Village Apartments** comprise seven buildings with 96 apartment style units. Each apartment has four single bedrooms, two bathrooms, living room and kitchen. Lounges and laundry facilities are also available on each floor.
- J. **Schenck Hall** houses laboratory facilities, classrooms, and a 300-seat lecture hall.
- K. **Business Building** includes business faculty offices, classrooms, computer lab and student lounge.
- L. **The Thomas Reynolds Center for Special Education & After-School Programs** includes a conference room, observation room, and four classrooms, one of which is equipped with a smartboard.
- M. **The Research and Information Commons (RIC)** was built with innovative green technology, and is LEED Gold-certified. The RIC houses a comprehensive library, Academic Support Services, Academic Computing Services, the Professional Educator Resource Center, RIC's Daily Grind cafe, small-group study rooms, and many state-of-the-art amenities to enhance the study experience.

9. Buffalo Convention Center
10. Theatre District
11. Fort Erie
12. Peace Bridge to Canada
13. Kleinhans Music Hall
14. Allentown/Delaware Historic Area
15. Coca-Cola Field (Baseball)
16. Museum of Science
17. Albright-Knox Art Gallery
18. Historical Society Museum
19. Buffalo Zoo
20. Northtown Plaza
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, Canada	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, Canada	100 miles
Utica, NY	199 miles
Washington, DC	405 miles
Wilmington, DE	418 miles

History and Identity

Daemen College is a private, nonsectarian, co-educational, comprehensive college in Amherst, New York. 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 in 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 2011. 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.

Committed to an academic atmosphere that leads to open inquiry and debate, Daemen has achieved a creative balance between programs providing career preparation and education in the liberal arts. Programs in the major 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 study abroad. 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 students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a life-long journey.

At the heart of Daemen's integrated learning experience is the relationship that can develop between the College's faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the College community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.

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, class rank, 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: www.daemen.edu/admissions.

College Requirements

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.

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 Freshmen

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

1. Complete the application on-line 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 write 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: www.daemen.edu/admissions.

2. Ask high school guidance counselor to forward transcripts directly to Daemen College, Office of Admissions.
 3. Decide whether or not you want to submit your SAT or ACT test scores or other documents such as scores from AP, IB, college credit, writing sample and personal statement as part of your application. (See Admissions Policy above)
 4. To be complete, all applications must include the following documents:
 - o A completed Daemen College application
 - o A personal essay
 - o An official secondary school transcript
 - o 2 Letters of recommendation from one or more of your academic teachers
- AND**
- Standardized test scores, unless a student is applying Test Optional
- o Advanced Placement (AP) scores and/or AP courses in progress (if applicable)
 - o International Baccalaureate (IB) test scores and/or IB courses in progress (if applicable)
 - o College credit courses offered on a college campus and taught by college faculty (if applicable)
 - o 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.

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 our academic advisement and learning centers. Conditionally admitted students may take a maximum of four to five courses per semester, as recommended by their advisor. Conditional admit students will be considered regularly admitted students upon their achievement of a minimum 2.3 GPA after a full semester of college course work (including any required non-credit-bearing work).

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 who apply for admission must have a high school diploma or its equivalent. To initiate the application procedure, the veteran should contact the Office of Admissions to arrange for a personal interview. Veterans who wish to study under the GI Bill should consult the Veterans Administration's Regional Office. The veteran works with the Coordinator of Veteran Services in the Registrar's Office to facilitate tuition and living expense payment. The V.A. Veterans' enrollment certifications are processed by the Registrar's Office. All veterans planning to obtain educational allowances through the Veterans Administration must record their intentions with the Registrar's Office for each certification period. Failure to comply may result in loss of benefits. Students applying for Veterans' benefits at Daemen College for the first time should make application to the Veterans Administration in advance of college registration. Forms are available in the Registrar's Office. 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](#). For more details on this program, contact the Daemen College Admissions Office.

Arthur O. Eve Higher Education Opportunity Program

This state and College sponsored program is designed for New York State residents who lack the normal 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 financial need. Special documentation of income is required in order to establish economic eligibility in accordance with state guidelines.

Students with Disabilities

Daemen College does not discriminate against qualified persons with disabilities in programs, activities, or services offered. The College is committed to compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans With Disabilities Act. The College campus and buildings provide access for students with physical disabilities. All students must be able to communicate in a manner which will allow instructors to evaluate their course performance. Students or applicants with disabilities who have any questions concerning the College's nondiscrimination policy or who request consideration of accommodations with respect to admission or course participation should consult the College's policy on Accommodation of Student with Disabilities in the Institutional Policies section of this Catalog.

International Students

Application Procedures and Requirements for International Students

1. Complete the on-line application at www.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 World Education Services, www.wes.org or Josef Silny Associates, www.jsilny.com. Students applying through a university which has a signed articulation agreement (Memorandum of Agreement) with Daemen College will be exempt from submitting a transcript evaluation, although students will need to submit official transcripts from the university.

3. International students for whom English is a non-native language must submit a TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System); 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. During international orientation all students will take an English Placement Exam in order to determine their English proficiency and whether ESL courses will be assigned. To enter into academic course work at Daemen, the TOEFL Minimum Requirement is a 79 Internet Based Test and the IELTS Minimum Requirement is 6.5.
4. 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 Office of Admissions.

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, chemistry, physics, computer science, English, and composition courses. Students may also request to take a placement examination.

Daemen offers developmental support for students who lack the necessary preparation for college-level work in English and mathematics. Courses are available in pre-algebra, basic algebra, reading, grammar, and rhetoric. 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 freshman'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 Associate Dean of the College.

Health Record

The Student Health Form is mailed to accepted students and must be completed by the applicant and a physician. The Health Form should be returned to the Health Services Office immediately, since registration cannot be completed until this is done. All students taking four or more credits, whether full-time or part-time, must file the Daemen College Health Services Form prior to registering for classes. Failure to return the Health Form will result in delay of completing registration. If applicable, the student must also meet any health-related requirements specific to his/her academic program. Compliance with all New York State regulations regarding immunization is required. The health form details what is required as well as what is acceptable proof of immunity.

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 and Expenses

Tuition & Fees 2012-2013

Per Semester

Undergraduate

Full-Time Students (12 to 17 credit hours)

Tuition \$ 11,310

College Fee \$ 170

Student Activity Fee \$ 85

Fees for laboratory and studio courses \$ 10 - \$ 360

Health Insurance (Fall 2012 through Spring 2013) \$ 1,477

Part-Time Students

Tuition (per credit hour) \$ 750

College Fee (for 6 to 11 credit hours) \$ 80

Student Activity Fee (per credit hour) \$ 6

Fee for laboratory and studio courses \$ 10 - \$ 360

Graduate

Tuition (per credit hour) \$ 860

Special Tuition

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

Undergraduate \$ 375

Graduate \$ 430

Residence and Board

	Canavan Hall	Campus Dr. Suites
19 Meal Plan	\$ 5,350	\$ 5,825
14 Meal Plan		\$ 5,650
10 Meal Plan		\$ 5,500

Collegiate Village - Room Charges Only

Four Bedroom \$ 4,725

Two Bedroom \$ 4,960

Triple occupancy of room (if required) (deduct from Canavan Hall rate) (\$300)

Damage Deposit \$100

Special Fees

- Application fee payable with application: \$25
- Challenge Examination Fee: \$100 plus Tuition fee \$30 per credit hour
- Credit for Learning from Life Experience (CLLE) Assessment Fee: \$100 Tuition plus Tuition fee \$30 per credit hour
- Tuition deposit applicable to first semester tuition (non-refundable): Physical Therapy, Physician Assistant and international students: \$500. All other students: \$100
- Room reservation deposit applicable to first semester room bill: \$200
- Music lessons (per term): \$360
- Transcript Fee: \$3
- Late Payment Fee: \$100
- Returned check charges (NSF): \$15
- Registration Reinstatement Fee: \$200
- Orientation Fee (for all Freshmen students): \$175

Payment of full-time tuition entitles students to take 12-17 hours of course work. Students will be charged at the part-time credit-hour rate (\$ 750) for each credit hour taken beyond 17 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 \$15 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 first day of classes each semester for the amount of the semester charges less any financial aid and/or bank loans. A \$ 100 late payment fee will be assessed if arrangements are made after this date. If financial aid and/or bank loans are pending by the first day of classes, students must sign a promissory note in the Office of Student Accounts 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. Tuition bills are mailed to students if they register at least 7 days before the start of a semester. Students who register after that date or make changes to their original registration should call or come to the Office of Student Accounts for their bill. 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.

Other payment options are available such as payment by Visa, MasterCard, Discover Card, American Express or the Daemen College Promissory Note. Please call (716) 839-8213 for additional information. 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. 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 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 \$ 100 (\$ 500) tuition deposit 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.

Damage Deposits

All students residing on campus in the college residence halls are required to pay a one hundred dollar (\$ 100) damage deposit. The cost of any damage caused by the student will be deducted from this deposit. Upon termination of residence, this deposit or whatever portion of it remains will be refunded to the student as soon as possible.

Withdrawals and Refunds

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

If a continuing student moves out of the residence halls to off-campus housing after the first day of classes, there will be no refund of residence fees. If a resident student withdraws from the College after the first day of classes, residence fees will be refunded in accordance with the tuition refund schedule. If this occurs before the Drop/Add date, the student will be charged a prorated daily amount. 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, or death in the immediate family. All requests must be submitted in writing to the Director of Housing and Special Initiatives for consideration.

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)

This is available from the Daemen Financial Aid Office or any high school guidance office. Students are also able to apply online at www.fafsa.ed.gov. After completing the FAFSA, the student returns it directly to the U.S. Department of Education in the envelope provided, designating Daemen College as a 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 January 1st.

Suggested filing deadlines for:

Fall Semester February 15

Spring Semester November 1

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 within two weeks of 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) 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.

Undergraduate students who receive institutional based merit scholarships will continue to remain eligible for these scholarships for their entire curriculum.

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	\$22,620	\$22,620
Fees	\$510	\$510
Books & Supplies	*\$800	*\$800
Room & Board	*\$2,000	*\$10,700
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 income and net worth 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.

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 requires minimum GPA's of 2.0, semester and cumulative. (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	2.0
Completing at least this many credits for this semester:										
6	6	9	9	12	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	2.0
Completing at least this many credits for this semester:										
6	6	9	9	12	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, 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 arranges jobs on campus for up to 10 hours per week. Factors considered by the Financial Aid Office in determining whether, and how many hours, the applicant may work under this program are financial need, class schedule, and academic progress. 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 Personnel 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 www.teachgrant.ed.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 postsecondary 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 www.teach-ats.ed.gov.

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 to <http://www.ed.gov/about/offices/list/ope/pol/tsa.doc>.

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.

Federal Perkins Loan

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 citizen or permanent resident;
2. show financial need;
3. not be in default on a previous loan or owe a refund on a previous grant. Loans are available on a first-come, first-served basis.

Awards Schedule:

Annual amounts which may be awarded are: \$5,500 to students who have not successfully completed an undergraduate program;

\$8,000 for a graduate or professional student. Aggregate loan limits are: \$27,500 for undergraduate students; \$60,000 for graduate or professional students (including any previous Perkins program loans).

Rights and Responsibilities of Recipients:

The current interest rate payable during the repayment period is 5 percent on the unpaid principal on all loans. Repayment begins nine months after the student ceases to carry one-half the normal full-time academic work load, and ends ten years and nine months after such date. Specialized information on loan cancellation provisions and deferment is available from the Office of Student Accounts.

Method and Frequency of Disbursements:

Federal Perkins Loans are credited directly to a student's bill after enrollment and financial aid data have been verified by the Financial Aid Office and the student completes the Federal Perkins Loan Promissory Note through the internet at www.signmyloan.com

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 www.fafsa.ed.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 <https://studentloans.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.

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, 2012, the interest rate is fixed at 3.4%. Effective July 1, 2012, all loans approved for academic periods beginning on or after July 1 will be charged a 1.0% origination. 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 www.nslds.ed.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.

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, 2006, the interest rate is fixed at 6.8%. Effective July 1, 2012 all loans approved for academic periods beginning on or after July 1 will be charged a 1.0% 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.**

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, 2006, the interest rate is fixed at 6.8%. Effective July 1, 2012 all loans approved for academic periods beginning on or after July 1 will be charged a 1.0% 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 www.studentloans.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 www.studentloans.gov.

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 July 1, 2012 the interest rate for the Direct PLUS loan is currently fixed at 7.9%. Effective July 1, 2012 all loans approved for academic periods beginning on or after July 1 will be charged a 4% 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 www.studentloans.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 www.studentloans.gov.

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 July 1, 2012 the interest rate for the Direct Graduate PLUS loan is currently fixed at 7.9%. Effective July 1, 2012 all loans approved for academic periods beginning on or after July 1 will be charged a 4% 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.

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: FSEOG, Pell Grant, PLUS Loan, Perkins Loan, Subsidized Stafford Loan, Unsubsidized Stafford Loan.

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 with neither a qualifying examination nor a limited number of awards. 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 \$575 to \$5,550 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 personalized information from Daemen's Financial Aid Office providing total program costs, student debt estimates, 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 Notice of Basic Eligibility (NOBE) to Certification Officers located in the Registrar's Office. 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.gibill.va.gov and completing a VONAPP 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 Certification Officers in the Registrar's Office 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. 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.com 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 taxable income of \$80,000 or less, or if independent and single with no tax dependents, a net taxable income of \$10,000 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 \$5,000 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.

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 Registrar'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 in the Office of the Associate Vice President for 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. 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
4. Each participating college determines the eligibility and financial need of its own part-time students.

Award Schedule:

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:

A special application, obtainable from the high school guidance counselor or principal, must be filed with the New York State Higher Education Services Corporation (HESC), Tower Building, Empire State Plaza, Albany, NY 12255. Documentary evidence to establish eligibility is required with the application.

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:

A special application form may be obtained from the New York State Higher Education Services Corporation, Albany, NY 12255.

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:

A special application form may be obtained from the New York State Higher Education Services Corporation, Albany, NY 12255.

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, Dean's and Trustee Scholarships

Daemen College offers scholarships to eligible freshman and transfer students 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.

Alumni Grants

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

Daemen Scholarship for Academic Excellence

The College offers a limited number of scholarships to graduate students based on academic excellence.

Athletic Scholarships

A limited number of basketball, volleyball, soccer, cross country, track & field, tennis, and golf scholarships are awarded to students who must be fully matriculated, meet all player-eligibility criteria set forth by Daemen College, the United States Collegiate Athletic Association (USCAA), 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 Financial Aid Office arranges jobs on campus. 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

Direct Unsubsidized Stafford Loans

Direct Subsidized Stafford Loans

Federal Perkins Loan

PLUS Loan

Federal PELL Grants

FSEOG

Other Title IV Student Aid

Non-Title IV Programs

NYS TAP

Daemen College Scholarships/Grants

Private Scholarships/Grants

Private Loans

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 www.loanconsolidation.ed.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 three distinct housing environments. Campus Village, a complex of seven two-story apartment-style buildings, provides housing for upper division status students. Each apartment houses four students and consists of four bedrooms, two bathrooms, a living room and a full kitchen. Laundry facilities are available on each floor. Canavan Hall is a five-story suite-style residence hall for first-year students. Two bedrooms share a bathroom; lounges and laundry facilities are on each floor. When housing need exceeds on-campus capacity, students are housed in overflow housing until space becomes available on campus. Daemen College collaborates with Collegiate Village, an independently operated housing complex, which houses upper division students and serves as overflow housing. Housing is apartment-style and includes laundry facilities within each apartment. Transportation is provided between Collegiate Village and Daemen's campus. Breakfast, lunch and dinner are served on weekdays in the Wick Student Center; brunch and dinner are served on Saturdays and Sundays. A trained Residence Life staff member is available to assist students with their social, academic, and personal needs, in the belief that a student's place of residence is an integral part of the total educational experience. Resident students work with staff to plan and conduct programs and activities designed to enhance cooperation and develop a sense of community in the residence halls. Adequate parking is available for resident students who need to park their automobiles on campus. All vehicles must be registered with the College; parking permits (no fee) are required. Residence halls are open only while classes are in session. If housing is needed during breaks and holidays, students must contact the Office of Housing and Residence Life in writing, one week prior to a hall closing, to be permitted extended residency. Students are not permitted to reside on campus between summer and regular academic year sessions.

Daemen College Housing Residency Requirement

All full-time freshmen entering Daemen College whose permanent residency is beyond a 30-mile radius of Daemen College are expected to reside on campus for four consecutive semesters or junior status, whichever comes first. Exceptions include married students living with spouse, single parents, and students residing with relatives (i.e., aunts, uncles, and grandparents). Documentation will be needed in order to be exempt under any of these circumstances. Students who are requesting to be exempt must submit their request in writing as soon as possible. All written requests should be sent to the Office of Housing and Residence Life, Daemen College, 4380 Main Street, Amherst, NY 14226. Resident students are required to maintain a full course load, defined as 12 credits per semester, to remain eligible for on-campus housing.

Commuter Life

Over half of the student body commutes to campus. During the day and after classes, many commuters study in the Research & Information Center (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 Cyber Cafe. More substantial, all-you-can-eat meals may be purchased in the dining hall for cash or with "Daemen Bucks." Private lockers for commuter students are available. Parking permits are required; preferred parking is offered to carpooling students.

Wick Student Center

Full service meals are served in the main dining hall, and an a la carte selection is open to all in the Cyber Cafe. The recreation room and Cyber Cafe are popular spots for socializing and relaxing during the day or evening. The recreation room has pool tables, ping pong, and foosball. The Cyber Cafe has a large screen TV, DJ booth, and a dance floor. The Wick Center also houses a multi-purpose social room, an information desk, several lounges and meeting rooms, the Student Association office, 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 the whole person outside the classroom. The Student Activities Director helps students form recognized organizations and plan events. All students in good academic standing are encouraged to join in extracurricular activities including the Student Association, fraternities, sororities, honors organizations, special interest groups, academic clubs, campus publications, and intramural athletics offerings. 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 booked through the Switchboard Operator, whose office is located in the Wick Center. The Student Activities Director also works with the Conference Director to schedule and coordinate special events.

Student Association

All students are members of the Student Association. The controlling body, or Senate, is composed of an executive board of officers and class representatives who are elected each year. A Programming Board works with the Student Activities Director and others in planning several annual special events. Students also serve on many institutional committees, including various Trustee Committees, the Educational Policy Committee, and the Student Life Committee.

Publications

Students interested in writing, photography, and graphic design produce various campus publications. Among these are Insight, the college online newspaper; Summit, the graduation yearbook; and The Loom, the literary magazine.

Athletics and Intramurals

The College has varsity intercollegiate teams for men and women in basketball, cross country, soccer, tennis, and track and field. In addition, golf is available for men and volleyball for women. The Wildcats compete in the United States Collegiate Athletic Association (USCAA) and have entered into Candidacy Year One of the National Collegiate Athletic Association (NCAA) Division II membership process. Athletic scholarship money is available to qualified student-athletes. A variety of intramural sports are also available. Well-equipped weight and exercise rooms and saunas add to the variety of fitness and health activities available. Other activities can include cheerleading, one-day tournaments, and other special events.

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, and baseball teams. Scores of good restaurants cater to down-home American, ethnic, health food and gourmet cuisine (as well as fast-food) tastes in dining. 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, and downhill ski slopes are 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 Buffalo subway runs from downtown to a point on Main Street a mile away from Daemen.

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 interested in majors within specific academic divisions. Students who have not yet declared a major are advised by professional staff advisors. The Director 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.

Bookstore

The Daemen College Bookstore (Follett #134), 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. Many textbooks are available for rent as well as purchase (please see store for details). The Bookstore also carries school supplies, trade books, greeting cards, 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 on the Internet at "www.daemen.bkstr.com" or from the Daemen home page under "Student Services." Computer software may be purchased at educational prices through the Software Shop on the bookstore website. The bookstore buys used textbooks year round. Bookstore hours during the fall and spring semesters are:

Monday - Friday 8 a.m. - 4:30pm.

Saturday - As needed

Additional hours are scheduled at the beginning of each term. (Hours are subject to change.)

Career Services

The Career Services commitment to you begins your first day on campus and lasts throughout your lifetime. We provide a multitude of free services and support to prepare and empower you to achieve your career goals. Learn more by attending the many Career Services events on campus, including: Internship Fair, professional panel discussions, etiquette and networking events, resume preparation workshop, graduate school preparation workshop, and career and job fairs.

College is really about planning for your future life. Whether you will be attending graduate school or looking for a job, Career Services will help you create a personalized strategy through the iCAP individual career action plan. You may take a personal assessment to understand your strengths, meet with an advisor to explore "what can I do with this major?", be videotaped for a practice job interview, and/or get involved with the PACE (Peer Advocates for Career Exploration) club.

More information can be found on the department website: www.daemen.edu/career.

Class of 2011 Employment Statistics

TOTAL NUMBER OF GRADUATES (with undergraduate degree) 344

TOTAL RESPONSES (40.1%) 138

Employed (66.7%) 92

Further Education (48.5%) 67

Note: Numbers add up to greater than 100% as they reflect some graduates who are both employed and furthering their education.

Career Field Experience

The Career Field Experience program provides students with the opportunity to gain professionally related experience in their area of career interest. Students may earn up to 12 hours of academic credit for internships during their college career. Employers include business, industry, government, health-related facilities, educational institutions, and cultural organizations found locally as well as nationwide. Opportunities with the Washington Internship Institute (www.wiildc.org) are also available fall and spring semester via the College's partnership in Washington, D.C. Successful completion of CFE 97, the Career Prep Seminar, is required before the Career Field Experience is approved. The fee for CFE 97 is \$50. More information can be found at www.daemen.edu/career.

Classroom Technology Services

The Classroom Technology Services Department 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: cts@daemen.edu or by phone: 839-8240. Student identification cards are also made in the Classroom Technology Services department.

Computing Services

Computing is an integral part of a Daemen education. All faculty and students have email accounts, protected network storage, and high-speed network access available from their offices and residence hall rooms. Many courses mix web resources, on-line 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 90% of our students have their own computers, and most students have laptops. Those who choose to use equipment in one of the public computing labs have access to a wide variety of resources available free of charge. Located in the Research and Information Commons and the Business and Commerce building, these labs contain Dell computers configured with high-speed Internet access and productivity software. Software is updated regularly, and hardware is replaced every three years. During the fall and spring semesters, these labs are open 117 hours each week. Additional computer equipment is available in departmental labs in animation, graphic design, natural sciences, mathematics and psychology for students taking classes in those disciplines.

Academic Computing Services provides support for the instructional, research and communication needs of the college community. An Ethernet network provides 100 or 1000-megabit service directly to all offices, classrooms, labs, and residence halls to give students, faculty and staff access to local network services such as file servers, the web and email. External access to the Internet is provided via a 400MB link and an Internet2 connection. Students living on-campus can access this high-speed network free of charge. Faculty and students living off-campus can access our network resources including web servers and email remotely.

Academic Computing Services supports a standard suite of software for email, web browsing, word processing, web development, virus protection and other standard needs. Daemen College has entered into licensing agreements with Adobe, Microsoft, SPSS, Symantec 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. In addition, faculty may make computer resources available outside of the classroom on the web via Blackboard, a course management program.

The Research and Information Commons offers on-line bibliographic searching. College administrative functions are computerized and integrated by means of an Ellucian student information system.

Counseling Services

Professional counselors retained by the College are available for regularly scheduled hours on campus to assist with personal, emotional, social, and mental health concerns. Up to fifteen sessions are offered to each student per academic year at no cost to the student, regardless of private insurance coverage. Crisis situations will be referred to a professional clinician, a community service agency, or an area hospital.

From time to time, Counseling Services will offer workshops designed to meet current needs of students.

Health and Insurance Services

Upon acceptance to the College, a new student is required to have had a physical examination conducted within the past year. In accordance with New York State law, all students born on or after January 1, 1957, are required to prove immunity to measles, mumps, and rubella. These students must provide adequate evidence of immunity in order to ensure their class registration. Other vaccinations are recommended, as detailed on the Student Health Form sent to students upon their acceptance to the College.

In addition, NYS legislation requires all students, regardless of age, to make an informed decision about whether to receive the meningitis vaccine. Information about the disease and vaccine is on the Student Health Form. College students, particularly freshmen living on campus, are urged to consider vaccination. Further information about the risks of contracting meningitis is available on the following websites: www.health.state.ny.us, www.cdc.gov/ncidod/dbmd/diseaseinfo, <http://www.nmaus.org>.

The Health and Insurance Services Office offers confidential assistance in referring students to area health care providers in the event of illness or accident, procuring necessary health evaluations prior to clinical clerkships/internships, and obtaining required immunizations. The staff also provides assistance to students with health insurance claims and questions.

Insurance

All resident students, all international students, and all intercollegiate and club sport athletes, as well as any student in a health-related field of study who is participating in a clinical clerkship/internship must be covered by health insurance. The College offers a plan that insures for losses resulting from accident or illness, to the extent stated in the brochure, under the provisions of the policy. This coverage is fully explained in the brochure available in the Health and Insurance Services office. The brochure can also be viewed on the Gallagher Koster Insurance Agency, Inc. web page at www.gallagherkoster.com/daemen.

As a resident student, international student, student athlete, or student participating in a clinical clerkship/internship, you must either purchase the College plan or provide the College with a photocopy of your current insurance ID card, proving you have health insurance coverage that can be used in the United States. If the photocopy of your insurance ID card is not submitted by the published deadline, you will be enrolled in the Daemen College Student Insurance Plan and the premium will be added to your student account. The fee is non-refundable.

Any student who is not covered by an insurance plan may purchase the Daemen College Student Health Insurance Plan. Coverage for spouses and dependent children is also available. Enrollment in the plan entitles the student to the comprehensive health services available at Family Care Medical Center. The center is located at 61 Maple Road, Williamsville, NY 14221 (716) 565-1234, a short distance from the College. Free round-trip transportation can be provided from campus.

Personal property and liability insurance, while recommended, is the responsibility of each individual student and is not provided by the College.

Learning Center and Academic Coaching Services

The College offers academic developmental services in a variety of forms. Enrichment courses and/or academic coaching in reading, writing and mathematics are offered so that students can develop the literacy and numeracy skills required by the academic community.

The Learning Center, located in the Research and Information Commons, has a variety of materials available for students to practice specific reading and writing skills. Academic counseling, and workshops in study skills, note taking, and test taking are

available. The College offers a variety of academic coaching (tutoring) services including individual coaching and group review sessions such as Supplemental Instruction (SI) and Peer Led Team Learning (PLTL). Academic coaching is available to all Daemen College students. Coaches are experienced students who have been recommended by instructors and who complete a training program. Some professional writing coaches and coaches for students for whom English is a second language are available. At the Learning Center, located in the Research and Information Commons, coaches are available by appointment for most courses and for assistance in writing, research papers, study techniques, learning styles, and learning strategies. Workshops on study skills, note taking, and test taking are presented during the semester. Information can be found at <http://www.daemen.edu/offices/learningcenter/>.

Library

The mission of the Daemen College Library is to support classroom instruction, provide information for independent research relating to the College curriculum, and to provide recreational reading for the College community. Located in the Research and Information Commons (RIC), the library provides access to information in print, electronic, and digital formats, and well-trained and knowledgeable staff to meet the information needs of the College community. The library serves as a gateway to information resources found in Western New York and around the world. Collection

The library has a print collection of over 100,000 volumes and 632 print serial subscriptions. The library also has access to over 76,000 electronic books and over 52,000 electronic full-text journal titles. Faculty, librarians, and students may recommend new materials for purchase.

Services

Reference Librarians are employed to help students, faculty, and staff find the information they need. The Reference Librarians provide:

- Course-specific library instruction so that classes may become aware of the resources necessary to complete course assignments.
- Instruction on locating and analyzing resources so that students may independently locate and analyze need-specific resources.
- In-text citations and reference page proofing so that students may correctly credit sources within their assignments.

The library staff collectively possess the specialized skills necessary for the library to function in a diverse, global, and increasingly complex information environment. Please seek their assistance.

All library study spaces within the Research & Information Commons have wireless connectivity and task lighting. Spaces include: quiet study space, talking permitted study space, group study rooms, media viewing rooms, a “pillows and pads” area, a seminar room, a café, and three classroom/learning areas of varying size and technological sophistication. There is a variety of furnishings including individual study carrels, tables and chairs – both fixed and on wheels, booths for groups, and a variety of lounge chairs.

The library utilizes the latest information technology including a large video wall in the central atrium. The library homepage at <http://my.daemen.edu/library/> has links to help students perform high quality library research. The catalog of library holdings is computerized. Users may also search specialized databases for full-text scholarly articles and other full-text information located around the world. Most course reserve readings are available full-text on the library website. Information sufficient for the vast majority of classroom assignments is available from the library. However, if users need specialized information located elsewhere, interlibrary loan is available. InfoPass cards are also available at the Circulation Desk. They allow students to borrow books from other academic libraries in Western New York.

Loan privileges are granted to students, faculty, and staff of the College. A current Daemen ID card serves as a library card. The loan period for books is four weeks, with one renewal permitted.

The library circulates laptop computers from the Circulation Desk to students for use within the RIC. A student must present a valid Daemen College ID card, have no outstanding library fines, and sign a “Laptop Loan Agreement Form.”

There is a drop box located outside the main entrance of the RIC for return of materials outside of library hours.

Library services within the Research & Information Commons are available for 105 hours per week during the academic semester on the following schedule:

Sunday	10 AM - midnight
Monday - Thursday	7 AM - midnight
Friday	7 AM - 9 PM
Saturday	7 AM - 6 PM

Special schedules for summer session, holiday periods, semester breaks, and final exam periods are posted in advance on the library homepage and at the entrance to the RIC.

Ministry on Campus

Campus Ministry seeks to serve the spiritual needs of the entire College community: students, faculty, administrators, staff, and alumni of any faith, of any denomination (or of none at all). Acknowledging that various religious beliefs are present on campus, this ministry has distinctly ecumenical and interfaith dimensions. Since campus ministry takes place in an academic context, it aspires to help members of the College community grow in their own faiths. Campus Ministry offers spiritual guidance, counseling, Bible Studies, retreats, and social action projects. The Campus Minister also offers pre-marital counseling; couples who request the services of the Campus Minister are required to participate in the Prepare/Enrich Program, a four or eight week pre-marital program that identifies a couple's strength and growth areas. The initial work will be done online with feedback sessions by the Campus Minister. The office also lists churches, synagogues, and other religious facilities in the Buffalo area. Those desiring to worship or seek spiritual guidance in any specific denomination may contact Campus Ministry for referral.

Services for Students with Disabilities

Students with disabilities meet with the Disability Services Coordinator to submit documentation of their disability, receive authorization of reasonable accommodations, discuss learning strategies, and arrange services. Disability Services is located in the Academic Support Services area of the Research and Information Commons on the main campus. Students with disabilities in off-site programs can receive assistance from the Daemen College representative at their site to communicate with the Disability Services Coordinator 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.

Registrar

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

- preparing course offerings for each term which are accessible (on the Search for Sections option on WebAdvisor) 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 WebAdvisor;
- 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;
- processing and verifying changes in student status and general student directory information;
- nominating students for the National Dean's List;
- certifying veterans' enrollment;
- certifying Tuition Assistance Program (TAP) recipients;
- certifying athletes for participation in varsity sports teams;
- processing transcript requests and providing transcripts;
- processing professional licensure applications as appropriate.

Academic Regulations and 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 Associate Dean of the College. 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, the Associate Dean will formally present the materials in the file to the Committee on Academic Standards (CAS) for review and recommendation of any additional sanctions beyond those imposed by the instructor. The Associate Dean 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, Health Care Studies/Athletic Training, 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 on line 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

In the second semester of his/her sophomore year (third year for Physical Therapy majors), the student is required to make formal application in writing to the chairperson of the department in which he/she wishes to earn a degree. Transfer students who are beyond the status of second semester sophomore are required to submit this written application after they have completed one semester of academic work at Daemen College. 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.

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 Officer (Associate Vice President for Academic Affairs). 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 the Associate Vice President for Academic Affairs at (716) 839-8301.

Course Load

A full-time student will carry 12-17 credit hours each semester. Select degree programs require that 17+ 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 17 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. A student on the Dean's List may have the full-time tuition charge cover up to and including 21 credit hours in the semester immediately following the semester during which the Dean's List status was achieved.

The Dean's List privilege is applicable only to terms in which the student's status is classified as undergraduate and does not extend to students who earn an Incomplete grade in a given semester unless all "I" grades for the semester have been changed. Consult the Dean's List section of this catalog for the complete policy relative to the applicability of the Dean's List tuition credit for intersemester and summer terms.

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 on line.

Evaluations may be completed on a student's current major or any other program in which a student is interested. Questions regarding program evaluations should be directed to the Registrar's office.

It is strongly recommended that students generate 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 on line. 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), 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 45 days of the posting of the original final grade. 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.)

3. Should the complaint still remain unresolved, an ad hoc grade appeal committee shall be constituted, comprising:

- a. All full-time faculty within the department, including the department chair and, if applicable, members of the Departmental Personnel Advisory Committee. (Per Faculty Handbook section V, C. A department with fewer than 3 full time, tenured faculty shall have a DPAC consisting of all full time members of the department and up to 3 total tenured faculty members from other departments. For departments with fewer than 3 full time, tenured faculty members, the DPAC serves the function of the department faculty.)
- b. 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.
- c. Two faculty members from the Committee on Academic Standards - one to be chosen by the student and one by the course instructor.
- d. If the grade under appeal is given by an adjunct instructor, then he or she will 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 division dean. The committee shall meet within two weeks of receiving the written appeal.

It will be the responsibility of the student to demonstrate that the grade should be changed.

This committee shall examine all pertinent documentation, may interview the student and the course instructor, 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 7 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. Should the committee find the 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 Core and Interdisciplinary Studies Committee; both divisional deans shall serve; and two members of the Committee on Academic Standards shall be selected as per point 3.c. 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. In exceptional circumstances, a student may formally appeal for an extension of an Incomplete grade; appeals should be directed to the Committee on Academic Standards through the Associate Vice President for Academic Affairs. 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 courses; 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. The 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)

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, the course is now required as part of the major; 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 earn a semester and cumulative GPA of 2.00 are 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 only to undergraduate students (including students in linked undergraduate/graduate programs). The following criteria apply to the academic bankruptcy program:

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. Dean's List students receive a Dean's List Certificate which recognizes their superior scholarship, are named in a national register of Dean's Lists, and may have their full-time tuition payment (which ordinarily covers a maximum of 17 credit hours) cover up to and including 21 credit hours in the semester immediately following the semester during which the

Dean's List status was achieved. Alternatively, a student may use the Dean's List tuition credit for a 50% discount on one three credit hour Intersemester or Summer Session course. Students attaining Dean's List status for Fall may use the discount for the Intersemester or Summer immediately following; students attaining Spring Dean's List status may use the discount in the Summer immediately following. The discount may not be used for Study Abroad or other off-campus learning experiences. Students wishing to apply the Dean's List tuition credit to Intersemester or Summer studies must inform the Student Accounts office. Please note that Dean's List credit for an Intersemester or Summer course may be used only once in the student's Daemen College career.

The Dean's List privilege is applicable only to terms in which the student's status is classified as undergraduate. Students earning Incomplete grades are ineligible for Dean's List until all "I" grades for the semester have been changed. Students classified as graduate students are not included on the Dean's List.

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.)

Commencement Awards

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, and is awarded at commencement.

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

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

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.

Academic Standing: Probation, Suspension, Dismissal, Appeals

A student whose grade point average falls below 2.00, either cumulatively or in a given semester, will be placed on academic

probation for the following semester. Failure to achieve at least a 2.00 semester average at the end of the term in which the student is on probation may result 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. Conditions of probation include limitations on participation in extracurricular activities and such other conditions as the Committee on Academic Standards may determine. Failure to abide by such conditions 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 which 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.

Students may appeal decisions of the Committee on Academic Standards by writing the committee in care of the Associate Vice President for Academic Affairs/Associate Dean of the College, who chairs the committee. Appeals should include any pertinent supporting documentation, recommendations from faculty, and an action plan for improved academic performance.

A student who gives evidence of very poor scholarship may be subject to dismissal at the end of any semester whether or not he/she previously incurred probation.

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), due to illness, accident, 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.

Registration Regulations

Registration

Students register for classes on line. 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). Students pursuing an Honors program degree may register on the day prior to the opening of the registration window for their class. 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 on line. **NOTE:** The advisor's approval of the plan does not constitute registration in courses: the student must complete the on line 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 and 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.

Electronic Mail

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. 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 on line 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 through the Associate Vice President for Academic Affairs/Associate Dean of the College for an authorized late withdrawal. A written recommendation from the student's advisor, 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.

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

Financial Aid Considerations

NOTE WELL: 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 the offices of the Registrar (regarding Tuition Assistance Program [TAP] awards) and Financial Aid. 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 and on line. Upon completing the form, the student arranges for an exit interview with Academic Advisement. Upon completion of the exit interview, the withdrawal process 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 withdraws from the College after the last date for authorized withdrawal, a formal, written petition for a 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. 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 on line 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 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 Certification Officers in the Registrar’s Office 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.

Transcripts

Transcripts are released only at the written permission of the student. Official transcripts may be sent to outside parties; students generally receive a student copy. The student’s signature must be included on the request, which may be delivered, faxed, or sent to the Office of the Registrar. Students may complete the transcript request form (downloaded from the Registrar’s web page) or send a letter of request. Processing time is generally 3-5 business days from the date of receipt of the request, longer during peak periods. Consult the Registrar’s web page or the Registrar’s Office for further details. The transcript reflects both undergraduate and graduate studies at Daemen. Transcript fees are the responsibility of the student and are as follows: \$5.00 per transcript, \$4.00 per transcript from September through August of the student’s graduation year. Transcript fees must be paid in full when the request for a transcript is submitted. Payment options are referenced on the Registrar’s web page. Transcripts or any document which is generally accepted in lieu of a transcript (including licensure applications for professional programs) will not be sent for any student whose financial obligations to the College have not been satisfied.

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 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, regular 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

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 satisfy 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 (the latter for which departmental approval 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. If a higher grade is required, the faculty members signing the form will specify same. 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 intersession 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 2012-2013

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.

First Semester

September 1	Welcome Week begins
September 4	Classes begin
September 11	Last day for making changes in schedule (Adds and Drops)
October 5 graduates	Application for Degree forms must be filed with the Registrar's office for all prospective January and May 2013
October 6-9	Fall Break — <i>classes will not meet</i>
October 10	Classes resume
October 22	Mid-semester deficiencies due at NOON
November 7	Last day for authorized withdrawal from courses (or change to audit)
November 12	Advance Registration begins for Intersemester/Spring Semester 2013
November 21-24	Thanksgiving Recess — <i>classes will not meet</i>
November 26	Classes resume
December 7	Last day of classes
December 10	Final Examinations begin (NOTE: Exams for select courses may be scheduled for December 8 and/or 9.)
December 14	Final Examinations and Fall '12 Semester ends
December 18	Semester grades due at NOON

Intersemester Session

January 2	Classes begin
January 11	Last day for authorized withdrawal from courses (or change to audit)
January 17	Last day of classes
January 18	Final Examinations are held (if no exam, class is held on this day)
January 21	Martin Luther King, Jr. Observance — <i>offices are closed</i>
January 22	Intersemester grades due

Second Semester

January 23	Classes begin
January 30	Last day for making changes in schedule (Adds and Drops)
February 18	President's Day — <i>classes will not meet</i>
March 8	Mid-semester deficiencies due at NOON

March 9 - 16	Spring Break — <i>classes will not meet</i>
March 18	Classes resume
March 29 - April 2	Spring Holiday - <i>classes will not meet</i>
April 3	Classes resume
April 8	Last day for authorized withdrawal from courses (or change to audit)
April 9	Advance Registration begins for Summer and Fall Semester 2013
TBA	Academic Festival
April 15	Last day for submission of application to Upper Division/Professional Phase of Major for all departments
May 3	Last day of classes
May 6	Final Examinations begin (NOTE: Exams for select courses may be scheduled for May 4 and/or 5.)
May 10	Final Examinations and Spring 2013 semester end
May 14	Grades due at NOON for: prospective May '13 graduates, non-graduating ceremony "walkers," and candidates for admission to professional phase studies in Athletic Training and Physical Therapy
TBA	Baccalaureate Awards Ceremony
May 18	Commencement (held at Kleinhans Music Hall, Buffalo, NY); 2:30PM
May 21	Semester grades due at NOON for all other students
June 7	Application for Degree forms must be filed for all prospective September 2013 graduates

Programs of Study

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	DAEMEN DIVISION
0502	B.S. Accounting	H & HS
0502	B.S./M.S.** Accounting/Professional Accountancy	H & HS
0401.01	B.S. Adolescence Education: Biology	A & S
0803	M.S. Adolescence Education: Biology, English, French, Mathematics, Social Studies, Spanish	H & HS
1501.01	B.A. Adolescence Education: English	A & S
1102.01	B.A. Adolescence Education: French	A & S
1701.01	B.A. Adolescence Education: Mathematics	A & S
2201.01	B.A. Adolescence Education: Social Studies	A & S
1105.01	B.A. Adolescence Education: Spanish	A & S
1203.10	M.S. Adult Nurse Practitioner	H & HS
1203.10	D.N.P. Adult Nurse Practitioner	H & HS
0899.50	M.S. Alt Cert: Childhood Special Education and General Education (TRANS B) - Initial/Professional	H & HS
0899.50	M.S. Alt Cert: Early Childhood Special Education and General Education (TRANS B) - Initial/Professional	H & HS
1099	B.F.A. Animation	A & S
1002	B.F.A. Art	A & S
1002	B.S. Art	A & S
1009	BS Arts Administration	A & S
0599	M.S. Arts Administration	A & S
	Athletic Training: see Health Care Studies/Athletic Training	
0414	B.S. Biochemistry	A & S
0401	B.S. Biology	A & S
0506	B.S. Business Administration	H & HS
0802	B.S. Childhood Education	H & HS
0802	M.S. Childhood Education Initial/Professional Certification	H & HS
0808	B.S. Childhood Education/Special Education: Inclusive Childhood Education	H & HS
0808	B.S. Early Childhood Education/Special Education: Early Childhood Education	H & HS
1501	B.A. English	A & S
0599	M.S. Executive Leadership and Change	Inter-divisional

1102	B.A.	French	A & S
4901	B.A.	Global and Local Sustainability	Inter-divisional
0506	M.S.	Global Business	H & HS
1009	B.F.A.	Graphic Design	A & S
1201	B.S.	Health Care Studies	H & HS
1201/1299.30	BS/MS***	Health Care Studies/Athletic Training	H & HS
2205	B.A.	History	A & S
2205	B.A.	History and Government	A & S
4901	B.A.	Individualized Studies	Inter-divisional
4901	B.A.	Liberal Studies	A & S
1701	B.A.	Mathematics	A & S
4902	B.S.	Natural Science	A & S
1203.10	B.S.	Nursing	H & HS
1203.10	B.S./M.S.*	Nursing/Adult Nurse Practitioner	H & HS
1203.10	M.S.	Nursing Education	H & HS
1203.10	M.S.	Nursing Executive Leadership	H & HS
1203.10	D.N.P	Palliative Care Nursing	H & HS
5099	B.S.	Paralegal Studies	A & S
1212	DPT	Physical Therapy	H & HS
1201/1299.10	B.S./M.S.**	Health Sciences/Physician Assistant Studies	H & HS
1299.10	M.S.	Physician Assistant Studies	H & HS
2207	B.A.	Political Science	A & S
2001	B.A.	Psychology	A & S
1510	B.A.	Religious Studies	A & S
2104	B.A.	Social Work	H & HS
1105	B.A.	Spanish	A & S
0808	M.S.	Special Education: Childhood Education Initial/Professional Certification	H & HS
0808	M.S.	Special Education: Childhood Education Professional Certification	H & HS
1002	B.S.	Visual Arts Education	H & HS

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

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

Art

Art History

Atlantic Studies

Biology

Black Studies

Business – General

Business – International

Chemistry

Civil Society & Sustainable Communities

Composition/Writing

Computer Science

Criminal Justice

Digital Media (offered by the Business Administration Department)

Entrepreneurship

Forensic Studies

French

Global and Local Sustainability

Global Studies

Graphic Design

Hispanic Studies

History

Human Resource Management – (limited to Accounting and Business majors and General Business minors)

Illustration
 International Business
 Literature
 Marketing – (limited to Accounting and Business majors and General Business minors)
 Mathematics
 Painting
 Philosophy
 Philosophy & Religious Studies
 Political Science
 Pre-Law
 Professional Medical Writing
 Psychology
 Public Administration
 Public History
 Public Relations
 Religious Studies
 Sculpture
 Spanish
 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
 Theatre Arts
 Women's Studies

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.

The following specializations/tracks are available within degree programs:

Accounting
 Business
 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 Biology, History & Government, and Natural Science degrees)
 Fine Arts
 Forensic Science
 General Business
 Health & Fitness Training
 Health Professions
 Health Science
 Higher Education
 Human Resource Management
 Human Services (in phase-out)
 Individualized Studies (as part of the Natural Science degree)
 International Business
 Literacy
 Marketing
 Mathematics
 Not-for-Profit Organizations
 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)
Child Care Field (Childhood/Special Education)
Forensic Accounting
Pre-Law (individualized advisement within the History & Government 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 (28 credit hours)	A & S
5208.30	Perspectives in Oncology Nursing for the International RN (30 credit hours)	H & HS

Advanced Certificates:

1203.12	Adult Nurse Practitioner (24 credit hours)	H & HS
1203.12	Nursing Education (12 credit hours)	H & HS
1203.12	Nursing Executive Leadership (24 credit hours)	H & HS
1212.00	Orthopaedic Manual Physical Therapy (30 credit hours)	H & HS
1299	Partners in Health for People with Disabilities	H & HS

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 and the BS Business Administration - International Business program 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. 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 study.

Hours in the Major

(includes specialization which may reflect some interdisciplinary studies)

B.A.	B.S.	Entry-level B.S./MS./D.P.T.	B.F.A.
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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.
<i>0 to 41</i>	<i>0 to 33</i>	<i>0 to 12</i>	<i>0</i>

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 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 which exceed 17 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 catalogue 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 acceptability of Military Science credits and tuition charges.

Electronic Learning & Distance Learning

Daemen College students have access to state-of-the-art electronic learning facilities to provide both online and video conferencing opportunities. The College has a dedicated video conferencing classroom and portable HD equipment that provide broadband based classes to students who choose to access our programs from remote locations. Our capabilities extend beyond the region to include national and international locations. The College currently offers graduate and undergraduate classes in nursing by video conferencing. Opportunities exist for regional high school students to earn Daemen College credit through our "Jumpstart" program. Opportunities for e-learning are also increasingly available through our Blackboard online learning environment. Daemen College currently offers many classes in a web-based format from multiple academic departments and is developing more online learning opportunities, including audio and video media segments, online tutorials, and instructor development sessions via the interactive classroom to effectively serve the evolving needs and interests of our students and faculty.

Global Programs (Study Abroad)

Students in all majors at Daemen are encouraged to pursue part of their college studies abroad. Daemen is affiliated with several excellent programs and can supply information on a variety of options for study in other nations. Inquiries for all programs should be made through the Director of Global Programs.

Daemen College is a member of the Consortium on North American Sustainability (CNAS). Students in all majors are invited to participate in this consortium of U.S., Canadian and Mexican universities. Students may study for one semester in Nova Scotia,

British Columbia, Mexico City or Guanajuato. The program includes traditional classroom learning as well as community-based research in areas of study that may complete or complement the student's major. The Consortium accepts highly qualified students as Sustainability Scholars, who receive a travel scholarship and may complete specific coursework for a CNAS certificate in Sustainable Communities and Environment.

Daemen College is a member of the Consortium for Innovative Environments in Learning (CIEL), through which a student may study for one or two semesters in Australia, Asia, Africa, Latin America, and Europe. The program offers unique opportunities for international service learning, collaborative international projects with faculty and students from member universities, and innovative learning opportunities in countries all over the world.

Daemen College offers study abroad opportunities for Spanish majors and students interested in increasing their Spanish proficiency through Spanish Studies Abroad: The Centre for Cross-Cultural Studies in Seville and Alicante, Spain and Córdoba, Argentina. Participating students take classes in Spanish in a variety of subject areas including language, literature, art history, business, and sociology while experiencing the culture of contemporary Spain or Argentina. Students may participate for one or two academic semesters or one or two summer sessions.

Daemen College is partnered with Athlone Institute of Technology in Ireland, Birkenfeld University in Germany and Central Ostrobothnia Polytechnic in Finland in a U.S.-European Union program. Students in the Natural and Health Sciences should seek information from Dr. Kathleen Murphy in the Natural Sciences Department.

Students interested in studying French abroad may choose from programs in France or Quebec.

Daemen College is affiliated with the American Institute for Foreign Study (AIFS), Academic Programs International (API), and the Center for International Studies (CIS). Through these affiliations, students in all majors are able to select a program that best fits their needs. These providers offer internships and study abroad programs in over 30 countries: Australia, Austria, Argentina, Brazil, Chile, China, Costa Rica, Czech Republic, Ecuador, Egypt, England, France, Germany, Ghana, Hungary, India, Ireland, Italy, Mexico, New Zealand, Peru, Poland, Qatar, Russia, Scotland, South Africa, Spain, Thailand, Turkey, and The United Arab Emirates.

Daemen College, through our partner Beijing University College of Chinese Medicine, offers students the opportunity to study Traditional Chinese Medicine (TCM) in China during the summer. Students are introduced to the basic concepts and theories fundamental to TCM, including the essential principles of Yin and Yang, five elements and internal organ systems, the usage of acupuncture therapy and the usage of traditional herbs.

Students who intend to study abroad must have their proposed course work approved by their Department Chair and the Director of Global Programs before departure. Students may either enroll for regular courses at a foreign institution or earn credits through Daemen's Study Abroad (SAB) courses. International study as part of Daemen's Study Abroad (SAB) program results in the inclusion of specific course listings and grades on the Daemen transcript and in the calculation of the Daemen grade point average. Official transcripts from a foreign institution must be sent directly to the Daemen College Registrar to ensure that credit is awarded.

Consortium for Innovative Environments in Learning (CIEL)

Daemen College is a member of the Consortium for Innovative Environments in Learning (CIEL), a growing network of distinguished, progressive higher education institutions. Daemen College students can present their academic work in CIEL's online student journal and can participate in exchanges at CIEL member campuses or in study abroad programs offered through the network. Current member institutions include: Alverno College, Daemen College, The Evergreen State College, Fairhaven College at Western Washington University, Hampshire College, The Johnston Center for Integrative Studies at the University of Redlands, Marlboro College, New College of Florida, New College at the University of Alabama, Pitzer College, Prescott College, and Richard Stockton College of New Jersey. All members of the consortium share a common goal: to advance innovations in student learning. Opportunities to meet and work with students at schools within the consortium provide powerful learning opportunities. To learn more, please visit <http://www.cielearn.org> and/or contact Dr. Mary Fox at mfox@daemen.edu.

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 WebAdvisor which is published on the website by the Registrar's Office each term.

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 freshman level and are emphasized across the entire curriculum so that students develop a greater understanding of, appreciation for, and practice in these important life skills through their academic work. 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 competency
 - 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 6 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 Competency

Acquiring contextual competency 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. Acquiring 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 – the College's first-year experience course – paired with a topical course, with 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 varying levels is needed in preparation for further study in many academic and professional fields, as well as being of value 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 come into play and may even be essential for effectiveness. The Daemen curriculum requires a minimum of three credit hours in course work designated as fulfilling our quantitative literacy requirement.

Service Learning

Service Learning focuses primarily on relating theory to practice through the incorporation of a Service Learning component into an academic course. Service Learning frames the reciprocity issue that all partners in the learning experience are servers, served, teachers, and learners. Service Learning assumes that colleges are living communities and the location of learning and serving. The Daemen curriculum requires a minimum of three credit hours in Service Learning. In addition to academic requirements such as readings and reflection papers, students complete a minimum of 20 clock hours for each credit hour of service – i.e., 60 service hours total to fulfill the three credit hour requirement.

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 emphasizes the critical importance of written communication skills by requiring a minimum of nine credit hours in courses designated as Writing Intensive (WI). 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 for a total of 9 credits. 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: Sustainable and Critical Relationships (3)

Introduces freshmen students to the rich complexities of college education. It provides an extended orientation during which students: are introduced to the meaning and value of a liberal arts education; learn to successfully adapt to the academic, personal and social complexities of college life; develop important social relationships with other students and with the broader campus community; learn to access important campus resources that support students' academic achievement as well as their physical and mental health. Along with this orientation, 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 123: Introduction to Sustainable Communities (3)

Cross-listed as SUST 123. Students will be introduced to economic, environmental and social sustainability, and evaluate local communities on sustainable characteristics. Research will be reviewed on model sustainable communities: locally, nationally and internationally. Students will visit exemplary sites in Buffalo and participate in community meetings and lectures. (Sponsored by the Natural Sciences Department) (UG)

IND 203: Peer Mentoring: Theory (1)

Fulfills one credit for training (IND 203) applicable to core competency: Civic Responsibility; 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 1. 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)

Requires (prerequisite) successful completion of IND-203. Applicable to core competency: Civic Responsibility; 2 credits toward Civic Responsibility if/when student successfully completes 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 1. 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 (1 - 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), create an action plan 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. (Sponsored by the Natural Sciences Department) (UG)

IND 210: Romantic Impulse (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (Sponsored by the English Department.) (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 Languages 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/MIS 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 219: 20th Century Film, Society and Ideology (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (Sponsored by the English Department.) (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, computer literacy projects for children, and diversity programs. Offered As Needed. (Sponsored by the Center for Sustainable Communities and Civic Engagement). (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. Offered As Needed. (Sponsored by the History and Government Department.) (UG)

IND 241: The Law in the Media (3)

Fulfills core competency: Affective Awareness. This course will explore how the media has depicted the role of the law and lawyers in American Society. The course will unearth why we have both a fascination and sometimes a disdain for lawyers and what this means in the larger context in terms of respect for the belief in our judicial system and the fairness of laws. The class will tackle such issues as: what is the truth behind the statement "money can buy justice," what is the truth behind "innocent until proven guilty" and is justice truly "blind." The course will be organized by themes so that the students can trace the actual and media portrayal of those themes. Offered as needed. (Sponsored by the Business Administration Department.) (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 etc. 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 Languages 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. Offered as needed. (Sponsored by the Business Administration Department - Sport Management specialization.) (UG)

IND 250: Introduction to Historic Preservation (3)

Cross listed as HG-250. Fulfills core competency: Contextual Competency. 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 and Government Department). (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.) (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. Offered As Needed. (Sponsored by the Education Department). (UG)

IND 322: Alternative and Renewable Energy Issues (3)

Fulfills core competencies: Contextual Competency; Critical Thinking & Creative Problem Solving. Cross listed as SUST 322. This course will introduce students to the history of energy use, different energy technologies available and under development, as well as discuss the role of governmental policies and funding in promoting new technologies. (Sponsored by the BA Global and Local Sustainability program). Prerequisites: MTH124. Offered as Needed. (UG)

IND 325: Introduction to Polish Culture (3)

Fulfills core competency: Contextual Competency; Writing Intensive. Cross-listed as HIS-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. Offered Alternate Years (Spring). (Sponsored by the History and Government Department.) (UG)

IND 326: Green Buildings (3)

Fulfills core competencies: Contextual Competency; Critical Thinking and Problem Solving. 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). Prerequisites: MTH124. Offered as Needed. (UG)

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.) (UG)

IND 334: Non-Western Art & Culture (3)

Fulfills core competency: Contextual Competency. 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 primarily be 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.) (UG)

IND 338: Food and Agriculture Issues (3)

Fulfills core competency: Contextual Competency. Cross listed as SUST 338. The course integrates the science associated with food production with the social and economic issues influencing food production, distribution, safety and policy. (Sponsored by the BA Global and Local Sustainability program). Prerequisites: IND/SUST 123 or ENS201, or permission of instructor. Offered as Needed. (UG)

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) (UG)

IND 344: Sustainable Business Practices (3)

Fulfills core competency: Contextual Competency; 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 new paradigm shift from today's status quo management style of maximizing profit at any cost. Traditional economic indicators have relied on gross domestic production and purchasing; however, these measures do not incorporate the costs to the environment and society. Newer indicators try to include these externalities to more accurately represent the economic health of a society. 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 Competency; Writing Intensive. Cross-listed as HIS 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 and Government Department). Offered Alternate Years (Spring). (UG)

IND 348: International Service Learning (1 - 3)

Fulfills core competency: Civic Responsibility. May also be taken as IND 248 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 etc. 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 Languages Department). Offered As Needed. (UG)

IND 351: Urban Planning and Community Development (3)

Fulfills core competencies: Contextual Competency; 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 Competency. This course provides students and faculty an opportunity for short-term (less than one semester) experiential learning in a foreign country. The focus of the course may be fully interdisciplinary or specifically focused on one aspect of the other nation. Faculty wishing to offer International Experiential Learning under a departmental rubric will submit their course outline, texts and assignments to the credit-granting department. Faculty wanting an IND rubric must submit the course outline, texts and assignments to the Core and Interdisciplinary Studies Committee. Offered as Needed, including Intersemester 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 Business Administration Department). (UG)

IND 448: International Service Learning (1 - 3)

Fulfills core competency: Civic Responsibility. May also be taken as IND 248 or 348, 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 etc. 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 Languages 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)
 - a. Special residential accommodations (an honors floor of a residence hall)
 - b. Honors facilities such as computers and study space in the Honors Center
 - c. Opportunity for travel to conferences
 - d. 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.

DIVISION OF ARTS AND SCIENCES

ENGLISH

HISTORY AND GOVERNMENT

MATHEMATICS

MODERN LANGUAGE

NATURAL SCIENCES

PHILOSOPHY AND RELIGIOUS STUDIES

PSYCHOLOGY

VISUAL AND PERFORMING ARTS

English Undergraduate Programs

Degree Offered

- [Bachelor of Arts in English](#)

Minors

- [Composition/Writing](#)
- [Literature](#)
- [Professional Medical Writing](#)
- [Public Relations](#)

Pertinent Additional Information

Career Field Experience is encouraged, giving students opportunities to engage in actual work experiences in their career fields.

Mission Statement

The Daemen College English Department builds upon our students' interest in literature in order to prepare them to assume their place in a rapidly changing and increasingly complex as well as global world. With its three streams (straight English, Adolescence English Education, and Communications/Public Relations), the English program integrates the intellectual qualities acquired through the study of literature, the other liberal arts, and professional programs that prepare students whose knowledge, imagination, critical thinking and creative problem-solving skills will enable them to take their places in the local and global communities.

In order to better prepare students for a rapidly changing world, the English curriculum reflects changes in the field of English studies over the past several decades. The curriculum offers broad historical surveys but also incorporates new methodologies and fields of study. While making optimum use of the range of Daemen faculty expertise, it permits students considerable freedom in selecting areas of study but also requires students to work closely with their individual faculty advisors and other departmental faculty in making those choices. The core English curriculum prepares students both for graduate study and for positions that require advanced reading, writing, critical and creative thinking abilities. The core English curriculum also serves as the basis for specializations in Adolescence English Education and Communications/Public Relations, which direct these same abilities to more specific professional ends.

Bachelor of Arts 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 catalogue. 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: 33 credits

- CMP311 Advanced English Composition (3) - CS; ILIT; RP; WI
- LIT112 Approaches to Literature (3) - CS; WI
- LIT203 Readings in British Literature I (3) - CC; WI
- LIT204 Readings in British Literature II (3) - CC; WI
- LIT410 Shakespeare (3)
- 3 credits in American Literature
- 12 credits in Literature Electives

- **Select 1**
 - LNG307 The English Language: Its Evolution & Structure (3)
 - LNG309 Sociolinguistics (3) - CC II.

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)
- LIT443 Senior Seminar (3)

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 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.

- **Foreign Language and Core Electives: 33 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: 39 credits

- Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 3 credits may be taken in English courses.

TOTAL PROGRAM REQUIREMENTS = 123 CREDITS

Additional Requirements For BA, English, Communications/Public Relations Specialization

1. MAJOR AND SPECIALIZATION: 30 credits

◦ MAJOR: 3 credits:

Select 1

- CMP312 Creative Writing (3) - WI
- CMP317 Journalism (3) -- WI
- CMP318 Writing for the Media (3) -- WI

◦ SPECIALIZATION: 27 credits

- CA221 Human Communication (3)
- CA222 Introduction to Mass Communication (3)
- CMP/PR420 Promotional Writing (3) - WI
- Career Field Experiences: 6 credits: 2 experiences at the upper division level; both must be in the area of communications/public relations
- MGT208 Principles of Management (3)
- MKT209 Principles of Marketing (3)
- PR322 Introduction to Public Relations (3)
- PR443 Research Practicum (3)

2. CORE: 39 credits:

- ECO202 Principles of Macroeconomics (3) -- CT
- MTH104 Survey of Statistics (3) -- CT; QL
- **Foreign Language and Core Electives: 33 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: 18 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. 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 = 126 CREDITS

Additional Requirements For BA, Adolescence Education: English

1. MAJOR 6 credits

- LIT420 Seminar for English Majors (3)
- LNG337 Practicum-Implementing English Language Arts at the Secondary Level (3)

2. **ADDITIONAL REQUIREMENTS OUTSIDE OF THE MAJOR: 39 credits**

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237 Instructional Design: Theory & Practice (3)
- 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 Children with Disabilities (3)
- SOC243 Child Welfare Policy & Services (3)

3. **CORE: 39 credits**

- PSY311 Psychology of Adolescence (3) - CT; UD; WI
- **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.
- **Foreign Language Requirement**
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: 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 = 129 CREDITS

Admission To Upper Division Requirements

1. A cumulative grade point average of 2.0 in English courses, and an overall cumulative grade point average of 2.0.
2. In the letter requesting admission to the major, 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.

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.

REQUIREMENTS FOR STUDENT TEACHING

- A. An overall grade point average (GPA) of 2.55.
- B. A grade point average (GPA) of 2.55 in all courses in the major.
- C. Apply for Student Teaching, usually at the end of the third year.
- D. 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 grade of C in EDU237.

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 the Registrar's web page.

Composition/Writing Minor

Requirements (18 credits)

- CMP101 English Composition (3)
- CMP301 Professional Writing (3)
- CMP312 Creative Writing (3)
- **Select one:** CMP311 Advanced English Composition (3); CMP315 Advanced Composition for Health Professionals (3)
- **Select one:** CMP/CA317 Journalism (3); CMP/CA318 Writing for Media (3); CMP/PR420 Promotional Writing (3)
- **Select one:** LNG307 The English Language: Its Evolution and Structure (3); LNG309 Sociolinguistics (3)

Literature Minor

Requirements: (18 credits)

- LIT112 Approaches to Literature (3)
- Select 15 credits in Literature (LIT) courses

Professional Medical Writing Minor

Requirements: (15 credits)

- CMP212 Writing for the Campus Newspaper (3)
- CMP315 Advanced Composition for Health Professionals (3)
- HCS330 Health Promotion Program Planning, Implementation and Evaluation (3)
- **Select one:** BA211 Effective Business Communications (3); HCS305 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)
- HCS102 Introduction to Health Care: Systems and Professions (3)
- HCS300 Contemporary Issues in Integrative Health Care (3)
- HCS310 Health Promotion and Education (3)
- HCS320 Community Health Education and Disease Prevention (3)
- HCS335 Critical Issues in Global Health (3)
- HCS353 Introduction to Epidemiology (3)
- PSY333 Statistics for Psychology and Social Sciences (3) **OR** NSC310 Biostatistics (3)
- PSY229 Health Psychology (3)
- SPA110 Spanish for Health Professionals (3)

Public Relations Minor

Requirements: (18 credits)

- CA/PR222 Introduction to Mass Communication (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.

English Courses

Communication Arts

CA 102: American Sign Language, Level I (3)

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. Offered As Needed. (UG)

CA 106: American Sign Language, Level II (3)

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. Offered As Needed. (UG)

CA 205: Oral & Visual Communication (3)

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." Offered As Needed. (UG)

CA 206: Storytelling and Story Development (3)

The goal of Storytelling and Story Development is to teach students the process of telling a story, or developing a story which achieves an emotional impact with the audience. Different goals in storytelling will be addressed, including attempts to educate, persuade, entertain, or provoke. Through a process of reflection, students will critically analyze and explore different types of stories, including historical accounts, myths, folk and fairy tales, journals, diaries, personal tales and tandem telling. Prerequisite: ANIM 217. Offered Each Year (Spring). (UG)

CA 221: Human Communication (3)

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. Offered Each Year. (UG)

CA 222: Introduction to Mass Communication (3)

Cross-listed as PR 222. This course will emphasize the application of theories and concepts to specific forms of human communication including mass media, the graphic arts, interpersonal and group communications, and written communication. Offered Each Year. (UG)

CA 301: Dynamics of Interpersonal Communication (3)

Cross-listed as PR 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. Offered As Needed. (UG)

CA 303: Communication in a Multi-Cultural Society (3)

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. Offered As Needed. (UG)

CA 317: Journalism (3)

Writing Intensive. Cross-listed as CMP 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. Offered As Needed (UG)

CA 318: Writing for Media (3)

Writing Intensive. Cross-listed as CMP 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. Offered As Needed. (UG)

Composition

CMP 101: English Composition (3)

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. Offered Each Semester. (UG)

CMP 212: Writing for the Campus Newspaper (3)

This course introduces students to the culture and practices of the campus newspaper, from reporting and reviewing to editing and production. Students will learn how to originate topics, investigate and write news stories for the college community and within the framework of journalistic ethics. Prerequisite: CMP 101. Offered As Needed. (UG)

CMP 301: Professional Writing (3)

This is a cross-curricular course in which students study and practice the discourse of various disciplines: Business, Fine and Performing Arts, Humanities, Social Sciences, and Natural and Health Sciences. Students learn to recognize and utilize the central conventions of writing in these disciplines by using techniques of rhetorical analysis. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

CMP 311: Advanced English Composition (3)

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 or permission of instructor. Offered Each Semester. (UG)

CMP 312: Creative Writing (3)

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. Offered As Needed. (UG)

CMP 315: Advanced Composition for Health Professionals (3)

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. Offered Fall and Spring Semesters. (UG)

CMP 317: Journalism (3)

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. Offered As Needed (UG)

CMP 318: Writing for Media (3)

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. Offered As Needed. (UG)

CMP 420: Promotional Writing (3)

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. Offered Each Year. (UG)

CMP 92: Developmental English Language Skills (3)

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)

CMP 95: Basic Grammar (3)

This course is designed for students who need to review the parts of speech, grammar, punctuation, and spelling. Students will master these concepts while simultaneously learning to vary their sentence types. Offered As Needed. 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)

CMP 97: Basic Rhetoric (3)

This course emphasizes audience and purpose, invention, the main idea, focus, and coherence. Students will incorporate these concepts into their writing process while learning to use evidence to develop different modes of paragraphs. 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)

English

ENG 91: Essential Reading Skills (3)

This course is designed to develop the skills to comprehend and retain information from college-level texts. Offered Each Year (Fall). 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)

ENG 94: Developmental Reading and Study Skills (3)

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)

English as a Second Language

ESL 047: Selected Topics (3)

This course is intended to strengthen English skills for non-native speakers on both Intermediate and Advance levels. A variety of topics may be offered at any one time, including speaking and listening, academic reading, academic writing, business english, pronunciation, speaking clearly, and introduction to American culture. Offered As Needed. 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)

ESL 215: Scholarly Research and Writing (3)

The course prepares the international nursing student to develop a written research project. The steps of literature review to determine the state of the science of the student's selected topic is addressed. Students will research and compile an annotated historical review/bibliography of a research journal series related to their topic. Instruction focuses on several forms of expository writing common in the health professions while emphasizing effective communication between the writer and different audiences. The course emphasizes critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Offered as Needed (UG)

Literature

LIT 112: Approaches to Literature (3)

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. Offered Each Semester. (UG)

LIT 201: World Literature I (3)

Fulfills core competency: Contextual Competency. Writing Intensive. A study of the Greco-Roman literature with emphasis on epic and drama, medieval literature with emphasis on epic and folklore. Readings of the Renaissance include Dante's Divine Comedy and Cervantes' Don Quixote. The second semester consists of a survey of European literature (exclusive of that of England) from the Neo-classic Period to 1900. Prerequisite: LIT 112 or permission of instructor. Offered Each Year. (UG)

LIT 202: World Literature II (3)

A study of western literature since the neo-classical period. Masterpieces of the romantic, realistic, and modernist period will be considered. The greatest emphasis will be placed on transitions and the context in which they occurred. Special attention will be paid to Goethe's "Faust" and Flaubert's "Madame Bovary". Prerequisite: CMP 101 or permission of instructor. Offered Each Year. (UG)

LIT 203: Readings in British Literature I (3)

Fulfills core competency: Contextual Competency. 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 and LIT 112 or permission of instructor. Offered Each Year. (UG)

LIT 204: Readings in British Literature II (3)

Fulfills core competency: Contextual Competency. 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 and LIT 112 or permission of instructor. Offered Each Year. (UG)

LIT 211: Readings in American Literature I (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

LIT 212: Readings in American Literature II (3)

Fulfills core competencies: Affective Awareness; Contextual Competency. 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. Offered As Needed. (UG)

LIT 213: Contemporary Native American Literature (3)

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. Offered As Needed. (UG)

LIT 219: Literature and Film (3)

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. Offered As Needed. (UG)

LIT 241: Literary Legacies of the Sixties (3)

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. Offered As Needed. (UG)

LIT 248: Whodunit? The Detective Story (3)

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. Offered as Needed. (UG)

LIT 301: Chaucer (3)

Fulfills core competency: Communication Skills. Writing Intensive. An intensive study of the major poems with attention given to language and historical background. An extensive reading of the minor poems. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

LIT 302: Milton (3)

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. Offered As Needed. (UG)

LIT 304: The Romantic Movement in English Literature (3)

A detailed study of Blake, Wordsworth, Coleridge, Bryon, Shelley, and Keats with supplementary readings in other less well-known poets of the period. Offered As Needed. (UG)

LIT 306: Adventures, Enchantments & Wonders: The Literature of Fantasy and Science Fiction (3)

Fulfills core competency: Communication Skills. Writing Intensive. A comprehensive study of the new and traditional forms of folk myths, fantasy stories, and tales of the future, with special emphasis on the future of our civilization and the nature of alternative realities. Offered As Needed. (UG)

LIT 307: Literature of the Supernatural (3)

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. Offered As Needed. (UG)

LIT 309: Film Seminar (3)

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. Offered As Needed. (UG)

LIT 310: The English Novel (3)

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. Offered As Needed (UG)

LIT 311: Survey of English Poetry I (3)

Analysis of representative English poetry from 1530 to the present, in terms of thought, technique, type, and historical background. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

LIT 312: Survey English Poetry II (3)

Analysis of representative English poetry from 1530 to the present, in terms of thought, technique, type, and historical background. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

LIT 313: The Gothic Imagination (3)

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. Offered As Needed. (UG)

LIT 315: Religious Themes in Modern Literature (3)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as REL 315. The purpose of this course is to analyze the relationship of theology to literature by examining the religious dimensions as they are portrayed in modern creative literature. Themes to be developed will be: religious perspectives in eastern and western religions, the pursuit of religious identity in western culture, good and evil, relationship of sacred to profane, the loss of innocence, love, suffering, freedom and destiny, time and eternity. Prerequisite: CMP 101 or permission of instructor. Offered Alternate Years. (UG)

LIT 317: Gender Trouble: Literature and Film (3)

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. Offered As Needed. (UG)

LIT 318: The English Drama (3)

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. Offered As Needed. (UG)

LIT 320: Modern & Contemp Literature (3)

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. Offered As Needed. (UG)

LIT 323: 18th Century English Literature (3)

Dryden to the Pre-Romantics. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

LIT 324: Jane Austen (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

LIT 329: Imagining Trauma (3)

Fulfills core competency: 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. Offered As Needed. (UG)

LIT 330: The Scottish Renaissance and Scottish National Identity (3)

Fulfills core competencies: Affective Awareness; Contextual Competency; 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. Alisdair 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. Offered As Needed. (UG)

LIT 334: British Women Writers (3)

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. Offered As Needed. (UG)

LIT 337: Contemporary American Novel (3)

Fulfills core competencies: Affective Awareness; Contextual Competency. 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. Offered As Needed. (UG)

LIT 338: The Short Story (3)

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. Offered As Needed. (UG)

LIT 339: Contemporary British Novel (3)

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. Offered As Needed. (UG)

LIT 340: Dickens and Victorian Culture (3)

Fulfills core competencies: Contextual Competency; 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. Offered as Needed. (UG)

LIT 401: Contemporary American Poetry (3)

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. Prerequisite: LIT 112. Offered As Needed. (UG)

LIT 403: Myth and the Invention of Self (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

LIT 410: Shakespeare (3)

Fulfills core competency: Communication Skills. Writing Intensive. An intensive study of the major plays considered in the light of philosophical, political, and social ideas of the time. An examination of Shakespeare's thought and of his achievement as dramatist and poet. Prerequisite: CMP 101 and LIT 112. Offered Alternate Years. (UG)

LIT 411: Modern Poetry (3)

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. Offered As Needed. (UG)

LIT 413: Victorian Literature (3)

This course is designed to acquaint the student with the major authors and works of British literature of the Victorian Age. Prerequisite: CMP 101 or permission of instructor. Offered As Needed. (UG)

LIT 415: Modern and Contemporary British Literature (3)

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. Offered As Needed. (UG)

LIT 420: Seminar for English Majors (3)

This course involves the intensive study of a literary topic selected by the instructor. It requires intensive reading and research as well as report writing and presentation of research in a cooperative seminar format. The course is open only to English majors or to non-majors nominated by the English faculty. Students may take LIT 420 more than once, providing the topic is different. Prerequisites: LIT 112, LIT 203, LIT 204, and CMP 311. Offered Alternate Years. (UG)

LIT 443: Senior Seminar (3)

In this course the student writes, with faculty advice and supervision, a literary thesis of substantial length. Prerequisites: LIT 112, LIT 203, LIT 204, and CMP 311. Offered Each Year (Fall & Spring). (UG)

The English Language: Its Evolution and Structure

LNG 307 : The English Language: Its Evolution and Structure (3)

The nature and origin of language, the ancestry and growth of English, history of English sounds and inflections, sources of vocabulary and variations in standards. Offered Each Year. (UG)

Practicum in Implementing Language Arts at the Secondary Level

LNG 337 : Practicum in Implementing Language Arts at the Secondary Level (3)

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. Offered Each Year (Fall). (UG)

Public Relations

PR 222: Introduction to Mass Communication (3)

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. Offered Each Year. (UG)

PR 301: Dynamics of Interpersonal Communication (3)

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. Offered As Needed. (UG)

PR 322: Introduction to Public Relations (3)

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. Research, planning and programming, evaluation and analysis are examined and practiced in the classroom/workshop format. Offered Each Year (Fall). (UG)

PR 420: Promotional Writing (3)

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. Offered Each Year. (UG)

PR 443: Research Practicum (3)

This course will provide an introduction to research through an individual project and thesis in the area of public relations. The topic selected by the student is subject to approval by the instructor. Prerequisite: PR 420. Offered As Needed. (UG)

History & Government Undergraduate Programs

Degrees Offered

- [Bachelor of Arts in History](#)
- [Bachelor of Arts in History and Government](#)
- [Bachelor of Arts in History and Government - Adolescent Education: Social Studies](#)
- [Bachelor of Arts in History and Government - Environmental Studies Specialization](#)
- [Bachelor of Science in Paralegal Studies](#)
- [Bachelor of Arts in Political Science](#)

Certificates

- [Paralegal Studies](#)

Minors

- [Atlantic Studies](#)
- [Black Studies](#)
- [Criminal Justice](#)
- [History](#)
- [Political Science](#)
- [Pre-Law Studies](#)
- [Public Administration](#)
- [Public History](#)
- [Women's Studies](#)

Admission to Upper Division: History, History & Government, & Political Science Majors

- An overall grade point average (GPA) of 2.0 or better.
- An overall grade point average (GPA) of 2.25 or better in History & Government courses.
- Submission of at least 5 pages of writing sample(s) from History & Government courses.
- 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 as what, graduate study in what, etc.)
- 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](#) section of the Daemen catalogue.
- Successful completion of:
 - **BA, HISTORY:** HIS105, HIS106, HIS220, HIS221
 - **BA, HISTORY & GOVERNMENT; HISTORY & GOVERNMENT WITH ENS SPECIALIZATION; ADOLESCENCE EDUCATION: SOCIAL STUDIES:** HIS105, HIS106, HIS220, HIS221, and one of the required GVT courses
 - **BA, POLITICAL SCIENCE:** GVT101, GVT113, GVT121 and GVT 125

Requirements For Student Teaching

- An overall grade point average (GPA) of 2.55
- An overall grade point average (GPA) of 2.55 in all courses in the major
- Apply for student teaching, usually at the end of the third year
- Be recommended for student teaching by the chairs of the Education and History/Government departments

Graduation Requirements

- A. An overall grade point average (GPA) of 2.00
- B. A minimum grade point average (GPA) of 2.25 in courses in the major
- C. Successful completion of the thesis (HG443)
- D. Completion of any portfolio requirements
- E. **ADOLESCENCE EDUCATION: SOCIAL STUDIES PROGRAM:** Minimum grade of C in EDU237

Admission to Upper Division: Paralegal Studies BS

- 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 ACC 225, CMP 101, GVT 230, and PAR 201
- 3. At least a B grade in CMP 101
- 4. At least a C grade in PAR 201
- 5. Submission of an application essay
- 6. Attendance at the paralegal orientation

Admission to Upper Division: Paralegal Certificate

- 1. **Either** an overall grade point average (GPA) of at least 2.25 - if you already have a bachelor's degree; **or** completion of at least 24 credits of college-level coursework with C grades, and sophomore standing or higher.
- 2. An overall grade point average (GPA) of 2.25 or better in ACC 225, CMP 101, and PAR 201
- 3. At least a B grade in CMP 101
- 4. At least a C grade in PAR 201
- 5. Submission of an application essay
- 6. Attendance at the paralegal orientation

Graduation Requirements

- A. An overall grade point average (GPA) of 2.00
- B. A minimum grade point average (GPA) of 2.25 in courses in the major
- C. Successful completion of all required courses in the major
- D. Completion of any portfolio requirements

Pre-Law

At Daemen College, Pre-Law is housed in the History and Government Department. Law school catalogs, advice and resources regarding preparing for LSAT exams, and guidance in preparing for applying to law school and a career in law are available. There is also advisement regarding the Pre-Law individual plan of study. Pre-Law students are routinely admitted as History & Government or Political Science majors. A rigorous Pre-Law minor is now available to provide students with a broad preparation for law school. Depending on student preferences, however, many other fields in the liberal arts, sciences, and business can provide a sound preparation for the legal profession.

The [Paralegal Studies major](#) or [certificate](#) can also be used to prepare for law school, as well as a paralegal career.

Mission Statements and Learning Objectives

For History, History & Government, & Political Science Majors

Department Mission Statement

The History and Government faculty is guided by the philosophy that how students learn is as important as what they learn. The study of history and political science helps to develop “higher order” thinking and transferable skills, producing citizens who become participants and leaders in their communities and the world. The intellectual abilities that will be nurtured by our department for use in the professional world include: learning to analyze and think critically about the past and the present; the ability to read and grasp essential ideas in print, visual and electronic media; feeling at home in the world of ideas; speaking and writing clearly and forcefully; doing productive research; examining a problem from many different angles often from opposing points of view; combining factual analysis with deductive and inductive reasoning; constructing logical arguments and spotting flawed reasoning; employing comparative analysis relating the past to the present; and fostering an appreciation for diversity both locally and globally and an understanding of the history and culture of other peoples.

Student Learning Objectives

The department believes that the well-educated student, receiving a degree in any of the majors within the History and Government Department, will be able to:

1. Identify major social, political, economic, geographic, technological, and cultural developments and concepts in history and political science and be able to place them within the appropriate cultural and temporal context.
2. Make connections between historical events and current social, political, economic, geographic, technological and cultural issues and be able to analyze how historical and political events are the result of multiple and integrated causes.
3. Recognize the diversity of humankind and the multiplicity of cultures that are found locally, nationally and globally.
4. Develop awareness as a global citizen and be able to analyze the complexity of current world issues and events in a global context.
5. Identify the changing interpretations of historical events in the works of historians and political scientists.
6. Recognize the value of diversity, and the diversity of values, in public discourse and interpretation of historic and political events.
7. Exhibit political efficacy and civic responsibility in an informed manner.
8. Employ the scientific approach (i.e., critically analyze the argumentation, data, evidence cited, interpretations, and conclusions of historical and political scholarship) in studying history, political behavior and public policy.
9. Generate, develop, present and defend a thesis in both oral and written form through argumentation supported by detailed valid and reliable evidence from a multiplicity of written, visual and oral sources.
10. Pursue employment in related professions, advanced graduate studies and/or professional training.

For Paralegal Studies Majors

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. Recognize the need to maintain continued professional competence through lifelong learning.
5. Assist the attorney with delegated tasks involving the development and management of client cases and the management of the law office in general.

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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 38 credits

- **Select one: 3 credits**
 - GVT101 Comparative Politics (3) -- CC
 - GVT113 Introduction to American Politics -- CR
 - GVT121 International Relations (3) -- CC
- HIS105 Introduction to World History I: From Antiquity to 1500 (3) - CC
- HIS106 Introduction to World History II: From 1500 (3) - CC
- HIS220 American History to 1877 (3) - CC
- HIS221 American History from 1877 to the Present (3) - CC
- HIS331 Introduction to Historiography (3) -- WI
- HG442 Thesis Research (2)
- HG443 Research Project (3) - ILIT; RP; WI
- **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 History; Non-Western History; US History.** Access the list of the acceptable [History and Government electives](#) from the History & Government electives from the History & Government department section of the Daemen catalogue, 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 & Government department section of the Daemen catalogue, 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 Language](#) section of the Daemen catalogue.

- **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 = 122 CREDITS

Requirements for [History, History & Government and Political Science Programs: Admission, Admission to Upper Division, Graduation](#) are at this link or consult the History & Government department section of the catalogue or the Program Plans option on the Registrar's web page.

Pursuit Of Minor

It is recommended that students pursue the completion of a minor(s) in another area of study. Consult the Daemen catalogue or the Registrar's web page for a complete listing of available minors.

Suggested Course Sequence

Access the suggested course sequences for: [BA, History](#) from the History & Government Department web page or the Program Plans site on the Registrar's web page.

Bachelor of Arts in History and Government and Specializations; Bachelor of Arts in Adolescence Education: Social 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.

Required In All History/Government, and Adolescence Education: Social Studies Programs

1. MAJOR: 20 credits

- HIS105 Introduction to World History I: From Antiquity to 1500 (3) - CC
- HIS106 Introduction to World History II: From 1500 (3) - CC
- HIS220 American History to 1877 (3) - CC
- HIS221 American History from 1877 to the Present (3) - CC
- **Select one:**
 - GVT331 Political Science Research Methods (3)
 - HIS331 Introduction to Historiography (3) -- WI
- HG442 Thesis Research (2)
- HG443 Research 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 & Government

1. MAJOR: 24 credits

- **Select one:**
 - GVT101 Comparative Politics (3) -- CC
 - GVT121 International Relations (3) -- CC
- **Select one**
 - GVT113 Introduction to American Politics (3) CR
 - GVT114 State/ Local Government (3) - CR
- **Select 6 credits (with departmental advisement) from any courses with the GVT 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 History; Non-Western History; US History.** Access the list of acceptable [History and Government electives](#) from the History & Government department section of the Daemen catalogue, or from the Program Plans option on the Registrar's web page.

2. REQUIREMENTS OUTSIDE OF 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](#) 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 Government rubrics.

TOTAL PROGRAM REQUIREMENTS = 124 CREDITS

Additional Requirements For BA, History & Government, Environmental Studies Specialization

1. **MAJOR AND SPECIALIZATION 56 credits:**

- **MAJOR: 9 credits**
 - **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 History; Non-Western History; US History.** Access the list of acceptable [History and Government electives](#) from the History & Government department section of the Daemen catalogue, or from the Program Plans option on the Registrar's web page. **HIS 324 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/GVT211 Environmental & Energy Policies I (3)
 - ENS/GVT212 Environmental & Energy Policies II (3)
 - ENS304/L Environmental Chemistry Lecture and Lab (4)
 - GVT113 Introduction to American Politics (3) - CR
 - GVT114 State & Local Government (3) - CR
 - **Select one:**
 - BIO/SUST304 Conservation Biology (3) - CC; 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
- ENS309 Population Dynamics (3)

- **Select two:**

- GVT217 American Political Parties & Pressure Groups (3) - CR
- GVT219 Politics, Planning & Land Use (3)
- GVT411 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](#) section of the Daemen catalogue.

TOTAL PROGRAM REQUIREMENTS = 121 CREDITS

Additional Requirements For BA, Adolescence Education: Social Studies

1. MAJOR: 21 credits

- GEO117 World Geography (3)
- HIS333 Methods of Teaching Secondary Social Studies (3)
- **Select one:**
 - GVT101 Comparative Politics (3) - CC;
 - GVT121 International Relations (3) - CC
- **Select one:**
 - GVT113 Introduction to American Politics (3) - CR
 - GVT114 State/ Local Government (3) - CR
- **History/Government 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 Studies; Non-Western Studies; US Studies.** Access the list of acceptable [History and Government electives](#) from the History & Government department section of the Daemen catalogue, or from the Program Plans option on the Registrar's web page.

2. EDUCATION STUDIES: 36 credits

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237 Instructional Design: Theory and Practice (3)
- 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 Nature & Needs of Children with Disabilities (3)

3. CORE: 39 credits

- PSY103 Introduction to Psychology (3) -- CC
- PSY311 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](#) section of the Daemen catalogue.
- **Core Electives**: 21 credits:

TOTAL PROGRAM REQUIREMENTS = 122 CREDITS

Requirements for [History, History & Government and Political Science Programs: Admission, Admission to Upper Division, Graduation](#) are found at this link or consult the History & Government department section of the catalogue or the Program Plans site on the Registrar's web page.

Pursuit Of Minor

It is recommended that students pursue the completion of a minor(s) in another area of study. Consult the Daemen catalogue or the Registrar's web page for a complete listing of available minors.

Suggested Course Sequence

Access the suggested course sequences for: [BA, History & Government](#), [BA, History & Government, Environmental Studies specialization](#), [Adolescence Education: Social Studies](#), from the History & Government Department web page or the Program Plans site on the Registrar's web page.

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: 42 credits:

- ACC225 Financial Accounting (3) – CT
- GVT230 U.S. Judicial Process (3) - CR
- HG103 Introductory Colloquium (2)
- PAR201 Introduction to Paralegal Studies (3)
- PAR301 Legal Research and Writing (4)
- PAR302 Law Office Computer Technology (3)
- PAR303 Litigation (3)

- **Paralegal Studies Electives: Select 21 credits from the following:**
 - PAR304 Contract Law (3)
 - PAR305 Real Property Law (3)
 - PAR306 Tort Law (3)
 - PAR307 Criminal Law and Procedure (3)
 - PAR308 Family Law (3)
 - PAR401 Elder & Estates Law (3)
 - PAR402 Environmental Law (3)
 - PAR403 Business and Corporate Law (3)
 - PAR404 Intellectual Property (3)
 - PAR405 Immigration Law (3)
 - PAR406 Bankruptcy Law (3)
 - PAR408 Administrative Law (3)
 - PAR409 Advanced Litigation (3)
 - PAR410 Advanced Research and Writing (3)
 - PAR450 Internship (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 = 120 CREDITS

Internship/Career Field Experience

Although not required, students have the option of completing PAR450 Internship (3).

Students are also strongly encouraged to complete CFE97 Career Preparation Seminar and 3 credits of Career Field Experience from their free electives.

Recommended Electives

- **CORE ELECTIVES: The following courses are recommended as options to fulfill core curriculum requirements:**
- BA221 The Environment and the Law (3) - CT; BA405 Legal Issues in Sport Management (3) - CT; CA205 Oral and Visual Communication (3) - CS; WI; CMP311 Advanced English Composition (3) - CS; ILIT; WI; FRE105-106 Intermediate French for Professional Communication I-II (3/3) - CS; GVT117 Introduction to Criminal Justice (3) - CC; GVT223 Political and Civil Rights in the

United States (3) - ME; GVT305 American Constitutional Law (3) - CC; GVT350 Political Argumentation and Debate (3) - CS; HIS220 American History to 1877 (3) - CC; HIS221 American History from 1877 to the Present (3) - CC; PHI322 Philosophy of Law (3) - ME; PSY223 Forensic Psychology (3) - CT; PSY408 The Psychology of Mental Illness (3) - CT; SPA 105-106 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); CA221 Human Communication (3); CMP301 Professional Writing (3); ECO/FIN409 Money and Banking (3); FIN325 Corporate Finance (3); HSM302 Health and Administrative Law (3); PSY304 Counseling and Interviewing (3); PSY310 Social Psychology (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.

Admission to Upper Division Requirements

1. A minimum grade of B earned in CMP101
2. A minimum grade of C in PAR201
3. Successful completion of: ACC225; HG103; GVT230
4. An overall grade point average (GPA) of 2.25 or better in ACC225; CMP101; GVT230; PAR201
5. An overall grade point average (GPA) of 2.0 or better
6. Submission of an application essay
7. Attendance at the orientation seminar

Graduation Requirements

1. A minimum grade of B in CMP101 and a minimum grade of C in PAR201
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 History & Government web page or the Program Plans site on the Registrar's web pages.

For more information, see
<http://www.daemen.edu/academics/divisionofartssciences/historygovernment/Pages/ParalegalStudies.aspx>

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: 38 credits**

- GVT101 Comparative Politics (3) - CC
- GVT113 Introduction to American Politics (3) - CR
- GVT121 International Relations (3) - CC
- GVT125 Introduction to Public Policy (3) - CT
- GVT331 Political Science Research Methods (3)
- HG442 Thesis Research (2)
- HG443 Research 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

- HIS137 African American History (3) - CC
- HIS221 American History from 1877 to Present (3) - CC
- HIS222 Urban America (3) - CT
- HIS223 U.S. Foreign Policy: World War II to the Present (3) - CT
- HIS230 Problems of the Third World (3)
- HIS304 Modern China (3)
- HIS308 Modern Latin America (3) - CC
- HIS315 Modern Political Thought (3)
- HIS317 The Middle East (3) - CC
- HIS319 20th Century Russia & Eastern Europe (3) - CC

- **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:

- **AMERICAN GOVERNMENT**
 - GVT114 State & Local Government (3) - CR
 - GVT217 American Political Parties & Pressure Groups (3)
 - GVT223 Political & Civil Rights in the U.S.(3) -- ME
 - GVT224 American Political Campaigns & Elections (3)
 - GVT230 U.S Judicial Process (3) - CR
 - GVT305 American Constitutional Law (3) - CC
 - GVT311 Seminar in Legislative Politics (3)
 - GVT415 Seminar on the Presidency
- **COMPARATIVE GOVERNMENT/INTERNATIONAL RELATIONS**
 - GVT210 Politics of Globalization (3) - CC
 - GVT213 Sustainability & Third World Development (3) - CC
 - GVT221 Political Economy of East Asia (3)
 - GVT225 Politics of China (3) - CC
 - GVT231 Global Governance (3) - CC
 - GVT232 International Political Economy (3)
 - GVT238 Dictatorship & Democracy in World Politics (3)
 - GVT315 Politics of Western Europe (3)
 - GVT326 Politics of East Asia (3) - CC
 - GVT327 Politics of South Asia (3) - CC
- **PUBLIC POLICY/LAW**

- GVT117 Introduction to Criminal Justice (3) - CC
- GVT/ENS211-212 Environmental Energy Policies I-II (3/3)
- GVT215 Issues in Public Policy (3) - CT
- GVT219 Politics, Planning & Land Use (3)
- GVT228 Community Planning & Sustainability (3) - SL
- GVT/WST320 Gender & Policy in the U.S. (3) - CT
- GVT350 Political Argumentation & Debate (3) - CS
- GVT411 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](#) section of the Daemen catalogue.

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 Government courses.

TOTAL PROGRAM REQUIREMENTS = 122 CREDITS

Requirements for [History, History & Government and Political Science Programs: Admission, Admission to Upper Division, Graduation](#) are at this link or consult the History & Government department section of the catalogue or the Program Plans option on the Registrar's web page.

Pursuit Of Minor

It is recommended that students pursue the completion of a minor(s) in another area of study. Consult the Daemen catalogue or the Registrar's web page for a complete listing of available minors.

Suggested Course Sequence

Access the suggested course sequences for: [BA, Political Science](#), from the History & Government Department web page or the Program Plans site on the Registrar's web page.

Certificate in Paralegal Studies

Consumer Information

Required Courses

- ACC225 Financial Accounting (3) - CT
- CMP101 English Composition (3) - CS; ILIT; WI
- PAR201 Introduction to Paralegal Studies (3)
- PAR301 Legal Research and Writing (4)
- PAS302 Law Office Computer Technology (3)
- PAR303 Litigation (3)
- **Paralegal Studies Electives: Select 9 credits** from the following:
 - PAR304 Contract Law (3)
 - PAR305 Real Property Law (3)
 - PAR306 Tort Law (3)
 - PAR307 Criminal Law and Procedure (3)
 - PAR308 Family Law (3)
 - PAR401 Elder & Estates Law (3)
 - PAR402 Environmental Law (3)
 - PAR403 Business and Corporate Law (3)
 - PAR404 Intellectual Property (3)
 - PAR405 Immigration Law (3)
 - PAR406 Bankruptcy Law (3)
 - PAR408 Administrative Law (3)
 - PAR409 Advanced Litigation (3)
 - PAR410 Advanced Research and Writing (3)
 - PAR450 Internship (3)

TOTAL CERTIFICATE REQUIREMENTS = 28 CREDITS

Internship/Career Field Experience

Although not required, students have the option of completing PAR450 Internship (3).

Students are also strongly encouraged to complete CFE 97 Career Preparation Seminar and 3 credits of Career Field Experience.

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 bachelors degree program
2. Successful completion of CMP101 English Composition (or its equivalent) with a minimum grade of B
3. Successful completion of PAR 201 Introduction to Paralegal Studies with minimum grade of C
4. Submission of an application essay
5. Attendance at the orientation seminar

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 PAR 201 Introduction to Paralegal Studies with minimum grade of C
4. Submission of an application essay
5. Attendance at the orientation seminar

Admission to Upper Division: Paralegal Certificate

In addition to the requirements for admission to the certificate program which are referenced above, students must achieve an overall grade point average (GPA) of 2.25 or better in ACC225, CMP101, and PAR201.

Transfer of Paralegal Studies Courses

A maximum of 25% of paralegal studies courses may be transferred to meet certificate requirements.

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 PAR201
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.**

Atlantic Studies Minor

Requirements (18 credits)

Select 6 credits from the following

- HIS219 Colonial Americas (3)
- HIS237 Early Modern Europe: Renaissance to the Age of Napoleon (3)
- HIS324 Global Environmental History (3)

Select 12 credits from the following

- ANT210 Contemporary Native America (3)
- FRE315 French Civilization and Culture (3)
- GVT210 The Politics of Globalization (3)
- GVT213 Sustainability and Third World Development (3)
- GVT231 Global Governance (3)
- HIS137 African American History (3)
- HIS/WST215 Introduction to Women's Studies (3)
- HIS220 American History to 1877 (3)
- HIS221 American History from 1877 to the Present (3)
- HIS230 Problems of the Third World (3)
- HIS308 Modern Latin America (3)
- HIS/WST309 Introduction to the History of American Women (3)
- HIS312 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)
- SPA 309 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.

Black Studies Minor

Requirements (18 credits)

History & Government Studies (9 credits)

- GVT223 Political & Civil Rights in the U.S. (3)
- **Select one:**
 - HIS137 African American History (3)
 - HIS222 Urban America (3)
 - HIS230 Problems of the Third World (3)
 - HIS312 Sub-Saharan Africa (3)
- **Select an additional 3 credits from History & Government courses.**

Courses will be selected in consultation with the Advisor for the Black Studies minor 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)

3 credits in service learning relative to the Black experience must be completed. The experience, supervised and deemed acceptable by the Advisor for the minor in Black Studies, must include an experiential service learning component in addition to an academic component. Departmental faculty will collaborate with members of the Service Learning Department, Center for Sustainable Communities and Civic Engagement, and the Global Programs Office in order to determine an appropriate experience and placement. The Service Learning Department must provide authorization for the experience (via a signed permit to register form) prior to registration in the experience.

Criminal Justice Minor

Requirements (21 credits)

- GVT117 Introduction to Criminal Justice (3)
- GVT230 United States Judicial Process (3)
- GVT305 American Constitutional Law (3)
- PSY223 Forensic Psychology

Select 9 credits, one from 3 of the 4 disciplines as follows

Philosophy

- PHI203 Question of the Human (3)
- PHI312 Ethics (3)
- PHI322 Philosophy of Law (3)
- PHI326 Meaning of Care in a Technological Society (3)

Political Science

- GVT114 State and Local Government (3)
- GVT223 Political & Civil Rights in the U.S. (3)

Psychology

- PSY103 Introduction to Psychology (3)
- PSY302 Developmental Psychology: Infancy through Childhood (3)
- PSY310 Social Psychology (3)
- PSY408 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 complete the following electives as part of the degree program studies: CFE Career Field Experience; MTH104 Survey of Statistics (3); SPA 105-106 Intermediate Spanish for Professional Communication I-II (3/3)

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 studies
- 3 credits in European History studies
- 3 credits in Non-Western History studies
- 9 additional credits in History courses to be selected with departmental advisement

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

- **GVT101 Comparative Politics (3)**
- **GVT113 Introduction to American Politics (3)**
- **GVT121 International Relations (3)**
- **GVT125 Introduction to Public Policy (3)**

Select 12 credits from at least two of the areas below and the courses indicated.

Comparative/International

- GVT101 Comparative Politics (3)---if not already taken
- GVT121 International Relations (3)---if not already taken
- GVT210 The Politics of Globalization (3)
- GVT213 Sustainability and Third World Development (3)
- GVT221 Political Economy of East Asia (3)
- GVT225 Politics of China (3)
- GVT231 Global Governance (3)
- GVT232 International Political Economy (3)
- GVT238 Dictatorship and Democracy in World Politics (3)
- GVT315 Politics of Western Europe (3)
- GVT326 Politics of East Asia (3)
- GVT327 Politics of South Asia (3)
- One of the following may be taken if GVT101 was completed:
 - HIS223 U.S. Foreign Policy: World War II to the Present (3)
 - HIS230 Problems of the Third World (3)
 - HIS308 Modern Latin America (3)
 - HIS317 The Middle East (3)
 - HIS319 20th Century Russia and Eastern Europe (3)

American Politics

- GVT113 Introduction to American Politics (3) --- if not already taken
- GVT114 State and Local Government (3)
- GVT217 American Political Parties and Pressure Groups (3)
- GVT224 American Political Campaigns and Elections (3)
- GVT311 Seminar in Legislative Politics (3)
- GVT415 Seminar on the Presidency (3)
- HIS221 American History from 1877 to the Present (3)
- HIS222 Urban America (3)

Policy

- GVT125 Introduction to Public Policy (3)

- GVT211 Environmental and Energy Policies I (3)
- GVT215 Issues in Public Policy (3)
- GVT219 Politics, Planning and Land Use (3)
- GVT320 Gender and Policy in the U.S. (3)
- GVT350 Political Argumentation and Debate (3)

Public Law

- GVT117 Introduction to Criminal Justice (3)
- GVT223 Political and Civil Rights in the U.S. (3)
- GVT230 U.S. Judicial Process (3)
- GVT305 American Constitutional Law (3)

Pre-Law Studies Minor

REQUIREMENTS: (18 - 19 credits)

- GVT230 U.S. Judicial Process (3)
- GVT305 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. Students are **strongly recommended** to take one of the following courses before taking PAR 301: GVT 117, GVT 223, GVT 230, GVT 305, or PAR 201.

Select 9 credits from at least two of the areas below and the courses indicated.

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.

History, Government and Law

- BA221 The Environment and the Law (3)
- GVT117 Introduction to Criminal Justice (3)
- GVT223 Political and Civil Rights in the U.S. (3)
- PHI322 Philosophy of Law (3)

Oral and Communication Skills

- BA211 Effective Business Communications (3)
- CA205 Oral and Visual Communication (3)
- CA221 Human Communication (3)
- GVT350 Political Argumentation and Debate (3)
- PSY304 Counseling and Interviewing (3)

Social Institutions and Human Behavior

- HSM302 Health and Administrative Law (3)
- PSY223 Forensic Psychology (3)
- PSY310 Social Psychology (3)
- PSY408 The Psychology of Mental Illness (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)

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

- GVT113 Introduction to American Politics (3)
- GVT114 State and Local Government (3)
- GAVOTTE Introduction to Public Policy (3)
- GOOFED Introduction to Public Administration (3)
- MGT312 Human Resource Management (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/GVT211-212 Environmental & Energy Policies I/II (3/3)
- ENS/GVT219 Politics, Planning and Land Use (3)
- GVT215 Issues in Public Policy (3)
- GVT217 American Political Parties and Pressure Groups (3)
- GVT228 Community Planning & Sustainability (3)
- GVT311 Seminar on Legislative Politics (3)
- GVT411 Environmental Law (3)
- GVT416 Internship in Public Administration (3)
- HIS211 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)
- 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 WebAdvisor to view course offerings and prerequisites.

- HIS211 Introduction to Public History (3)
- HIS220 American History to 1877 (3)
- HIS221 American History from 1877 to the Present (3)
- HIS222 Urban America (3)
- MIS231 Visual Software (3)

Select 3 credits from the following:

NOTE: In addition to the 3 credits required to be completed from the courses referenced below, it is recommended that students complete an additional 3 credits (for a total of 6 credits) in these courses:

- CA/CMP318 Writing for Media (3)
- CMP301 Professional Writing (3)
- CMP311 Advanced English Composition (3)
- CMP/PR420 Promotional Writing (3)
- GVT227 Introduction to Public Administration (3)
- HIS416 Internship in Public History (1-3)
- HG/IND 250 Introduction to Historic Preservation (3)
- MIS280 Computer Studies and Problem Solving (3)
- MIS290 Information Systems Management (3)
- MIS331 Animation Software (3)
- PR322 Introduction to Public Relations (3)

Women's Studies Minor

Requirements: (18 credits)

NOTE

Other courses may be allowed with the approval of the Program Director.

REQUIRED:

- WST/HIS215 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)
- HSC/NUR221 Issues in Women's Health (3)
- WST/REL224 Women and Religion (3)
- WST/HIS309 Introduction to the History of American Women (3)
- WST/LIT317 Gender Trouble: Literature and Film (3)
- WST/GVT320 Gender and Policy in the U.S. (3)
- WST/IND328 The Image of Women in Art and Media (3)

History and Government Courses

Geography

GEO 117: World Geography (3)

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. Offered Each Year. (UG)

Government

GVT 101: Comparative Politics (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Fall). (UG)

GVT 113: Introduction to American Politics (3)

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. Offered Each Year (Fall). (UG)

GVT 114: State and Local Government (3)

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. Offered Alternate Years. (UG)

GVT 117: Introduction to Criminal Justice (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

GVT 121: International Relations (3)

Fulfills core competency: Contextual Competency. An introduction to international politics. Covers the transformation of world politics since the late medieval 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. Offered Each Year (Spring). (UG)

GVT 125: Introduction to Public Policy (3)

Fulfills core competency: Critical Thinking and Problem-Solving. This course is an introduction to the policy making process and the subfield of Public Policy. The first section of the class is devoted to the evolution of the basic methodology of policy studies, the second to a survey of select substantive policy areas. Students will learn the basic social science research approach and its critical uses in policy-making and analysis. Offered As Needed. (UG)

GVT 210: The Politics of Globalization (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

GVT 211: Environmental and Energy Policies I (3)

Cross-listed as ENS 211. Survey of major environmental and energy policies and the intergovernmental administrative system established to implement them. Other major topics include a history of the environmental movement, green politics, international issues and the contrasts between scientific and political decision-making. If taken as ENS 211, this course cannot be used as a science elective. Offered Each Year. (UG) 115

GVT 212: Environmental and Energy Policies II (3)

A continuation of ENS/GVT 211. Prerequisite: GVT/ENS 211. Offered As Needed. (UG)

GVT 213: Sustainability and Third World Development (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

GVT 215: Issues in Public Policy (3)

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. Offered Alternate Years. (UG)

GVT 217: American Political Parties and Pressure Groups (3)

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. Offered As Needed. (UG)

GVT 218: US Government, World Politics & Globalization (3)

This course examines the complexity of the United States Government, and its connections to the challenges of world politics and globalization forces. It will primarily focus on the constitutional framework and development, structure, principles, processes/procedures, actors, branches, agencies, civil rights, political parties, the media, public opinion, American democracy, domestic and foreign policy, as well as the impact of globalization forces on these factors and policies. In addition, the course will involve intensive readings, analyses, and discussions of the subject matter and student participation in intensive debates, research, and class reports on current issues relating to U.S. Government. For example, students will be prepared to address issues relating U.S. role in the war in Iraq; war on terrorism; the role of U.S. Supreme Court on Affirmative Action, Civil Rights, Civil Liberty cases, and the Patriot Act. The course will also cover issues relating to the right to bear arms, government surveillance of Americans, immigration, and corruption in U.S. Government and politics as well as Presidential elections, the role of the first black President and his election, Congressional elections, the first female Speaker of the House of Representatives, U.S. Foreign Policy and its' role in international politics and the current economic crises. This course is not approved for core competency credit. (UG)

GVT 219: Politics, Planning and Land Use (3)

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. Offered As Needed. (UG)

GVT 221: Political Economy of East Asia (3)

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. Offered As Needed. (UG)

GVT 223: Political and Civil Rights in the United States (3)

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. Offered Each Year. (UG)

GVT 224: American Political Campaigns and Elections (3)

A study of the process of leadership selection in the United States, including an examination of voting behavior, electoral laws and campaign activity. The course will cover national, state and local elections. Students will be given the opportunity to participate in local political activities. Offered in presidential and gubernatorial election years. (UG)

GVT 225: Politics of China (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

GVT 227: Introduction to Public Administration (3)

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. Offered As Needed. (UG)

GVT 228: Community Planning and Sustainability (3)

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 and Government Department) (UG)

GVT 230: United States Judicial Process (3)

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. Offered Each Year. (UG)

GVT 231: Global Governance (3)

Fulfills core competency: Contextual Competency. 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 workers' rights. Students will be required to design their own plans to resolve selected policy problems through global cooperation. Offered As Needed. (UG)

GVT 232: International Political Economy (3)

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. Offered As Needed. (UG)

GVT 233: Democracy in America (3)

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. Offered As Needed. (UG)

GVT 236: Sports and International Politics (3)

Fulfills core competency: Contextual Competency. This course is designed to provide an introduction to the interaction between sport and international politics. Despite its significance, sport remains both an underestimated and understudied aspect of international relations. Students will be expected to learn the dialectic process between sport and international relations: how it has become an important part of and how it influences international politics, as well as how it has been shaped by the international system. The course will begin with theoretical backgrounds which are essential to understanding any international phenomena. It will then progress to cover important issues in international relations such as nationalism, nation building, interstate disputes, diplomacy, international institutions, globalization, domestic economic development, international competition over images and prestige, gender issues, etc. with rich examples of relevant sport events. (UG)

GVT 238: Dictatorship and Democracy in World Politics (3)

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. Offered As Needed. (UG)

GVT 242: African Politics, Culture & Society (3)

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 capital 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, the African community. (UG)

GVT 305: American Constitutional Law (3)

Fulfills core competency: Contextual Competency. 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. Prerequisites: Upper Division or GVT 230 highly recommended. Offered As Needed. (UG)

GVT 310: Seminar in Black Political Leadership, Consciousness and Change (3)

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)

GVT 311: Seminar in Legislative Politics (3)

An advanced study of Congress, its organization, membership, procedures and policy outputs. Other topics will include relationship to other national institutions, theories of representation, and recent reforms. Offered Alternate Years (Fall). (UG)

GVT 315: Politics of Western Europe (3)

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: GVT 101 or permission of instructor. Offered As Needed. (UG)

GVT 320: Gender and Policy in the US (3)

Fulfills core competency: Critical Thinking and Problem-Solving. Cross-listed as WST 320. 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. Prerequisites: HIS/WST 215 or HIS/WST 309, or GVT 113, or GVT 125, or GVT 223, or permission of instructor. Offered Each Year. (UG)

GVT 325: Local Government Reform and Community Renewal (3)

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. Offered as needed. (UG)

GVT 326: Politics of East Asia (3)

Fulfills core competency: Contextual Competency. 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: GVT 101 or permission of instructor. Offered As Needed. (UG)

GVT 327: Politics of South Asia (3)

Fulfills core competency: Contextual Competency. 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: GVT 101 or permission of instructor. Offered As Needed (UG)

GVT 331: Political Science Research Methods (3)

Registration in this course is limited to Political Science and History & Government 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. Co-requisite: HG 442. Offered Each Year (Spring). (UG)

GVT 350: Political Argumentation and Debate (3)

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. This course is also intended to help develop the skills of students interested in participating in the Moot Court Experience. Students who are taking, or who have completed, this course will be given preference as participants in Moot Court. Prerequisites: GVT 223 or GVT 125 or GVT 113 or permission of instructor. Offered As Needed. (UG)

GVT 411: Environmental Law (3)

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 intervener funding strategies. Prerequisite: GVT/ENS 211. Offered As Needed. (UG)

GVT 415: Seminar on the Presidency (3)

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. Offered As Needed. (UG)

GVT 416: Internship in Public Administration (3)

Available to students who have declared a minor in Public Administration. Prerequisite: GVT 227. (UG)

History & Government

HG 250: Introduction to Historic Preservation (3)

Cross-listed as IND 250. Fulfills core competency: Contextual Competency. 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. (UG)

HG 333: Methods of Teaching Secondary Social Studies (3)

Writing Intensive. Registration in this course is limited to History & Government 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. Offered Each Year (Spring). (UG)

HG 442: Thesis Research (2)

Registration in this course is limited to History & Government (including Adolescence Education/Social Studies and Environmental Studies) and Political Science majors. In this course, taken in the spring semester of the junior year, students select topics for their research projects and make substantial progress on researching the senior thesis under the direction of History and Government faculty members. 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 department. Co-requisite: HG 331 or GVT 331. This course is a prerequisite for HG 443 Research Project. Offered Each Year (Spring). (UG)

HG 443: Research Project (3)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. Registration in this course is limited to History, History & Government (including Adolescence Education/Social Studies and Environmental Studies) and Political Science majors. In this capstone course for students majoring in the History & Government department, students research an approved topic under the direction of History & Government faculty members and write a thesis of approximately 30 pages that synthesizes research from appropriate primary and secondary sources. Students are required to present their research orally, in a forum selected by the course instructor(s). Prerequisite: Upper division status in department, HG 331 or GVT 331, and HG 442. Offered Each Year (Fall). (UG)

History

HIS 104: The Human Place in Nature: An Introduction to Global Environmental History (3)

Fulfills core competencies: Contextual Competency; 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. 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 and Government Department.) Offered as Needed. (UG)

HIS 105: Introduction to World History I: From Antiquity to 1500 (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Fall). (UG)

HIS 106: Introduction to World History II: From 1500 (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Spring). (UG)

HIS 125: Historical Approaches to Contemporary Problems: Domestic Affairs (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

HIS 137: African American History (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Spring). (UG)

HIS 206: Twentieth Century Europe (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

HIS 211: Introduction to Public History (3)

This survey course will introduce 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, government and business organizations, archives, etc. (UG)

HIS 215: Introduction to Women's Studies (3)

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. Offered Each Year (Fall). (UG)

HIS 216: History of Medieval Europe: 300 - 1400 (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

HIS 219: Colonial Americas (3)

A comparative study of the four American colonial empires: French, Spanish, Portuguese and English. Topics include patterns of colonization, slavery, interactions between Europeans and Native Americans, religious developments, imperial control and movements for independence. Offered As Needed. (UG)

HIS 220: American History to 1877 (3)

Fulfills core competency: Contextual Competency. 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)

HIS 221: American History From 1877 to Present (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Spring). (UG)

HIS 222: Urban America (3)

Fulfills core competency: Critical Thinking and Problem Solving. A study of the growth of the city from colonial times to the present. Will relate the development of cities to broad national events such as the American Revolution, settlement of the West, industrial revolution, ethnic and racial conflict, changing economy of the twentieth century. The history of Buffalo will also be studied as a microcosm of the nation's urban development. Offered As Needed. (UG)

HIS 223: U.S. Foreign Policy: World War II to the Present (3)

Fulfills core competency: Critical Thinking and Problem Solving. A study of World War II, the origins of the Cold War, the Cuban missile crisis, Vietnam War, U.S. interventions in the Third World, and other major issues since World War II. Offered As Needed. (UG)

HIS 224: History of the Byzantine Empire: 300 - 1453 (3)

Fulfills core competency: Contextual Competency. 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." Offered As Needed. (UG)

HIS 229: History and Film: Democracy in the 20th Century (3)

Fulfills core competency: Affective Awareness. This course examines issues confronting societies around the world and the ways in which films portray them. Students should be prepared to write several papers based on films and readings. Offered As Needed. (UG)

HIS 230: Problems of the Third World (3)

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. Offered Each Year. (UG)

HIS 237: History of Early Modern Europe: From the Renaissance to the Age of Napoleon (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

HIS 248: Ancient Mediterranean World (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

HIS 304: Modern China (3)

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. Offered As Needed. (UG)

HIS 308: Modern Latin America (3)

Fulfills core competency: Contextual Competency. 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. Offered Each Year (Fall). (UG)

HIS 309: Introduction to the History of American Women (3)

Fulfills core competency: Contextual Competency. 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: WST 215 or HIS 125 or HIS 220 or HIS 221 or permission of instructor. Offered Each Year (Spring). (UG)

HIS 312: Sub-Saharan Africa (3)

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. Offered As Needed. (UG)

HIS 313: History of Russia to 1801 (3)

Fulfills core competency: Contextual Competency. Major topics covered include: the rise of "Kievan Rus" and its relations with the larger world; the impact of the Mongol invasion; the rise of absolutism; church-state relations; the reforms of Peter the Great; the rise of the Russian Empire and its growing role in European and Asian politics; the peasant question in Russia; the emergence of the intelligentsia in the 18th century; and the question of "westernization" during the reigns of Catherine II and Nicholas I. Offered As Needed. (UG)

HIS 314: Russia 1801 to the Present (3)

Fulfills core competency: Contextual Competency. Major topics covered include: the importance of the Russian Empire in European politics; the peasant question in Russia; the emergence of the radical intelligentsia in the 19th century; the reforms of Alexander II; the economic modernization of Russia in the late 19th century; the revolutionary movements and the revolutions of 1905 and 1917; the Bolshevik Revolution and creation of the Soviet Union; Stalin's "revolution" and the modernization of the Soviet economy; the Soviet role in World War II; the creation of the Soviet Empire in Eastern Europe; the Cold War and the clash between the U.S. and the U.S.S.R.; de-Stalinization and Khrushchev's reforms; the growing opposition movement in the 1960s and 1970s under Brezhnev; and Gorbachev's reforms and the collapse of the Soviet Empire. Offered As Needed. (UG)

HIS 315: Modern Political Thought (3)

Students will analyze key problems in political philosophy by reading original works by thinkers who have influenced our own political discourse today. Offered As Needed. (UG)

HIS 317: The Middle East (3)

Fulfills core competency: Contextual Competency. Concentrating primarily on the period following World War I, the course mixes the thematic with the chronological approach. Includes discussions of Islam, the growth of nationalism, Pan Arabism, the Arab-Israeli conflict, and Gulf War. Offered Each Year. (UG)

HIS 319: 20th Century Russia and Eastern Europe (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed (UG)

HIS 324: Global Environmental History (3)

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. Offered As Needed. (UG)

HIS 325: Introduction to Polish Culture (3)

Fulfills core competency: Contextual Competency; 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. Offered Alternate Years (Spring). (UG)

HIS 331: Introduction to Historiography (3)

Writing Intensive. Registration in this course is limited to BA History majors. Classes are conducted in seminar format. Class discussions are based on the intensive study of a wide variety of historical writings. Historiography is the study of the history of history writing; thus, discussions and assignments will focus on a close study of the changing interpretations of history. Prerequisite: Junior status in department. For majors only; non-majors may enroll with permission of instructor. Co-requisite: HG 442. Offered Each Year (Spring). (UG)

HIS 345: Introduction to Russian Culture (3)

Fulfills core competency: Contextual Competency. 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. Offered Alternate Years (Spring). (UG)

HIS 416: Internship in Public History (3)

Available to students who have declared a public history minor. Prerequisite: HIS 211. (UG)

Paralegal Studies

PAR 201: Introduction to Paralegal Studies (3)

This is a rigorous 200 level course that introduces the profession of paralegalism as well as some basic analytical skills that are necessary to excel in the profession. The course work includes examination of the American legal system, legal analysis and research, ethical issues facing paralegals and career options for the paralegal. Although there are no prerequisites, students will benefit from having taken other courses that have focused on case law, such as GVT 117 Introduction to Criminal Justice, GVT 305 Constitutional Law, GVT 230 US Judicial Process, or GVT 223 Political and Civil Rights in the U.S. Offered each Semester. (UG)

PAR 301: Legal Research and Writing (4)

This course is designed to teach paralegal students to use a law library and a variety of electronic legal sources, perform legal research, analyze legal problems, and write legal documents, primarily case briefs and legal memos. Students are taught to locate and use both primary and secondary legal research sources to solve legal problems, including federal and state cases, digests, statutes, treatises, encyclopedias, law reviews, citators and practice works. Prerequisites: PAR 201 and upper division status in program or declared Pre Law minor or permission of instructor. Offered As Needed. (UG)

PAR 302: Law Office Computer Technology (3)

This course is designed to teach the student commonly-used software in the law office and to apply the knowledge of computer hardware and software applications in common activities, such as development and maintenance of hypothetical case files. Offered As Needed. (UG)

PAR 303: Litigation (3)

This course introduces students to the principles of civil litigation in federal and state courts. All phases of the litigation process will be reviewed in detail, with special emphasis upon rules of procedure, discovery, and pre-trial, trial and post-trial practices, as these are areas in which paralegals are most extensively used. Ethical considerations as applied to litigation will also be covered. The principles learned will be applied to practical exercises and legal writing projects. Some legal research will be required. Prerequisites: PAR 201 and upper division status in program, or permission of instructor. Offered As Needed. (UG)

PAR 304: Contract Law (3)

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. Practical projects will require legal research and writing. Prerequisites: PAR 201 and upper division status in program, or permission of instructor. Offered As Needed. (UG)

PAR 305: Real Property Law (3)

This course is an Introduction to Real Estate Law & Practice. Topics include property rights, types of land ownership/estates, easements and rights-of-way effect on title and use of real estate, agreements for sale, financing, conveyancing, title insurance, settlement procedures, recording and post-closing matters that deal with residential, commercial, condominiums and planned communities types of real estate. The course will also cover real estate leasing agreements. Ethics will be discussed throughout the semester relating to specific scenarios that may occur during the practice of real estate law. (UG)

PAR 306: Tort Law (3)

This course will provide an introduction to the broad area of civil wrongs, and their appropriate remedies, as well as Tort Law principles in the traditional areas of intentional torts, negligence, absolute liability, product liability, nuisance and commonly employed defenses. Offered As Needed. (UG)

PAR 307: Criminal Law and Procedure (3)

This Criminal Law and Procedure course is designed to provide student paralegals with an overview of the criminal justice process and apply this knowledge to practical writing projects such as motions and memos. This course covers the substantive aspects of criminal law and includes the general principles of criminal liability, specific analysis of particular crimes, parties to crimes, and the substantive defenses to crimes. Constitutional safeguards and procedures from arrest through trial, sentencing, punishment, and appeal are also studied. Prerequisite: PAR 201, GVT 117 and upper division status in program, or permission of instructor. Offered As Needed. (UG)

PAR 308: Family Law (3)

This course presents fundamental common law and statutory concepts of family law with emphasis on the paralegal's role in this area. Topics include formal and informal marriages, separation, divorce, annulment, marital property, the parent-child relationship, child custody and support, adoption, guardianship, domestic relations court procedures, public records research, and the paralegal's role in alternative dispute resolution/mediation processes. Ethical obligations, family law terminology and emerging computer applications in domestic relations practice are also presented. Offered As Needed. (UG)

PAR 401: Elder & Estates Law (3)

Students will be introduced to topics in the law affecting older persons. Topics including ethical and communications issues, advance directives and guardianships, financial and estate planning, health care, personal planning and protection, and consumer protection will be covered in the course. Offered As Needed. (UG)

PAR 402: Environmental Law (3)

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. Offered As Needed. (UG)

PAR 403: Business and Corporate Law (3)

This course will cover the formation, operation, and dissolution of various kinds of business organizations. Subjects covered include: sole proprietorships, corporations, partnerships, the law of agency and employment agreements. Offered As Needed. (UG)

PAR 404: Intellectual Property (3)

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. Offered As Needed. (UG)

PAR 405: Immigration Law (3)

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. Offered As Needed. (UG)

PAR 406: Bankruptcy Law (3)

An overview of the laws of bankruptcy and its application, including voluntary and involuntary liquidations, discharge of debts, exemptions, creditor claims, trustee functions, reorganizations, Chapters 7, 11, 12 and 13 plans and alternative insolvency proceedings. Offered As Needed. (UG)

PAR 408: Administrative Law (3)

This course introduces students to basic concepts of administrative law in federal and state agencies, with emphasis on the paralegal's role in the administrative process. Students will learn both formal and informal advocacy techniques, including representing clients before administrative bodies. Substantive topics will include administrative delegation of power, rule making, agency discretionary powers, remedies, and judicial review. Procedural topics include agency operation, adjudication, hearing preparation, and administrative and judicial appeals. Practical projects which require legal research and writing will be required. Prerequisites: PAR 201, PAR 301 and upper division status in program, or permission of instructor. Offered As Needed. (UG)

PAR 409: Advanced Litigation (3)

This class is an extension of Litigation, and builds upon the knowledge and skills learned in that class. Students will have legal writing projects that may include responses to discovery demands, deposition summaries, trial evidence logs, compiling an appellate record, settlement documents, and mediation/arbitration documents. Prerequisites: PAR 301, PAR 303, and upper division status in program, or permission of instructor. Offered As Needed. (UG)

PAR 410: Advanced Research and Writing (3)

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 and upper division status in program, or permission of instructor Offered As Needed. (UG)

PAR 450: Internship (3)

Although not required, students have the option of completing PAR 450 Internship as a means of experiential learning. The credits earned for the internship will be credits earned in excess of the 120 credits required in the BS program, or in excess of the 28 credits required for the Certificate program. Offered As Needed. (UG)

Women's Studies

WST 215: Introduction to Women's Studies (3)

Fulfills core competency: Critical Thinking and Problem Solving. Cross-listed as HIS 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. Offered Each Year (Fall). (UG)

WST 224: Women and Religion (3)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as REL 224. This course will explore the place of women in the three Western monotheistic religions (Judaism, Christianity, Islam). The course will explore the views of women found in the Hebrew Bible, the New Testament, the non-canonical Gospels, and the Koran. It will also explore modern attempts to rework the biblical tradition (e.g., in the novel "The Red Tent") and to confront the Islamic revolution (e.g., in the graphic novels "Persepolis I & II"). The class will also explore a number of contentious gender related issues (e.g., birth control, women clergy, traditional marriage, homosexuality). Offered As Needed. (UG)

WST 309: Introduction to the History of American Women (3)

Fulfills core competency: Contextual Competency. Cross-listed as HIS 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: WST 215 or HIS 125 or HIS 220 or HIS 221 or permission of instructor. Offered Each Year (Spring). (UG)

WST 317: Gender Trouble: Literature and Film (3)

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. Offered As Needed. (UG)

WST 320: Gender and Policy in the US (3)

Fulfills core competency: Critical Thinking and Problem-Solving. Cross-listed as GVT 320. 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. Prerequisites: HIS/WST 215 or HIS/WST 309, or GVT 113, or GVT 125, or GVT 223, or permission of instructor. Offered Each Year. (UG)

WST 328: The Image of Women in Art and Media (3)

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. Offered As Needed. (UG)

Mathematics Undergraduate Programs

Degree Offered

- [Bachelor of Arts in Mathematics](#)

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

Goal I: Learn to apply precise, logical reasoning to problem solving

Learning Objectives for Goal I

(a) Students should be able to perform complex tasks; explore subtlety; discern patterns, coherence, and significance; undertake intellectually demanding mathematical reasoning; and reason rigorously in mathematical arguments in order to solve complex problems.

Goal II: Develop persistence and skill in exploration, conjecture, and generalization

Learning Objectives for Goal II

(b) Students should be able to undertake independent work, develop new ideas, and discover new mathematics.

(c) Students should be able to state problems carefully, articulate assumptions, and apply appropriate strategies.

(d) Students should possess personal motivation and enthusiasm for studying and applying mathematics; and attitudes of mind and analytical skills required for efficient use, appreciation, and understanding of mathematics.

Goal III: Read and communicate mathematics with understanding and clarity.

Learning Objectives for Goal III

(e) Students should be able to read, write, and speak mathematically; read and understand technically-based materials; contribute effectively to group efforts; communicate mathematics clearly in ways appropriate to career goals; conduct research and make oral and written presentations on various topics; locate, analyze, synthesize, and evaluate information; create and document algorithms; think creatively at a level commensurate with career goals; and make effective use of the library.

(f) Students should possess skill in expository mathematical writing, have a disposition for questioning, and be aware of the ethical issues in mathematics.

Goal IV: Nature of Mathematics

Learning Objectives for Goal IV:

(g) Students should possess an understanding of the breadth of the mathematical sciences and their deep interconnecting principles; substantial knowledge of a discipline that makes significant use of mathematics (understanding of interplay among applications, problem-solving, and theory; understanding and appreciation of connections between different areas of mathematics and with other disciplines; awareness of the abstract nature of theoretical mathematics and the ability to write proofs; awareness of historical and contemporary contexts in which mathematics is practiced; understanding of the fundamental dichotomy of mathematics as an object of study and a tool for application; and critical perspectives on inherent limitations of the discipline).

Goal V: Mathematical Modeling

Learning Objectives for Goal V:

(h) Students should be able to apply mathematics to a broad spectrum of complex problems and issues (formulate and solve problems; undertake some real-world mathematical modeling project; solve multi-step problems; recognize and express mathematical ideas embedded in other contexts; use the computer for simulation and visualization of mathematical ideas and processes; and use the process by which mathematical and scientific facts and principles are applied to serve society).

Goal VI: Content Specific Goals

Learning Objectives for Goal VI:

(i) Students should understand theory and applications of calculus and the basic techniques of discrete mathematics and abstract algebra.

(j) Students should be able to write computer programs in a high level language using appropriate data structures (or to use appropriate software) to solve mathematical problems.

Additional goals for Mathematics Majors Seeking Adolescent Teaching Certificate:

(k) Demonstrate knowledge and apply the national and state standards for mathematics instruction.

Specific Learning Objectives for Mathematics Core Courses: Goals I and II and V

for non- majors (as outlined in the Daemen College core curriculum Quantitative Literacy requirement):

- 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/saum/cases/cupm-guidelines1105-saum.pdf>

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 catalogue. 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

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: 36 credits:

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237 Instructional Design: Theory & Practice (3)
- 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 Children with Disabilities (3)

3. CORE: 36 credits:

- PSY103 Introduction to Psychology (3) -- CC
- PSY311 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 PSY311 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 = 127 CREDITS

Admission Requirements

Three high school units of college preparatory mathematics, though trigonometry.

Admission To Upper Division Requirements

- A. An overall grade point average (GPA) of 2.0 or better for all completed courses.
- B. A grade point average (GPA) of 2.55 or better in Mathematics courses.
- C. A minimum grade of C in: CSC201; MTH124; MTH134; MTH144; MTH145; MTH246; MTH264.
- D. Students must compile and submit a portfolio for review by the Mathematics Department during the Spring semester of the Sophomore year.

Requirements For Student Teaching

- A. An overall grade point average (GPA) of 2.55
- B. A grade point average (GPA) of 2.55 in all courses in the major
- C. Apply for Student Teaching, usually at the end of the third year
- D. Be recommended for student teaching by the Chairs of the Education and Mathematics departments

Graduation Requirements

- A. An overall grade point average (GPA) of 2.00
- B. A grade point average (GPA) of 2.55 in all courses in the major.
- C. **ADOLESCENCE EDUCATION PROGRAM:** Minimum grade of C in EDU237

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.

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)

Mathematics and Computer Science Courses

Computer Science

CSC 100: Computer Literacy (3)

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. Offered As Needed. (UG)

CSC 101: Introduction to Computer Programming (3)

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). Offered As Needed. (UG)

CSC 201: Introduction to Computer Science (3)

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. Offered As Needed. (UG)

CSC 212: Introduction to Computer Science II (3)

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. Offered As Needed. (UG)

CSC 310: Introduction to Computer Systems and Organization (3)

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. Offered As Needed. (UG)

CSC 350: Data Structures (3)

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. Offered As Needed. (UG)

CSC 405: Operating Systems (3)

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. Offered As Needed. (UG)

CSC 416: Numerical Analysis (3)

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. Offered As Needed. (UG)

Mathematics

MTH 100: Mathematics in Our Daily Life (3)

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 102: Finite Mathematics (3)

Selected topics from sets, logic, reasoning and valid arguments, switching circuits, counting problems, combinations and permutations, problem solving, linear equations and problem solving, linear programming, mathematics of finance, graphs and trees, scheduling problems, minimum spanning trees, traffic flow, probability, statistics, game theory, and history and foundations of mathematics. 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)

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. Offered Each Semester. (UG)

MTH 111: Mathematics for Elementary School Teachers (3)

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. Offered As Needed. (UG)

MTH 112: Geometry and Logic (3)

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. Offered As Needed. (UG)

MTH 124: College Algebra (3)

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: MTH 97 (or adequate competence as determined by mathematics placement). Offered Each Semester. (UG)

MTH 131: Calculus and Mathematics for Business and Social Sciences (3)

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). Offered Each Semester. (UG)

MTH 134: Pre-Calculus (3)

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). Offered Each Semester. (UG)

MTH 135: Mathematical Analysis for Management (3)

Continuation of MTH 131. Emphasizes topics used in management, optimization techniques of functions of several variables using both algebra and elementary linear programming; calculus applications to business and economics, differential equations; matrix algebra and Markov chains; probability and other selected topics in finance and finite mathematics. Prerequisite: MTH 131 or MTH 144. Offered As Needed. (UG)

MTH 144: Calculus and Analytic Geometry I (3)

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). Offered As Needed. (UG)

MTH 145: Calculus and Analytic Calculus II (3)

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). Offered As Needed. (UG)

MTH 246: Linear Algebra (3)

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. Offered As Needed. (UG)

MTH 254: Calculus and Analytic Geometry (3)

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. Offered As Needed. (UG)

MTH 255: Calculus and Analytic Geometry IV (3)

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. Offered As Needed. (UG)

MTH 264: Discrete Mathematics (3)

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. Offered As Needed. (UG)

MTH 274: Differential Equations (3)

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. Offered As Needed. (UG)

MTH 303: Introduction to Proofs (3)

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. Offered As Needed. (UG)

MTH 307: Introduction to Abstract Algebra I (3)

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. Offered As Needed. (UG)

MTH 308: Introduction to Abstract Algebra II (3)

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. Offered As Needed. (UG)

MTH 310: Methods in Teaching Secondary and Middle School Mathematics (3)

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 351: Modern Geometry (3)

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 407: Advanced Calculus (3)

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)

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)

Algebra of sets applied to discrete sample spaces; combinational 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)

Sampling, distributions, statistical inference, estimation, confidence intervals, hypothesis testing and regression. Prerequisite: MTH 414. Offered As Needed. (UG)

MTH 416: Numerical Analysis (3)

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)

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)

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)

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)

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)

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)

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)

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. (UG)

Modern Language Undergraduate Programs

Languages Offered:

- Chinese (Survival Chinese; Chinese I-II; Intermediate Chinese I-II; Chinese for Teachers)
- French (Major; Minor; Adolescence Education Certification)
- Italian (I-II)
- Spanish (Major; Minor; Adolescence Education Certification)

Other Courses Taught through the Department

Linguistics courses; Literature in Translation

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](#)

Minors

- [French](#)
- [Hispanic Studies](#)
- [Spanish](#)

Admission Requirements


Enrollment at the appropriate course level will be determined by previous foreign language instruction and/or interview with the Modern Language Department. In general, students will be placed in courses in language studies as follows:

- Placement in course 101: No previous language experience or only 1 year of high school language study.
- Placement in course 102: Credit for 101 or 2 years of high school language study with an average of 80% or above.
- Placement in course 105: Credit for 102 or 3-4 years of high school language study with an average of 80% or above.
- Placement in 200-level courses or above: 4+ years of high school language study with an average of 80% 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 in 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 towards completion of the major.

Admission to Upper Division

In the second semester of his/her sophomore year, the student is required to make  [formal application](#) (in writing to the Modern Language 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.

- A. Overall grade point average (GPA) of 2.0.
- B. A grade point average (GPA) of 2.80 in major language courses.
- C. Twelve hours of a second Foreign Language or demonstrated proficiency through the intermediate level.
- D. FRE/SPA288, 388, 488 Colloquium credits must be in progress.
- E. ePortfolio

Requirements For Admission To Student Teaching (Adolescence Education

Majors)

- A. An overall grade point average (GPA) of 2.55.
- B. A minimum grade point average (GPA) of 2.8 in one's major language.
- C. Apply for Student Teaching, usually at the end of the third year
- D. Be recommended for student teaching by the Chairs of Education and Language.
- E. Study Abroad must be fulfilled.
- F. FRE/SPA288, 388, 488 Colloquium credits must be completed.
- G. FRE/SPA443 Senior Project must be completed before the student teaching semester.
- H. Student teacher candidates must have an updated ePortfolio.
- I. 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.

Graduation Requirements

An overall grade point average (GPA) of 2.00.

Pertinent Additional Information

- Core courses in foreign literature in translation, French, Spanish and Spanish-American literature courses, and linguistics courses in both English and Spanish are offered through the Modern Language Department. Individualized and/or double programs can be arranged in cooperation with Business Administration, History & Government, Social Work, or other areas of modern languages including English. Additional courses satisfy certification requirements to prepare those who wish to teach modern languages at the secondary level. Official transcripts from a foreign institution must be sent directly to the Daemen College Registrar to ensure credit approval.
- If you are bilingual or multilingual and would like to inquire about obtaining a waiver with regard to language study at Daemen, click on the link below for details or contact the Modern Language Department.
- [Languages Other Than English](#).

Mission Statement

The mission of the Department of Modern Language is to prepare students to integrate fully their language skills for professional and personal fulfillment in both their local and global communities. The curriculum for French and Spanish majors integrates language skills with Daemen's liberal arts core and a solid professional formation based on language proficiency.

The curriculum emphasizes oral fluency, written proficiency, cultural awareness and literary appreciation, skills which allow students to solve problems creatively and think critically. Our graduates will be comfortable with diversity and recognize the vital importance of a global perspective. The curriculum recognizes the significant historical, moral, artistic, economic, literary and scientific contributions of French and Spanish speakers throughout the world: in North and South America, the Caribbean and Africa, as well as Europe.

Our graduates will be ready to take their place as leaders in the fields of education, public policy, business, social service, health care, media and the arts.

Student Learning Objectives for French and Spanish Majors:

- 1) oral fluency
- 2) written proficiency
- 3) cultural understanding
- 4) literary and linguistic appreciation

It is no accident that oral fluency is listed as the first goal of the French or Spanish major. This most difficult skill to master is emphasized in all courses. The skills learned in acquiring a foreign language are precisely the skills that make for good communication in any language: the ability to pause, to reflect on what you want to convey before you start to speak; the ability to choose the correct word from several possibilities, to convey your message exactly as you want; a consciousness that grammar rules do affect communication. The goal of oral fluency addresses the importance of understanding and responding in French or Spanish in authentic situations. As students progress through their major their oral proficiency will be monitored as indicated below.

There is a big difference in the ease or difficulty of writing a foreign language as opposed to speaking one. Writing is easier because there is the opportunity to reflect on the writing and to review it. The goal of written proficiency allows students to bring this awareness to bear on their communicative abilities in any language. As the major progresses, students' writing will become increasingly more accurate, well-organized, and articulate.

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world; this is the heart of the French & Spanish majors. In a world which is coming together economically and culturally every day, the importance of being aware of other cultures is paramount. Learning not to be shocked at the way others do things is part of being a culturally sensitive and professional person who is comfortable with diversity and who recognizes the importance of a global perspective. This is the goal of cultural understanding.

The study of Literature and Linguistics in French or Spanish promotes proficiency in the language through class discussions and written expression. Moreover, as literature and linguistics reflect the history, culture, ethics and aesthetics of a people, the goal of literary and linguistic appreciation integrates communication, culture, creativity and critical thinking.

Bachelor of Arts in French or Spanish; Bachelor of Arts in Adolescence Education: French or Spanish

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.

FRE/SPA288, 388, 488 Colloquium

The Colloquium is designed to help language majors and student teacher candidates:

- to move beyond the partial control phase in their linguistic development
- to address language standards and learn by helping less proficient peers
- to address the need for intercultural knowledge and competence.

Students enroll in the colloquium in the sophomore (288), junior (388), and senior (488) years for 1 credit each. Prerequisites are as follows:

- **288:** Successful completion of 106 **OR** enrollment in or completion of a 200-level language course.
- **388:** Successful completion of Colloquium 288.
- **488:** Successful completion of Colloquium 388, and enrollment in or completion of a 300-level language course.

International Experience

All majors are required to complete an international experience in a country where the major language is the official language. Options are: one long term experience (minimum of 1 semester but preferably one year); 2 short-term experiences (Intersemester and/or Summer terms), the combination of which must total a minimum of 7 weeks of experience.

Most such programs will **require** a minimum GPA of 3.0 in language courses. Modern language students are encouraged to spend a semester or year (Junior Year) abroad. Spanish students attend a Daemen program in Spain, Argentina or Mexico or another university abroad approved by the department. Visit the Global Programs Office for French language programs. Courses taken abroad must be approved by the Modern Language Department. Official transcripts from universities abroad must be sent directly by the University to the Registrar's Office at Daemen College. The program for the Senior Year is subject to what courses have been taken in the foreign university.

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 catalogue.

Required Courses Of All Language Majors

1. MAJOR: 37 credits

- 15 credits in courses designated as Language and Linguistics
- 15 credits in courses designated as Literature and Culture
- Colloquium:
 - **French majors:**
 - FRE288/388/488 Colloquium (1/1/1)
 - **Spanish majors:**
 - SPA288/388/488 Colloquium (1/1/1)
- Senior Project: 4 credits. The topic, depth and format of the project are determined in consultation with one's advisor. Projects may include but are not limited to a research paper, Career Field Experience, travel, foreign study, policy paper, service learning. Both of the following courses are required:
 - **French majors:**
 - FRE442 Senior Project Research (1)

- FRE443 Senior Project (3) -- ILIT; RP; WI
- **Spanish majors:**
 - SPA442 Senior Project Research (1)
 - SPA443 Senior Project (3) -- ILIT; RP; WI

ADDITIONAL REQUIREMENTS IN THE MAJOR: Students must maintain an electronic portfolio that showcases the work they have completed. Student teacher candidates must also showcase assignments particular to the field of teaching.

2. CORE: 9 credits

- CMP101 English Composition (3) - CS; ILIT; WI
- CMP311 Advanced English Composition (3) - CS; ILIT; UD; WI
- IND101 Sustainable & Critical Relationships (3)

Additional Requirements For The BA, French Program and the BA, Spanish Program

2. CORE: Secondary Foreign Language and Core Electives: 36 credits

3. MINOR AND INTERNSHIP AND FREE ELECTIVES: 41 credits

MINOR: Students are required to complete a minor of their choice from the minors offered by Daemen. Some courses required of a minor may have prerequisites which would also require completion. Courses which carry a competency and support the minor may be credited under the core electives or free electives. Upon authorization of the Modern Language Chair, a sequence of courses in a discipline which does not offer a minor may be substituted. Consult the Modern Language Chair for further information.

INTERNSHIP: 3 credits of internship experience (Career Field Experience; internship opportunities such as those with the Washington Institute, study abroad experience) approved by the Modern Language Chair will satisfy the requirement. Two experiences 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 = 123 CREDITS

Additional Requirements For The BA, Adolescence Education: French; BA, Adolescence Education: Spanish

1. MAJOR: 3 credits: FRE/SPA420 Methodology (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 39 credits

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
 - EDU203 Learning Theory (3)
 - EDU237 Instructional Design: Theory and Practice (3)
 - EDU313 Foundations of Education (3)
 - EDU314 Promoting English Language Across the Content Areas (3)
 - 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)
 - IPP318 Technology in Education (3)
 - LNG415 Second Language Acquisition and Applied Linguistics (3)

- SED270 Nature & Educational Needs of Children with Disabilities (3)

3. **CORE**

- PSY103 Introduction to Psychology (3) - CC
- PSY311 Psychology of Adolescence (3) - CT; UD; WI
- SOC243 Child Welfare Policy and Services (3)

- **Secondary Foreign Language AND Core Electives: 27 credits**

4. **FREE ELECTIVES: 3 credits**

Courses used to fulfill the free electives may but are not required to have a competency. A maximum of 3 credits may be taken in courses in the major.

TOTAL PROGRAM REQUIREMENTS = 127 CREDITS

Requirements for [Modern Language Programs: Admission, Admission to Upper Division, Graduation](#) – consult the Modern Languages 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 [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.

French Minor

Requirements: (15 credits)

- 6 credits completed in French courses at the 200 level
- 9 credits completed in French courses at the 300 level

NOTE

Equivalent courses from an approved study abroad program are acceptable provided that the course work is authorized by Daemen's Modern Language Chair.

Hispanic Studies Minor

Requirements: (15 credit hours)

- 6 credits in Spanish courses completed at the 200 level
- SPA316 Spanish-American Civilization & Culture (3)

- **Select one**
 - HIS219 The Colonial Americas (3)
 - HIS230 Problems of the Third World (3)
 - HIS308 Modern Latin America (3)
 - IND212 Latino and Latin American Culture (3)

- **Select one**
 - HIS230 Problems of the Third World (3)
 - HIS308 Modern Latin America* (3)
 - SOC224 Ethnicity, Race & Cultural Diversity (3)
 - SPA209 Business Spanish (3)
 - 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)
 - 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)

English is the language of instruction in courses offered outside of the Modern Language Department.

Equivalent courses from an approved study abroad program are acceptable provided that the course work is authorized by Daemen's Modern Language Chairperson.

Spanish Minor

Requirements: (15 credit hours)

- 6 credits completed in Spanish courses at the 200 level
- 9 credits completed in Spanish courses at the 300 level

NOTE

Equivalent courses from an approved study abroad program are acceptable provided that the course work is authorized by Daemens Modern Language Chair.

Modern Language Courses

Chinese

CHI 100: Survival Chinese (3)

Fulfills core competency: Communication Skills. This course will stress two language skills (listening and speaking) as well as cultural awareness. The student will progress from the novice low level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the novice-mid level. Over the course of the semester, the student will gradually acquire the vocabulary, grammar and cultural information to progress from simple repetition of memorized structures to creation and communication in the target language. To this end, great stress will be placed on the repetition, revision and pronunciation of vocabulary and grammatical items. By the end of CHI 100, the student will be competent in listening and speaking skills at the novice-mid level. This course is intended for students who have less than 2 years of High School Chinese. (UG)

CHI 101: Elementary Chinese I (3)

Fulfills core competency: Communication Skills. This course will stress four language skills (reading, writing, listening and speaking) as well as cultural awareness. The student will progress from the novice low level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the novice-mid level. Over the course of CHI 101 and CHI 102, the student will gradually acquire the vocabulary, grammar and cultural information to progress from simple repetition of memorized structures to creation and communication in the target language. To this end, great stress will be placed on the repetition, revision and pronunciation of vocabulary and grammatical items. By the end of CHI 101, the student will be competent in reading, writing, listening and speaking skills at the novice-mid level. Prerequisite: This course is intended for students who have less than 2 years of High School Chinese. (UG)

CHI 102: Elementary Chinese II (3)

Fulfills core competency: Communication Skills. This course will stress four language skills (reading, writing, listening and speaking) as well as cultural awareness. The student will progress from the novice low level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the novice-high level. Over the course of CHI 101 and CHI 102, the student will gradually acquire the vocabulary, grammar and cultural information to progress from simple repetition of memorized structures to creation and communication in the target language. To this end, great stress will be placed on the repetition, revision and pronunciation of vocabulary and grammatical items. By the end of CHI 102, the student will be competent in reading, writing, listening and speaking skills at the novice-high level. Prerequisite: CHI 101. (UG)

CHI 105: Intermediate Chinese I (3)

Fulfills core competency: Communication Skills. This course will stress four language skills (reading, writing, listening and speaking) as well as cultural awareness. The student will progress from the "novice-high" level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the "intermediate-low" level. Learners in 105 should be prepared to further develop speaking skills, proficiency, and accuracy in the L2. Learners move out of concrete concepts and into abstract concepts, they comprehend main ideas and details of authentic materials, both written and spoken. The L2 is used exclusively by both learner and instructor. The student will acquire the vocabulary, grammar and cultural information to begin communication in the target language in entry-level professional settings. By the end of CHI 105, the student will be competent in reading, writing, listening and speaking skills at the intermediate-low level. Prerequisites: CHI 102. Offered as Needed. (UG)

CHI 106: Intermediate Chinese II (3)

Fulfills core competency: Communication Skills. This course will stress four language skills (reading, writing, listening and speaking) as well as cultural awareness. The student will progress from the "intermediate-low" level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the "intermediate-mid" level. Learners in 106 should be prepared to further develop speaking skills, proficiency, and accuracy in the L2. Learners move out of concrete concepts and into abstract concepts, they comprehend main ideas and details of authentic materials, both written and spoken. The L2 is used exclusively by both learner and instructor. The student will acquire the vocabulary, grammar and cultural information to begin communication in the target language in entry-level professional settings. By the end of CHI 106, the student will be competent in reading, writing, listening and speaking skills at the intermediate-mid level. Prerequisites: CHI 105. Offered as Needed. (UG)

CHI 110: Chinese for Teachers (3)

Fulfills core competency: Communication Skills. This course will stress four language skills (listening, speaking, reading and writing) as well as cultural awareness. The student will progress from the novice low level of language proficiency (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages: ACTFL) to the novice-mid level. Over the course of the semester, the student will gradually acquire the vocabulary, grammar and cultural information to progress from simple repetition of memorized structures to creation and communication in the target language. It also aims to provide teachers with the knowledge, skills, and tools that they need to bring basic Chinese language to their classrooms. To this end, great stress will be placed on the repetition, revision and pronunciation of vocabulary and grammatical items, as well as the development of student skills in teaching basic Chinese to the elementary and/or secondary level. By the end of CHI 110, the student will be competent in listening, speaking, reading and writing skills at the novice-mid level. Prerequisite: This course is intended for Education majors or those seeking secondary teacher certification who successfully complete CHI 100. (UG)

Literature in Translation

FLIT 200: Literature in Translation: Crisis of Identity in the 20th Century (3)

Fulfills core competency: Affective Awareness. The horrors committed against the Jewish people and other ethnic groups, in particular during the 1930s and 1940s in Europe, is the most obvious manifestation of a profound crisis of identity that dates most immediately to the great European conflicts of the late 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)

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: Less than 2 years previous French instruction. Offered Each Year. (UG)

FRE 102: Elementary French II (3)

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: This course is intended for students who successfully complete FRE 101 or have completed a college-level Elementary French I course. Offered Each Year. (UG)

FRE 105: Intermediate French for Professional Communication I (3)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in French in professional situations. Prerequisite: Successful completion of FRE 102 or its equivalent or 3 years high school French. Offered Each Year. (UG)

FRE 106: Intermediate French for Professional Communication II (3)

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: This course is intended for students who have successfully completed FRE 105 or an equivalent college-level Intermediate French I course. Offered each year. (UG)

FRE 207: French Conversation and Composition I (3)

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. Offered Alternate Years. Course type: Fluency; Language and Linguistics. (UG)

FRE 208: French Conversation and Composition II (3)

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. Offered Alternate Years. Course type: Fluency; Language and Linguistics. (UG)

FRE 220: Introduction to Literature in French (3)

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. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

FRE 240: Grammar and Culture Workshop I (3)

Fulfills core competency: Communication Skills. Class work will be designed to meet the career needs of the students. The class will include intensive career-specific vocabulary, role-playing, lesson planning and the use of trade and professional journals. Prerequisite: Three credits FRE 200 level or higher or permission of instructor. Offered As Needed. Course type: Fluency; Literature and Culture. (UG)

FRE 250: Grammar & Culture Workshop II (3)

Fulfills core competency: Communication Skills. A continuation of FRE 240 Grammar and Culture Workshop I. Class work will be designed to meet the career needs of the students. A strong introduction to culture will also be included. The class will include intensive career-specific vocabulary, role-playing, lesson planning and the use of trade and professional journals. Prerequisite: FRE 240. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 288: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in 288: the sophomore year of study, 388: the junior year of study, 488: the senior (488) year of study. Prerequisite: FRE-106 or concurrent enrollment in same or completion of any 200 level French course. (UG)

FRE 299: Service Learning in French (1 - 3)

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)

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: Three credits FRE 200-level or higher or permission of instructor. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

FRE 308: Survey of French Literature II (3)

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: Three credits FRE 200-level or higher or permission of instructor. Offered As Needed. (UG)

FRE 311: French Translation (3)

This course provides the student, regardless of area of major study, with the skills necessary to translate from French to English and vice versa. The student will have the ability to apply language skills to a variety of written expressions. Prerequisite: permission of instructor. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 312: Advanced French Grammar (3)

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. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 315: French Civilization and Culture (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. Course type: Culture; Literature and Culture. (UG)

FRE 326: Advanced Conversation in French (3)

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 300-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

FRE 333: Special Topics in Literature (3)

This course will provide majors, minors, and advanced language students with the opportunity to explore various authors or genres of French literature. Prerequisite: Three credits FRE 200-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

FRE 334: Special Topics in Culture (3)

This course will provide majors, minors, and advanced language students with the opportunity to explore various aspects of French or Francophone culture. Prerequisite: Three credits FRE 200-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Culture; Literature and Culture. (UG)

FRE 335: Special Topics in Linguistics (3)

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: 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 388: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in 288: the sophomore year of study, 388: the junior year of study, 488: the senior (488) year of study. Prerequisite: FRE 288. Offered Each Year. (UG)

FRE 399: Service Learning in French (1 - 3)

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)

A study of the theories and applications of methodology and behavioral objectives in classroom management, planning and instruction. Peer-teaching of lessons using various methods of second language instruction. Observation and evaluation of middle and high-school classes. 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)

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. 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)

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. Offered As Needed. (UG)

FRE 488: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in 288: the sophomore year of study, 388: the junior year of study, 488: the senior (488) year of study. Prerequisites: FRE-388 and either concurrent enrollment in or completion of any 300 level French course. Offered Each Year (UG)

FRE 499: Service Learning in French (1 - 3)

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 400 level course or permission of instructor. (UG)

Technology in Education

IPP 318: Technology in Education (3)

This course examines technology in today's educational system for students seeking certification in adolescence education. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program development and evaluation, and staff development are addressed. Prerequisite: 3 credits in a minimum 200 level course with a competency. Offered as Needed. (UG)

Italian

ITA 101: Elementary Italian I (3)

Fulfills core competency: Communication Skills. A study of the basic grammar and vocabulary of Italian through oral and written drills designed to develop the ability to understand, speak, read and write Italian. Prerequisite: This course is intended for students with less than two years previous Italian instruction. Offered As Needed. (UG)

ITA 102: Elementary Italian II (3)

Fulfills core competency: Communication Skills. A continuation of study of the basic grammar and vocabulary of Italian through oral and written drills designed to develop the ability to understand, speak, read and write Italian. Prerequisite: This course is intended for students with less than two years previous Italian instruction. Offered As Needed. (UG)

ITA 105: Intermediate Italian I (3)

Fulfills core competency: Communication Skills. Intermediate I and II courses will continue to stress the four language skills (listening, speaking, reading, writing) with stronger emphasis on the listening and speaking components. The art, architecture and history of Italy will be examined. The student will progress from the "novice high/intermediate-low to the intermediate-mid" (Part I) "intermediate-mid to the intermediate-high" (Part II) level as defined by the guidelines established by the American Council on the Teaching of Foreign Languages. (UG)

ITA 106: Intermediate Italian II (3)

Fulfills core competency: Communication Skills. Intermediate I and II courses will continue to stress the four language skills (listening, speaking, reading, writing) with stronger emphasis on the listening and speaking components. The art, architecture and history of Italy will be examined. The student will progress from the "novice high/intermediate-low to the intermediate-mid" (Part I) "intermediate-mid to the intermediate-high" (Part II) level as defined by the guidelines established by the American Council on the Teaching of Foreign Languages. (UG)

ITA 207: Italian Conversation & Composition I (3)

Fulfills core competency: Communication Skills. Conversation and Composition I and II courses will continue to stress the four language skills (listening, speaking, reading, writing) with stronger emphasis on productive language skills: writing and speaking. Literature, culture, current events, film, games and role-playing will be some of the elements to foster both spoken and written proficiency in Italian. The student will progress from the intermediate-mid level to intermediate-high/advanced-low level (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages:ACTFL). The student will acquire the vocabulary, grammar and cultural information to effectively communicate orally and in writing with native speakers of Italian. (UG)

ITA 208: Italian Conversation & Composition II (3)

Fulfills core competency: Communication Skills. Conversation and Composition I and II courses will continue to stress the four language skills (listening, speaking, reading, writing) with stronger emphasis on productive language skills: writing and speaking. Literature, culture, current events, film, games and role-playing will be some of the elements to foster both spoken and written proficiency in Italian. The student will progress from the intermediate-mid level to intermediate-high/advanced-low level (as defined by the guidelines established by the American Council on the Teaching of Foreign Languages:ACTFL). The student will acquire the vocabulary, grammar and cultural information to effectively communicate orally and in writing with native speakers of Italian. (UG)

Language in Society

LNG 309 : Language in Society (3)

Fulfills core competency: Contextual Competency. 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)

Special Topics in Linguistics

LNG 335 : Special Topics in Linguistics (3)

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 in language studies at the 200-level or higher. May be taken for credit up to three times (9 credits maximum). Offered as Needed (UG)

2nd Lang Acquisition/Applied Linguistics

LNG 415 : 2nd Lang Acquisition/Applied Linguistics (3)

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. Offered as Needed. (UG)

Spanish

SPA 101: Elementary Spanish I (3)

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: This course is intended for students with less than 2 years previous Spanish instruction. Offered Each Year. (UG)

SPA 102: Elementary Spanish II (3)

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: This course is intended for students who successfully complete SPA 101 or who have completed a college-level Elementary Spanish I course. (UG)

SPA 105: Intermediate Spanish for Professional Communication I (3)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in Spanish in professional situations. Prerequisite: successful completion of SPA 102 OR 3 years high school Spanish. Offered Each Year. (UG)

SPA 106: Intermediate Spanish for Professional Communication II (3)

Fulfills core competency: Communication Skills. After a brief review of basics, the student continues to develop communicative ability in Spanish in professional situations. Prerequisite: This course is intended for students who have successfully completed SPA 105 or an equivalent college-level intermediate Spanish I course. Offered Each Year. (UG)

SPA 110: Spanish for the Health Professions (3)

Fulfills core competency: Communication Skills. This course introduces the student to the basics of Spanish grammar, focusing on vocabulary and expressions useful to health care providers. Classes will concentrate on patient-provider dialog including Q & A and examinations. Cultural information for effective treatment of the Latino population is included. No prerequisites. Offered As Needed. (UG)

SPA 207: Spanish Conversation and Composition I (3)

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. Offered Alternate Years. Course type: Fluency; Language and Linguistics. (UG)

SPA 208: Spanish Conversation and Composition II (3)

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. Offered Alternate Years. Course type: Fluency; Language and Linguistics. (UG)

SPA 209: Business Spanish (3)

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. Offered Alternate Years. Course type: Fluency; Literature and Culture. (UG)

SPA 210: Advanced Spanish for the Health Professional (3)

This course prepares students in health care professions to work with a Spanish speaking population. Students will acquire the linguistic and cultural skills to work with patients and professionals in Spanish. Students will work with native speakers and participate in visits to appropriate sites. There are no formal prerequisites for this course, but students should have the equivalent of 4 years of high school, intermediate college level or other previous experience with Spanish. Registration in this course is limited to the following majors: Bio-Chemistry Pre-Professional (Pre-Med), Health Care Studies, Physical Therapy, Physician Assistant, and Nursing. (UG)

SPA 220: Introduction to Literature in Spanish (3)

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. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

SPA 240: Grammar and Culture Workshop I (3)

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: SPA 106, 4 years high school Spanish, or permission of instructor. Course type: Fluency; Literature and Culture. (UG)

SPA 250: Grammar and Culture Workshop II (3)

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. Class work will be designed to meet the career needs of the students. The class will include intensive career-specific vocabulary, role-playing, lesson planning and the use of trade and professional journals. Prerequisite: SPA 240. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 288: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in the sophomore (288), junior (388), and senior (488) year of study. Prerequisite: SPA 106 or either concurrent enrollment in or completion of any 200 level Spanish course. (UG)

SPA 299: Service Learning in Spanish (1 - 6)

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 or permission of instructor. Offered As Needed. (UG)

SPA 307: Survey of Spanish Literature (3)

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: 200-level Spanish course, or permission of instructor. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

SPA 309: Survey of Spanish-American Literature (3)

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. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

SPA 311: Spanish Translation (3)

This course provides the student, regardless of area of major study, with the skills necessary to translate from Spanish to English and vice-versa. The student will have the ability to apply language skills to a variety of written expressions. Prerequisite: permission of instructor. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 312: Advanced Spanish Grammar (3)

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. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 315: Spanish Civilization and Culture (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

SPA 316: Spanish-American Civilization and Culture (3)

This course will expose the student to the varied elements of Hispanic culture. There will be emphasis on the three major influences: the Spanish, the Indian and the African. The student will learn to appreciate the many unifying factors among Spanish-speaking nations, as well as the enormous differences among them. Prerequisite: Three credits SPA 200-level or higher or permission of instructor. Offered As Needed. Course type: Culture; Literature and Culture. (UG)

SPA 326: Advanced Conversation in Spanish (3)

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: Three credits SPA 300-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 328: Spanish Language Film (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. Course type: Culture; Literature and Culture. (UG)

SPA 333: Special Topics in Literature (3)

This course will provide majors, minors, and advanced language students with the opportunity to explore various authors or genres of Spanish literature. Prerequisite: Three credits SPA 200-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Literature; Literature and Culture. (UG)

SPA 334: Special Topics in Culture (3)

This course will provide majors, minors, and advanced language students with the opportunity to explore various aspects of culture of Spanish speaking people. Prerequisite: Three credits SPA 200-level or higher or permission of instructor. May be taken for credit up to three times. Offered As Needed. Course type: Culture; Literature and Culture. (UG)

SPA 335: Special Topics in Linguistics (3)

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: 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). Offered as Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 336: Phonetics & Phonology-Spanish (3)

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. Offered as Needed. Course type: Fluency; Language and Linguistics. (UG)

SPA 388: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in the sophomore (288), junior (388), and senior (488) year of study. Prerequisites: SPA 288. (UG)

SPA 399: Service Learning in Spanish (1 - 6)

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 299 or permission of instructor. (UG)

SPA 420: Methods and Assessment (3)

A study of the theories and applications of methodology and behavioral objectives in classroom management, planning and instruction. Peer teaching of lessons using various methods of second language instruction. Observation and evaluation of middle and high-school classes. 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)

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. 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. Offered As Needed. (UG)

SPA 443: Senior Project (3)

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. Offered As Needed. (UG)

SPA 488: Colloquium (1)

The course is designed to assist language majors (including student teaching candidates) to: move beyond the partial control phase in their linguistic development; address language standards and learn by assisting less proficient peers; address the need for intercultural knowledge and competence. Students enroll in the colloquia in the sophomore (288), junior (388), and senior (488) year of study. Prerequisites: SPA-388 and either concurrent enrollment in or completion of any 300 level Spanish course. (UG)

SPA 499: Service Learning in Spanish (1 - 6)

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 or permission of instructor. Offered As Needed. (UG)

Natural Sciences Undergraduate Programs

Degrees Offered

- [Bachelor of Science in Biochemistry](#)
- [Bachelor of Science in Biology](#)
- [Bachelor of Science in Natural Science](#)

Minors

- [Biology](#)
- [Chemistry](#)

Requirements for Admission to the Freshman Year

High school chemistry and mathematics through trigonometry

Admission to Upper Division Requirements

- A. A completed application with essay must be submitted to the Natural Sciences Department by the date published in the academic calendar.
- B. 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 3.0 at the end of the sophomore year.
- C. 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.

Requirements for Student Teaching

- A. An overall grade point average (GPA) of 2.55
- B. A grade point average (GPA) of 2.55 in all courses in the major
- C. Apply for Student Teaching, usually at the end of the third year
- D. Be recommended for student teaching by the Chairs of the Education and Natural Sciences departments.

Graduation Requirements

- A. A minimum grade of C in all Science courses and MTH144.
- B. 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.

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.

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, etc.), 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.

Mission and Goals

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:
 - i. perform experiments;
 - ii. generate data using appropriate field and/or laboratory techniques;
 - iii. 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:
 - a. Select a research topic from those available at Daemen College or at neighboring facilities (e.g., University at Buffalo, Roswell Park Cancer Institute).
 - b. Read widely through primary and secondary literature in that research area.
 - c. 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.
 - d. Perform experiment(s) which generate data.
 - e. Use appropriate laboratory and/or field techniques and instrumentation to obtain experimental data.
 - f. Analyze/interpret that data by appropriate statistical methodologies or other methods of analysis.
 - g. 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:
 - a. Obtain appropriate journal articles at libraries in the area by visitation of those libraries.
 - b. Obtain journal articles from libraries through interlibrary loan.
 - c. Search databases online for appropriate materials.
 - d. Read available primary or other literature online.
 - e. Attend appropriate seminars (when scheduled).
 - f. 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:

A. 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:
 - a. A good background knowledge of their chosen research field.
 - b. A thorough knowledge of the primary literature in their research area.
 - c. A thorough understanding of the methodologies employed in their research.
 - d. Proper data presentation (if data available).
 - e. Adequate analysis of any generated data and conclusions drawn from that data.
 - f. Clear, well-organized writing in correct scientific format.
 - g. Proper citations and credits.

B. 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:
 - a. Good public speaking skills.
 - b. Good organization of presented material.
 - c. Good visual presentation including appropriate graphs, tables and photographs.
 - d. Good knowledge and understanding of their research in terms of what was accomplished and why it was important.
 - e. 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.

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)
- 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)**
 - PHY101/L-102/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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

Required Courses of all Biology Programs

1. MAJOR: 47 credits

- BCH313/L General Biochemistry (3/1)
- BIO109/L General Biology I (3/1) -- CT
- BIO110L 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: 9 credits

- CMP101 English Composition (3)) -- CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH144 Calculus & Analytic Geometry I (3)) -- CT; QL

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):**
 - PHY101/L-102/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: 36 credits in core electives

TOTAL PROGRAM REQUIREMENTS = 128 CREDITS

Additional Requirements for BS, Biology with Environmental Studies Specialization

1. MAJOR AND SPECIALIZATION: 41 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
 - **Science Electives:** 21 credits to be selected from [recommended Science courses](#) for Science courses. 16 of the 24 credits MUST BE TAKEN in Biology
- **SPECIALIZATION: 16 credits:**
 - ENS304/L Environmental Chemistry (3/1)
 - **Select two:**
 - ENS205 Planet Earth I: Physical Features (3)
 - ENS206 Planet Earth II: Geographical Features (3)
 - ENS/NSC303 Environmental Toxicology (3) CT
 - ENS309 Population Dynamics (3)
 - **Select two:**
 - GVT217 American Political Parties & Pressure Groups (3)
 - GVT219 Politics, Planning & Land Use (3)
 - GVT411 Environmental Law (3)

2. **CORE: 36 credits:**

- GVT211 Environmental & Energy Policies I (3)
- GVT212 Environmental & Energy Policies II (3)
- **Select one:**
 - ECO201 Principles of Microeconomics (3) CT
 - ECO202 Principles of Macro-economics (3) -- CT
- **Select one:**
 - GVT113 Introduction to American Politics (3) CR
 - GVT114 State & Local Government (3) -- CR
- **Select two:**
 - GVT113 Introduction to American Politics (3) CR
 - GVT114 State & Local Government (3) CR
 - HIS222 Urban America (3) CT
 - HIS230 Problems of the Third World (3)
- **Core Electives: 18 credits**

TOTAL PROGRAM REQUIREMENTS = 133 CREDITS

Additional Requirements for BS, Adolescence Education: Biology

1. **MAJOR: 21 credits**

- NSC306 Teaching Science in the Middle and High School (3)
- **Select one sequence (8 credits):**
 - PHY101/L-102/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 MAJOR: 36 credits**

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237 Instructional Design: Theory & Practice (3)
- 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 Children with Disabilities (3)

• **CORE: 36 credits**

- PSY311 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 = 149 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 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 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 catalogue. 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 Studies Specialization

1. MAJOR AND SPECIALIZATION: 71 credits:

- MAJOR: 55 credits:
 - BIO302/L General Ecology (3/1)
 - CHE301/L-302/L Organic Chemistry I-II (3/1-3/1)
 - 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)
 - 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):**
 - PHY101/L-102/L Physics I-II (3/1-3/1)
 - PHY151/L-152/L General Physics I-II (4/0-4/0)
 - **Science Electives:** 15 credits to be selected from [recommended Science courses](#).
- SPECIALIZATION: 16 credits:
 - ENS304/L Environmental Chemistry (3/1)
 - **Select two:**
 - ENS205 Planet Earth I: Physical Features (3)
 - ENS206 Planet Earth II: Geographical Features (3)
 - ENS/NSC303 Environmental Toxicology -- CT (3)
 - ENS309 Population Dynamics (3)
 - **Select two**
 - GVT217 American Political Parties & Pressure Groups (3)

- GVT219 Politics, Planning & Land Use (3)
- GVT411 Environmental Law (3)

2. **CORE: 39 credits:**

- GVT211 Environmental & Energy Policies I (3)
- GVT212 Environmental & Energy Policies II (3)
- MTH144 Calculus & Analytic Geometry I (3) -- CT; QL
- **Select one:**
 - ECO201 Principles of Microeconomics (3) -- CT
 - ECO202 Principles of Macroeconomics (3) - CT
- **Select one:**
 - GVT113 Introduction to American Politics (3) -- CR
 - GVT114 State & Local Government (3) -- CR
- **Select one:**
 - GVT113 Introduction to American Politics (3) -- CR
 - GVT114 State & Local Government (3) -- CR
 - HIS222 Urban America -- CT
 - HIS230 Problems of the Third World (3)
- **Select one:**
 - GVT113 Introduction to American Politics (3) - CR
 - GVT114 State & Local Government (3) - CR
 - HIS222 Urban America (3) - CT
 - HIS230 Problems of the Third World (3)
 - MTH145 Calculus & Analytic Geometry II (3) - CT; QL
- **Core Electives: 18 credits:**

TOTAL PROGRAM REQUIREMENTS = 135 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
 - GVT117 Introduction to Criminal Justice (3) -- CC
 - PSY223 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 Psychology (3) -- CC
- **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: HCS301 and PT508; HCS317 and PT504 and/or PT505; HCS317 and PT506 and/or PT507; HCS320 and PT517; BCH 317 and CHE 301; BCH 313 and BCH 317.
- **SPECIALIZATION: Select 12-14 credits from the following and in consultation with one's advisor:**
 - HCS301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0)
 - HCS 305 Communicating Health (3)
 - HCS308 Environmental Health (3)
 - HCS 310 Health Promotion and Education (3) ---CT
 - HCS 313 Principles of Health Behavior Change (3)
 - HCS317/L Human Motion: Principles & Perspectives (4/0)
 - HCS320 Community Health Education & Disease Prevention (3)-- CT
 - HCS335 Critical Issues in Global Health (3) -- CC
 - HCS338 Social Determinants of Health (3) -- CR
 - HCS340 Musculoskeletal Fitness Assessment (3)
 - HCS353 Introduction to Epidemiology (3)
 - PAS302 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)

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

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 GVT 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 catalogue or the Program Plans option on the Registrar's web page.

Suggested Course Sequence

Access the suggested course sequences for: BS, [Natural Science-Environmental Studies 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.

Science Electives

Unless otherwise specified, the following courses may be used to fulfill science electives for all Biology, Biochemistry, and Natural Science programs.

Selections are to be made in consultation with one's Advisor. Non-Biology courses may be used for a minor outside of Biology. Many of the courses are offered in alternate years and have prerequisites. Labs may be optional for some courses, i.e., those with credit listed as (3/1).

- BCH313/L Gen Biochemistry (3/1)
- BCH401 Biological Organic Chemistry (3) -- limited to Biochemistry and Natural Science - Forensic Science programs
- BCH317/L Bio-organic Chemistry (3/1) -- limited to Natural Science -Forensic Science program
- BIO247/347/447 Selected Topics (3-4)
- BIO302/L Gen Ecology (3/1)-- not allowed for Natural-Science - Environmental Studies and Forensic Science programs
- BIO303/L Plant Biology (4/0)
- BIO/SUST304 Conservation Biology (3) -- CC; CR; ME; WI -- not allowed for Natural Science - Forensic Science program
- BIO308/L Genetics (3/1)
- BIO315/L Gen Microbiology (3/1)
- BIO322/L Invertebrate Biology (4/0) -- not allowed for Natural Science - Forensic Science program
- BIO323/L Animal Biology (4/0) -- not allowed for Biochemistry, Biology, and Natural Science - Forensic Science programs
- BIO324/L Vertebrate Biology (4/0) -- not allowed for Natural Science - Forensic Science program
- BIO325/L Cell Biology (3/1) -- not allowed for Natural Science - Forensic Science program
- BIO330/L General Anatomy (4/0)
- BIO333/L Developmental Biology (4/0) -- not allowed for Natural Science - Forensic Science program
- BIO/FOR334/L Forensic Entomology (4/0) -- limited to Natural Science -Forensic Studies program
- BIO335/L Animal Behavior (4/0) -- not allowed for Natural Science - Forensic Science program
- BIO340/L General Physiology (4/0)
- BIO417 Immunology (3)
- BIO436/L Evolutionary Biology (4/0) -- not allowed for Natural Science -Forensic Science program
- BIO447 Selected Topics (3-4) -- limited to Biochemistry program
- BIO/BCH440/L Molecular Biology (3/1)
- BIO541/L-542/L Neurobiology I-II (4/0-4/0) -- not allowed for Natural Science - Forensic Science program
- CHE301/L-302/L Organic Chemistry I-II (3/1-3/1)
- CHE303/L Intro to Physical Chemistry (4/0) -- not allowed for Natural Science - Forensic Science program
- CHE304/L Advanced Topics in Physical Chemistry (4/0) -- not allowed for Biology and Natural Science -Forensic Science programs
- CHE309 Chemistry III (3) -- limited to Biochemistry, Natural Science -Environmental Studies and Forensic Science programs
- CHE311/L Contemporary Chemical Analysis (4/0)
- CHE312/L Modern Instrumental Analysis (4/0)
- CHE410 Organic Chemistry III (3)
- CHE447 Selected Topics (3-4) -- not allowed for Natural Science - Forensic Science program
- ENS205 Planet Earth I: Physical Features (3) -- limited to: Biology ENS; Natural Science ENS; Natural Science Health Specialization programs
- ENS206 Planet Earth II: Geographical Features (3) -- limited to: Biology - ENS; Natural Science ENS; Natural Science Health Specialization programs
- ENS/NSC303 Environmental Toxicology (3) -- CT
- ENS304/L Environmental Chemistry (3/1) -- not allowed for Natural Science - Forensic Science program
- ENS309 Population Dynamics (3) -- not allowed for Biochemistry and Natural Science- Forensic Science programs
- NSC310 Biostatistics (3) -- CT not allowed for Natural Science - Forensic Science program
- NSC342 Biomaterials (3) -- not allowed for Natural Science - ENS and Forensic Science programs
- NSC Research Problems (3)
- PHY101/L-102/L Physics I-II (3/1-3/1) or PHY151/L-152/L General Physics I-II (4/0-4/0) -- not allowed for Natural Science - Forensic Science program

Health Science Electives

Applicable only for the natural science programs with either the health science specialization or the individualized studies track:

- PAS302 Clinical Microbiology/Immunology (3)
- PT504/L-505/L Clinical Func 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)

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)

Natural Sciences Courses

Biochemistry

BCH 313: General Biochemistry (3)

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. Offered Each Year (Fall). (UG)

BCH 313L: Biochemistry Laboratory (1)

Fundamental techniques in general biochemistry. Corequisite: BCH 313. Laboratory, 3 hours. Offered Each Year (Fall). (UG)

BCH 317: Bioorganic Chemistry (3)

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. Offered Each Year (Spring). (UG)

BCH 317L: Bioorganic Chemistry Lab (1)

Lab techniques in organic chemistry and biochemistry. Corequisite: BCH 317. Laboratory, 3 hours. Offered Each Year (Spring). (UG)

BCH 401: Biological Organic Chemistry (3)

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. Offered As Needed. (UG)

BCH 440: Molecular Biology (3)

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. Offered Alternate Years. (UG)

BCH 440L: Molecular Biology Lab (1)

Cross-listed as BIO 440L. Laboratory techniques and experimentation involving proteins and nucleic acids. Prerequisite: Concurrent enrollment in BCH 440. Laboratory, 3 hours. Offered Alternate Years. (UG)

Biology

BIO 100: Introduction to Biological Science (3)

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. Offered As Needed. (UG)

BIO 103: Human Biology (3)

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. Offered As Needed. (UG)

BIO 103L: Human Biology Laboratory (1)

This science laboratory will introduce the students to techniques and experimentation in the study of the human body in health and illness. Co- or prerequisite: BIO103 (UG)

BIO 109: General Biology I (3)

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. Offered Each Year (Fall, Spring, Summer). (UG)

BIO 109L: General Biology I Lab (1)

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)

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: BIO 109. Lecture, 3 hours. Offered Each Year (Fall, Spring, Summer). (UG)

BIO 110L: General Biology II Lab (1)

Laboratory examination of the structure, function and classification of organisms. Co or prerequisite: BIO 110. Laboratory, 2 hours. (UG)

BIO 117: Human Nutrition (3)

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. Offered As Needed. (UG)

BIO 118: Anatomy of Movement (3)

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. Offered As Needed. (UG)

BIO 200: Science and Contemporary Social Issues (3)

Fulfills core competencies: Communication Skills; Contextual Competency; 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. Offered As Needed. (UG)

BIO 207: Anatomy and Physiology I (4)

An introduction to the fundamentals of anatomy and physiology. Intended for non-majors. Science majors cannot use this course for credit in the major. Offered As Needed. (UG)

BIO 207L: Anatomy and Physiology I Lab (0)

Laboratory techniques and study in Anatomy and Physiology I. Co-requisite: BIO 207. (UG)

BIO 208: Anatomy and Physiology II (4)

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. Offered As Needed. (UG)

BIO 208L: Anatomy and Physiology Lab II (0)

Laboratory techniques and study in Anatomy and Physiology II. Co-requisite: BIO 208. (UG)

BIO 219: Introduction to Microbiology (4)

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. Pre-requisite: High school biology; limited to students at Manhattan site. Corequisite: BIO 219L. (UG)

BIO 219L: Introduction to Microbiology Lab (0)

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)

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. Offered Alternate Years (Fall). (UG)

BIO 302L: General Ecology Lab (1)

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. Offered Alternate Years (Fall). (UG)

BIO 303: Plant Biology (4)

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. Offered Alternate Years (Fall). (UG)

BIO 303L: Plant Biology Lab (0)

Laboratory, 3 hours, in Plant Biology. Co-requisite: BIO 303. (UG)

BIO 304: Conservation Biology (3)

Fulfills core competencies: Contextual Competency; 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 100 or BIO 109 and BIO 110, and CMP 101. Lecture, 3 hours. Offered Alternate Years (Spring). (UG)

BIO 308: Genetics (3)

A study of the fundamental principles of genetics with emphasis on human and medical examples. 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)

Laboratory techniques and experimentation in genetics. Co or prerequisite: BIO 308. Laboratory, 3 hours. Offered Alternate Years (Spring). (UG)

BIO 315: General Microbiology (3)

A study of the structure, classification, physiology, ecology, genetics and economic importance of bacteria. Prerequisites: BIO 100 or BIO 109 and BIO 110 and CHE 111. Offered Each Year (Fall). (UG)

BIO 315L: General Microbiology Lab (1)

A study of the structure, classification, physiology, ecology, genetics and economic importance of bacteria. Pre or corequisite: BIO 315. Offered Each Year (Fall). (UG)

BIO 316: Anatomy and Physiology (4)

A survey of the fundamentals of anatomy and physiology and dissection and experimentation to enhance the understanding of human systems. Intended for health care 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. Offered As Needed. (UG)

BIO 316L: Anatomy and Physiology Lab (0)

Laboratory techniques for Anatomy & Physiology. Co-requisite: BIO 316. (UG)

BIO 319: Costa Rica Natural History/Conservation (3)

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. Offered as needed. (UG)

BIO 322: Invertebrate Biology (4)

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. Offered As Needed. (UG)

BIO 322L: Invertebrate Biology Lab (0)

Laboratory techniques for Invertebrate Biology. Corequisite: BIO 322. (UG)

BIO 323: Animal Biology (4)

An overview of the anatomy, physiology and taxonomy of the animal kingdom. Prerequisite: BIO 100 or BIO 110. Lecture, 3 hours; Laboratory, 3 hours. Offered As Needed. (UG)

BIO 324: Vertebrate Biology (4)

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. Offered Alternate Years (Fall). (UG)

BIO 324L: Vertebrate Biology (0)

Laboratory techniques for Vertebrate Biology. Corequisite: BIO 324. (UG)

BIO 325: Cell Biology (3)

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 Alternate Years (Fall). (UG)

BIO 325L: Cell Biology Lab Laboratory (1)

This course is designed to complement and expand on topics of cellular biology covered in the accompanying lecture, Bio 325: Cell Biology. The course deepens student understanding of lecture topics by providing supplemental instruction and practical, hands-on manipulation of cellular material. The course is designed to introduce students to many commonly used biological laboratory techniques and provide a foundation for the use of these methods in subsequent upper-division courses. Pre/corequisite: BIO-325. (UG)

BIO 330: General Anatomy (4)

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)

Laboratory techniques for General Anatomy. Corequisite: BIO 330. (UG)

BIO 333: Developmental Biology (4)

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)

Laboratory techniques for Developmental Biology. Corequisite: BIO 333. (UG)

BIO 334: Forensic Entomology (4)

Cross-listed as FOR 334. A study of insects important in forensic science. Offered As Needed. (UG)

BIO 334L: Forensic Entomology Lab (0)

Laboratory techniques for Forensic Entomology. Co-requisite: BIO 334. (UG)

BIO 335: Animal Behavior (4)

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. Offered Alternate Years (Spring). (UG)

BIO 335L: Animal Behavior Laboratory (0)

Laboratory techniques for Animal Behavior. Corequisite: BIO 335. (UG)

BIO 340: General Physiology (4)

An introduction to general physiology. Emphasis placed on cellular physiology, biological control mechanisms and coordinated body functions. Prerequisites: BIO 330 and CHE 101 or CHE 111. Lecture, 3 hours; Laboratory, 2 hours. Offered Each Year (Spring). (UG)

BIO 340L: General Physiology Lab (0)

Laboratory techniques for General Physiology. Corequisite: BIO 340. (UG)

BIO 350: Vertebrate Paleontology (3)

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. Offered As Needed. (UG)

BIO 407: Pathophysiology (3)

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)

A detailed study of the principles of immunology. Topics include immune responses of the body, mechanisms of antibody production, and mechanisms of antigen-antibody reactions. Lecture, 3 hours. Prerequisites: BIO 315, CHE 101 or CHE 111. Offered As Needed. (UG)

BIO 436: Evolutionary Biology (4)

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; Seminar, 2 hours. Offered Alternate Years (Spring). (UG)

BIO 436L: Evolutionary Biology Lab (0)

Laboratory techniques in Evolutionary Biology. Co-requisite: BIO 436. (UG)

BIO 440: Molecular Biology (3)

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. Offered Alternate Years. (UG)

BIO 440L: Molecular Biology Lab (1)

Cross-listed as BCH 440L. Laboratory techniques and experimentation involving proteins and nucleic acids. Co-requisite: BIO 440. Laboratory, 3 hours. Offered Alternate Years. (UG)

BIO 541: Neurobiology I (4)

An integrated study of neuroanatomy and neurophysiology. Topics include surface anatomy and blood supply of the brain, meninges, sensory receptors and the electrical properties of neuronal membranes. Prerequisites: BIO 340 and professional phase status in Physical Therapy, or by permission of Natural Science Dept. Chair. Lecture, 3 hours; Laboratory, 2 hours. Offered Each Year (Spring). (GR)

BIO 541L: Neurobiology I Lab (0)

Laboratory techniques for Neurobiology I. Corequisite: BIO 541. (GR)

BIO 542: Neurobiology II (4)

A continuation of the study of neuroanatomy and neurophysiology. Topics include neuroanatomical pathways, motor control systems, and physiology of synapses. Prerequisite: BIO 541. Lecture, 3 hours; Laboratory 2 hours. Offered Each Year (Fall). (GR)

BIO 542L: Neurobiology II Lab (0)

Laboratory techniques for Neurobiology II. Corequisite: BIO 542. (GR)

Chemistry

CHE 100: Chemistry for a Changing World (3)

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. Offered As Needed. (UG)

CHE 101: General Chemistry (3)

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. Offered Each Semester. (UG)

CHE 101L: General Chemistry Lab (1)

An introduction to laboratory techniques in chemistry required of students in the Environmental Studies program who do not take CHE 110L. Corequisite: CHE 101. Offered As Needed. (UG)

CHE 102: Preparation for Chemistry I (3)

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)

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)

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 104L: General Chemistry Laboratory (0)

A laboratory course to accompany CHE 104 in which the different properties, preparation of, and detection of organic molecules and biopolymers that are important in pharmacology and nutrition and health will be investigated. Prerequisite: CHE 101L; Co-requisite: CHE 104. Not offered at Main campus. (UG)

CHE 110: Chemistry I (4)

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. Offered Each Year (Fall, Spring). (UG)

CHE 110L: Chemistry I Lab (0)

Laboratory techniques for General Chemistry I. Corequisite: CHE 110. (UG)

CHE 111: Chemistry II (4)

A continuation of the study of the basic principles, theories and techniques of chemistry. Prerequisite: CHE 110. Lecture, 3 hours; Laboratory, 3 hours. Offered Each Year (Fall, Spring). (UG)

CHE 111L: Chemistry II Lab (0)

Laboratory techniques for General Chemistry II. Corequisite: CHE 111. (UG)

CHE 112: Introduction to Forensic Chemistry (3)

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)

Laboratory techniques for general forensic chemistry. Corequisite: CHE 112. (UG)

CHE 301: Organic Chemistry I (3)

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. Offered Each Year (Fall). (UG)

CHE 301L: Organic Chemistry I Lab (1)

An introduction to organic techniques and synthesis. Pre/corequisite: CHE 301. Laboratory, 3 hours. Offered Each Year (Fall). (UG)

CHE 302: Organic Chemistry II (3)

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. Offered Each Year (Spring). (UG)

CHE 302L: Organic Chemistry II Lab (1)

Organic synthesis and spectroscopy. Pre/corequisite: CHE 302. Laboratory, 3 hours. Offered Each Year (Spring). (UG)

CHE 303: Introduction to Physical Chemistry (4)

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. Offered Alternate Years. (UG)

CHE 303L: Introduction to Physical Chemistry Laboratory (0)

Laboratory techniques for Intro to Physical Chemistry. Corequisite: CHE 303. (UG)

CHE 304: Advanced Physical Chemistry (4)

A continuation of the study of the basic principles of physical chemistry. Prerequisite: CHE 303. Lecture, 3 hours; Laboratory, 3 hours. Offered As Needed. (UG)

CHE 304L: Advanced Physical Chemistry Laboratory (0)

Laboratory techniques for Advanced Topics in Physical Chemistry. Corequisite: CHE 304. (UG)

CHE 309: Chemistry III (3)

A discussion of bonding theories, chemistry of the elements, coordination compounds and stereochemistry of inorganic compounds. Prerequisite: CHE 302/L. Offered Alternate Years. (UG)

CHE 311: Contemporary Chemical Analysis (4)

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. Offered Each Year. (UG)

CHE 311L: Contemporary Chemical Analysis Laboratory (0)

Laboratory techniques for Contemporary Chemical Analysis. Corequisite: CHE 311. (UG)

CHE 312: Modern Instrumental Analysis (4)

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. Offered As Needed. (UG)

CHE 312L: Modern Instrumental Analysis Laboratory (0)

Laboratory techniques for Modern Instrumental Analysis. Corequisite: CHE 312. (UG)

CHE 337: Forensic Chemistry (3)

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)

Laboratory techniques for Forensic Chemistry. Corequisite: CHE 337. (UG)

CHE 410: Organic Chemistry III (3)

A detailed study of reaction mechanisms, molecular rearrangements, stereochemistry and instrumental techniques. Prerequisites: CHE 302/L. Lecture, 3 hours. Offered As Needed. (UG)

Environmental Studies

ENS 201: Introduction to Environmental Science (3)

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. Offered As Needed. (UG)

ENS 205: Planet Earth I: Physical Features (3)

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. Offered Alternate Years. (UG)

ENS 206: Planet Earth II: Geographical Features (3)

Cross-listed as NSC 206. An examination of the features that distinguish the different ecosystems. Topics include the use of spatial statistics, remote sensing and interpretation of land/satellite data as a means of distinguishing the features. This course cannot be used as credit in the major for science majors. Offered As Needed. (UG)

ENS 211: Environmental and Energy Policies I (3)

Cross-listed as GVT 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. Offered Each Year. (UG)

ENS 212: Environmental and Energy Policies II (3)

A continuation of ENS/GVT 211. Prerequisite: GVT/ENS 211. Offered As Needed. (UG)

ENS 219: Politics, Planning and Land Use (3)

Cross-listed as GVT 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. Offered As Needed. (UG)

ENS 303: Environmental Toxicology (3)

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. Offered Each Year (Fall). (UG)

ENS 304: Environmental Chemistry (3)

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. Offered Each Year (Spring). (UG)

ENS 304L: Environmental Chemistry Lab (1)

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 309: Population Dynamics (3)

An examination of the relationships between human and animal populations and their environment. Topics include demography, population growth and relevant models, population genetics and environmental stresses on populations. Prerequisite: BIO 302. Offered As Needed. (UG)

ENS 310: Global Water Issues (3)

Fulfills core competencies: Information Literacy; Contextual Competency. Cross-listed as SUST 310. 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 highlight these water problems in the context of socioeconomic and political issues. Prerequisite: BIO 100, BIO 110, or ENS 201. Offered as Needed. (UG)

Environmental Science

ESC 107: Introduction to Earth Science (3)

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. Offered As Needed. (UG)

Forensic Science

FOR 101: Introduction to Forensic Science (3)

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. Offered Each Year. (UG)

FOR 210: Criminalistics (3)

An introductory course in the use of science for evaluation of physical evidence. Offered As Needed. (UG)

FOR 334: Forensic Entomology (4)

Cross-listed as BIO 334. A study of insects important in forensic science. Offered As Needed. (UG)

FOR 334L: Forensic Entomology Lab (0)

Laboratory techniques for Forensic Entomology. Co-requisite: FOR 334. (UG)

Natural Science

NSC 130: Scientific Excavation as a Window on the Past (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed. (UG)

NSC 201: Comprehensive Science I (3)

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. Offered As Needed. (UG)

NSC 202: Comprehensive Science II (3)

Continuation of NSC 201. Cannot be used for science credit for science majors. Offered As Needed. (UG)

NSC 205: Planet Earth I: Physical Features (3)

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. Offered Alternate Years. (UG)

NSC 206: Planet Earth II: Geographical Features (3)

Cross-listed as ENS 206. An examination of the features that distinguish the different ecosystems. Topics include the use of spatial statistics, remote sensing and interpretation of land/satellite data as a means of distinguishing the features. This course cannot be used as credit in the major for science majors. Offered As Needed. (UG)

NSC 209: Service Learning in the Natural Sciences (3)

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. Offered As Needed. (UG)

NSC 231: Natural Science: Scientific Language & Literacy Seminar (3)

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. Offered Each Year (Spring). (UG)

NSC 244: Scientific Techniques and Data Interpretation (3)

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. Offered As Needed. (UG)

NSC 303: Environmental Toxicology (3)

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. Offered Each Year (Fall). (UG)

NSC 306: Teaching Science in Middle and High School (3)

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. Offered Alternate Years (Fall) or As Needed. (UG)

NSC 307: Pharmacotherapeutics (3)

Cross-listed as NUR 307. (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. Offered Each Year (Spring). (UG)

NSC 310: Biostatistics (3)

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. Offered Each Year (Spring). (UG)

NSC 331: Natural Science Literature Survey (2)

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 BCH 317 or CHE 302 and 3 additional courses in BIO or CHE at the 300/400 level. Seminar, 1 hour; Literature work, 3 hours. Offered Each Year (Fall). (UG)

NSC 342: Biomaterials (3)

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. Offered As Needed. (UG)

NSC 401: Research Problems in Cell Biology (1 - 3)

Individual literature and/or laboratory research in cell biology under supervision. Prerequisites: BIO 325; NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 404: Research Problems in Mammalian Physiology (1 - 3)

Individual literature and/or laboratory research in mammalian physiology under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 405: Research Problems in Genetics and Microbiology (1 - 3)

Individual literature and/or laboratory research in Genetics and/or Microbiology. Prerequisites: NSC 331, permission of instructor. Offered Each Semester. (UG)

NSC 406: Research Problems in Organic and Environmental Chemistry (1 - 3)

Individual literature and/or laboratory research in organic or environmental chemistry under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 407: Research Problems in Molecular Biology and Biochemistry (1 - 3)

Individual literature and/or laboratory research in molecular biology and/or biochemistry. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 408: Research Problems in Biochemistry (1 - 3)

Individual literature and/or laboratory research in molecular biology and/or biochemistry. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 409: Research Problems in Analytical and Physical Chemistry (1 - 3)

Individual literature and/or laboratory research in analytical or physical chemistry under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester (UG)

NSC 410: Research Problems in Ecology and Environmental Biology (1 - 3)

Individual literature and/or laboratory research in ecology and evolutionary biology under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 412: Research Problems in Zoology and Natural History (1 - 3)

Individual literature and/or laboratory research in zoology and/or natural history under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 413: Research Problems in Organic & Biochemistry (1 - 3)

Individual literature and/or laboratory research in organic chemistry and/or biochemistry under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 414: Research Problems in Developmental Biology (1 - 3)

Individual literature and/or laboratory research in developmental biology under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 415: Research Problems: Bioengineering and Wound Healing (1 - 3)

Individual literature and/or laboratory research in bioengineering and/or wound healing under supervision. Prerequisites: NSC 331; permission of instructor. Offered Each Semester. (UG)

NSC 416: Research Problems: Inorganic Biochemistry (1 - 3)

Individual literature and/or laboratory research in inorganic biochemistry under supervision. Prerequisites: NCS 331; permission of instructor. Offered Each Semester. (UG)

NSC 443: Natural Science Research Seminar (2)

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. Offered Each Year (Spring). (UG)

NSC 458: Natural Science Directed Study (1 - 3)

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. Offered As Needed. (UG)

Physics

PHY 101: Physics I (3)

A study of the elements of physics. Part I covers mechanics, heat and sound. Prerequisite: MTH 134 or equivalent placement. Lecture, 3 hours. Offered Each Year (Fall). (UG)

PHY 101L: Physics I Lab (1)

Experimental analysis of concepts discussed in Part I lecture. Co or prerequisite: PHY 101. Laboratory, 3 hours. (UG)

PHY 102: Physics II (3)

A continuation of the study of the elements of physics. Part II covers electricity, magnetism, light and radioactivity. Prerequisite: PHY 101. Lecture, 3 hours. Offered Each Year (Spring). (UG)

PHY 102L: Physics II Lab (1)

Experimental analysis of concepts discussed in Part II lecture. Co or prerequisite: PHY 102. Laboratory, 3 hours. (UG)

PHY 125: Forensic Physics (4)

An overview of how many concepts in physics can be used to solve crimes. Topics for this course include: blood spatter analysis, ballistics, and auto accident recreation. (UG)

PHY 125L: Forensic Physics Lab (0)

Laboratory techniques for Forensic Physics. Co-requisite: PHY 125. (UG)

PHY 151: General Physics I Lecture (4)

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. Offered As Needed (Fall). (UG)

PHY 151L: General Physics I Lab (0)

Laboratory techniques for General Physics I. Corequisite: PHY 151. (UG)

PHY 152: General Physics II Lecture (4)

A continuation of General Physics I. Prerequisite: PHY 151. Lecture, 3 hours; Laboratory, 3 hours. Offered As Needed (Spring). (UG)

PHY 152L: General Physics II Lab (0)

Laboratory techniques for General Physics II. Corequisite: PHY 152. (UG)

Philosophy & Religious Studies Undergraduate Programs

Degree Offered

- [Bachelor of Arts in Religious Studies](#)

Minors

- [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).

Learning Objectives:

Students will be able to:

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.

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) - CC
 - 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
- REL308 The Religious & Spiritual Traditions of the World (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

- A. An overall grade point average (GPA) of 2.0 or better.
- B. A grade point average (GPA) of 2.0 or better in Religious Studies courses.
- C. 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.

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**
 - REL308 The Religious and Spiritual Traditions of the World (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

Religious Studies Minor

Requirements: (15 credits)

- **Select one**
 - REL105 God and Violence (3)
 - REL109 Contemporary Religious Thought (3)

- **Additional Requirements**
 - REL308 The Religious and Spiritual Traditions of the World (3)
 - 3 credits in Religious Studies courses which have a competency of Moral & Ethical Discernment
 - 6 credits in Religious Studies courses selected with departmental advisement

Philosophy and Religious Studies Courses

Philosophy

PHI 110: Philosophical Thinking (3)

Fulfills core competency: Critical Thinking and Problem Solving. An exploration of the nature and content of philosophical inquiry. Offered Each Semester. (UG)

PHI 113: Critical Thinking (3)

Fulfills core competency: Critical Thinking and Problem Solving. 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. Offered Each Year (Spring). (UG)

PHI 203: The Question of the Human (3)

Fulfills core competency: Affective Awareness. Cross-listed as REL 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. Offered Alternate Years. (UG)

PHI 209: Science and Values (3)

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. Offered As Needed. (UG)

PHI 211: African American Thought (3)

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.) Offered As Needed. (UG)

PHI 213: Reflections on Contemporary Moral Issues (3)

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). Offered As Needed. (UG)

PHI 222: Healing, Holism and Spirituality in Health Care (3)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 222. This three (3) credit course is a truly interdisciplinary, 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. Offered each year (Fall) (UG)

PHI 225: Readings in World Culture (3)

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. Offered As Needed. (UG)

PHI 231: Moments of Vision (3)

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. Offered As Needed. (UG)

PHI 232: Learning Through Service (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. Cross-listed as REL 232. 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 other 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. Offered As Needed. (UG)

PHI 234: Scientific and Religious Views of the World (3)

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. Offered Each Year (Spring). (UG)

PHI 248: Selected Periods in the History of Philosophy (3)

Selected periods in the History of Philosophy, e.g. ancient philosophy, medieval philosophy, modern philosophy, etc. Offered As Needed. (UG)

PHI 306: Eastern Philosophies (3)

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. Offered As Needed. (UG)

PHI 308: The Religious and Spiritual Traditions of the World (3)

Fulfills core competency: Contextual Competency. Cross-listed as REL 308. This course will help the student appreciate the religious and spiritual approaches of both the East and West. Attention will be paid to such classic Indian traditions as Buddhism, Hinduism and Jainism; to such Western spiritual traditions as Judaism, Christianity and Islam; and to Native American and Goddess worship. Offered Each Year. (UG)

PHI 309: The Holocaust (3)

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. Offered Each Year. (UG)

PHI 310: Nature in Human Experience (3)

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. Offered Each Year. (UG)

PHI 312: Ethics (3)

An examination of the principal ethical theories and their relevance to problems of conduct. Readings from classical and contemporary philosophy on the nature of the moral life. Offered Alternate Years. (UG)

PHI 314: Aesthetics (3)

An analysis of aesthetic experience in art, nature, and life worlds. Offered As Needed. (UG)

PHI 315: Social Philosophy (3)

An examination of some of the philosophical concepts and moral principles employed in the rational appraisal of social life. Offered As Needed. (UG)

PHI 321: Medical Ethics (3)

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. Offered Each Year. (UG)

PHI 322: Philosophy of Law (3)

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. Offered As Needed. (UG)

PHI 326: Meaning of Care in a Technological Society (3)

Fulfills core competency: Contextual Competency. 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. Offered Alternate Years. (UG)

PHI 328: Comparative Genocide (3)

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. Offered As Needed. (UG)

Religious Studies

REL 105: God and Violence (3)

Fulfills core competency: Contextual Competency. 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. Offered As Needed (UG)

REL 109: Contemporary Religious Thought (3)

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. Offered Each Semester. (UG)

REL 114: Culture and Story (3)

Fulfills core competency: Contextual Competency. 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. Offered as Needed. (UG)

REL 200: Introduction to the Old Testament (3)

A course for beginners in the literature of the Hebrew Bible. Particular emphasis will be directed to the Pentateuch, especially the Book of Genesis. Special attention will be paid to the archeology, sociology, anthropology and geography of the Bible as keys to interpretation. Offered Alternate Years. (UG)

REL 203: The Question of the Human (3)

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. Offered Alternate Years. (UG)

REL 211: African American Thought (3)

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). Offered As Needed. (UG)

REL 213: Reflections on Contemporary Moral Issues (3)

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). Offered As Needed. (UG)

REL 221: Introduction to the New Testament (3)

Fulfills core competency: Moral and Ethical Discernment. An introduction to the historical and cultural background of the New Testament era. The emphasis will be upon methods of interpretation and textual investigation of central ideas. Presentation of contemporary insight in New Testament criticism. Offered Alternate Years. (UG)

REL 224: Women and Religion (3)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as WST 224. This course will explore the place of women in the three Western monotheistic religions (Judaism, Christianity, Islam). The course will explore the views of women found in the Hebrew Bible, the New Testament, the non-canonical Gospels, and the Koran. It will also explore modern attempts to rework the biblical tradition (e.g., in the novel "The Red Tent") and to confront the Islamic revolution (e.g., in the graphic novels "Persepolis I & II"). The class will also explore a number of contentious gender related issues (e.g., birth control, women clergy, traditional marriage, homosexuality). Offered As Needed. (UG)

REL 225: Readings in World Culture (3)

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. Offered As Needed. (UG)

REL 231: Moments of Vision (3)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 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. Offered As Needed. (UG)

REL 232: Learning Through Service (3)

Fulfills core competency: Civic Responsibility. Fulfills Service Learning requirement. Cross-listed as PHI 232. 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 other 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. Offered As Needed. (UG)

REL 234: Scientific & Religious Views of the World (3)

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. Offered Each Year (Spring). (UG)

REL 308: The Religious and Spiritual Traditions of the World (3)

Fulfills core competency: Contextual Competency. Cross-listed as PHI 308. This course will help the student appreciate the religious and spiritual approaches of both the East and West. Attention will be paid to such classic Indian traditions as Buddhism, Hinduism and Jainism; to such Western spiritual traditions as Judaism, Christianity and Islam; and to Native American and Goddess worship. Offered Each Year. (UG)

REL 309: The Holocaust (3)

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. Offered Each Year. (UG)

REL 313: Religious Values and Contemporary Moral Problems (3)

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. Offered Alternate Years. (UG)

REL 315: Religious Themes in Modern Literature (3)

Fulfills core competency: Moral and Ethical Discernment. Cross-listed as LIT 315. The purpose of this course is to analyze the relationship of theology to literature by examining the religious dimensions as they are portrayed in modern creative literature. Themes to be developed will be: religious perspectives in eastern and western religions, the pursuit of religious identity in western culture, good and evil, relationship of sacred to profane, the loss of innocence, love, suffering, freedom and destiny, time and eternity. Prerequisite: CMP 101 or permission of instructor. Offered Alternate Years. (UG)

REL 316: Gospels Scholarship: Assessing the Field (3)

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. Offered As Needed. (UG)

REL 322: The Gospels (3)

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. Offered As Needed. (UG)

REL 326: Meaning of Care in a Technological Society (3)

Fulfills core competency: Contextual Competency. Cross-listed as PHI 326. This course will probe the complexity of the issue of human values as they 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. Offered Alternate Years. (UG)

REL 328: Comparative Genocide (3)

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. Offered As Needed. (UG)

REL 331: Reading List (2)

Seminar provides a discussion of literature in the discipline. Offered As Needed. (UG)

REL 332: Reading List (2)

Seminar provides a discussion of literature in the discipline. Offered As Needed. (UG)

REL 351: Psychology and Religion (3)

A comparison of healthy personality development with theological models of sanctity. Freud, Jung, Fromm, Frankl, Maslow, et al. Offered Alternate Years. (UG)

REL 443: Proseminar (3)

Fulfills core competencies: Communication Skills; Information Literacy. Research & Presentation; Writing Intensive. Introduction to research through an individual project. Required of all seniors. Offered As Needed. (UG)

Psychology Undergraduate Programs

Degree Offered

- [Bachelor of Arts in Psychology](#)

Minors

- [Psychology](#)

Mission & Goals

Mission Statement

The mission of the Department of Psychology at Daemen College is to introduce students to the content and methods of psychological science. The psychology curriculum is designed to increase students' knowledge in foundational and contemporary topics in psychological science, to practice the principles of research design and data analysis, and to develop skills in a variety of domains that characterize well educated and ethical learners. We accomplish this through a combination of integrative collaborative student-faculty research opportunities, advising, mentoring, and community outreaches in the form of career field experiences and internships.

Student Learning Goals & Outcomes

The Department of Psychology at Daemen College endorses the [APA Guidelines for the Undergraduate Psychology Major](#) (APA, 2007) that are structured to provide knowledge, skills, and values consistent with both psychological science and a liberal education.

GOAL 1: Knowledge Base of Psychology

Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychological science.

Learning Outcomes:

- Characterize the nature of psychology as a discipline.
- Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
- Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
- Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

GOAL 2: Research Methods in Psychology

Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Learning Outcomes:

- Evaluate the appropriateness of conclusions derived from psychological research.
- Explain different research methods used by psychologists.
- Design and conduct basic studies to address psychological questions using appropriate research methods.
- Follow the APA Ethics Code in the treatment of human participants in the design, data collection, interpretation, and reporting of psychological research.
- Generalize research conclusions appropriately based on the parameters of particular research methods.

GOAL 3: Critical Thinking Skills in Psychology

Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Learning Outcomes:

- Use critical thinking effectively.
- Engage in creative thinking.
- Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.
- Approach problems effectively.

GOAL 4: Application of Psychology

Understand and apply psychological principles to personal, social, and organizational issues.

Learning Outcomes:

- Identify appropriate applications of psychology in solving problems.
- Articulate how psychological principles can be used to explain social issues and inform public policy.

GOAL 5: Values in Psychology

Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.

Learning Outcomes

- Recognize the necessity of ethical behavior in all aspects of the science and practice of psychology.
- Demonstrate reasonable skepticism and intellectual curiosity by asking questions about causes of behavior.
- Seek and evaluate scientific evidence for psychological claims.
- Tolerate ambiguity and realize that psychological explanations are often complex and tentative.
- Recognize and respect human diversity.
- Understand the limitations of their psychological knowledge and skills.

GOAL 6: Information and Technological Literacy

Demonstrate information competence and the ability to use computers and other technology for many purposes.

Learning Outcomes

- Demonstrate information competence at each stage of understanding and conducting psychological research.
- Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analyses in APA or other appropriate style, including graphic representations of data.

GOAL 7: Communication Skills

Communicate effectively in a variety of formats.

Learning Outcomes

- Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
- Demonstrate effective oral communication skills in various formats (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
- Exhibit quantitative literacy.
- Demonstrate effective interpersonal communication skills.

GOAL 8: Sociocultural and International Awareness

Recognize, understand, and respect the complexity of sociocultural and international diversity.

Learning Outcomes

- Examine the sociocultural and international contexts that influence individual differences.
- Explain how individual differences influence beliefs, values, and interactions with others and vice versa.
- Understand how privilege, power, and oppression may affect prejudice, discrimination, and inequity.
- Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others.

GOAL 9: Personal Development

Develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

Learning Outcomes

- Apply psychological principles to promote personal development.
- Enact self-management strategies that maximize healthy outcomes.
- Display high standards of personal integrity with others.
- Seek input from and experiences with diverse people to enhance the quality of solutions.

GOAL 10: Career Planning and Development

Pursue realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits in a variety of settings that meet personal goals and societal needs.

Learning Outcomes

- Apply knowledge of psychology (e.g., decision strategies, life span processes, psychological assessment, types of psychological careers) when formulating career choices.
- Identify the types of academic experience and performance in psychology and the liberal arts that will facilitate entry into the workforce, postbaccalaureate education, or both.
- Describe preferred career paths based on accurate self-assessment of abilities, achievement, motivation, and work habits.
- Identify and develop skills and experiences relevant to achieving selected career goals.

Reference

American Psychological Association (2007). *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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

1. MAJOR: 41 credits

- PSY103 Introduction to Psychology (3) - CC
- PSY333 Statistics for Psychology and Social Sciences (3) - CT; QL; UD
- PSY335 Junior Seminar in Psychology (3)
- PSY353/L Research Methods in Psychology (4)
- PSY354/L Topics in Psychological Research (4) -- WI
- PSY444 Senior Thesis (3) - ILIT; RP; WI
- Psychology Electives (21 credits)

2. CORE CURRICULUM: 45 credits

- CMP101 English Composition (3) - CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- **Mathematics, Sciences:**
 - **NOTE:** Courses count as core only if the credits completed have a competency. If course(s) does(do) not have a competency, it(they):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.
 - **Required:**
 - Mathematics: 3 credits
 - Natural Science: 3 credits. Select from courses in: biochemistry, biology, chemistry, environmental science, geology, natural science, physics.
- **Foreign Language and Core Electives: 33 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: 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 Psychology courses.

TOTAL PROGRAM REQUIREMENTS = 122 CREDITS

Admission to Upper Division Requirements

- A. A minimum grade of C in PSY103, PSY333, PSY335, PSY353/L, PSY354/L, PSY444.
- B. A minimum grade point average (GPA) of 2.00 in the major.
- C. An overall grade point average (GPA) of C (2.00).

Graduation Requirements

- A. A minimum grade of C in PSY103; PSY333; PSY335; PSY353/L; PSY354/L; PSY444
- B. A minimum grade point average (GPA) of 2.00 in the major.

C. An overall grade point average (GPA) of 2.00.

Suggested Course Sequence

Access the suggested course sequence for the [BA, Psychology](#), from the Psychology Department web page or the Program Plans site on the Registrar's web page.

Psychology Minor

Requirements (17 credits):

Seventeen credits of coursework in Psychology.

Students planning on graduate work in Psychology are strongly to complete the following:

- PSY353/L Research Methods in Psychology (4)
- PSY354/L Topics in Psychological Research (4)

- **Select one of the following options**
 - NSC310 Biostatistics (3), **and** 3 additional credits in computer science or mathematics
 - PSY333 Statistics for Psychology & Social Sciences (3), **and** 3 credits in computer science or mathematics

Psychology Courses

Psychology

PSY 103: Introduction to Psychology (3)

Fulfills core competency: Contextual Competency. A single-semester introduction to psychology, including research methods, brain and behavior, individual differences and intelligence, memory, learning, development, motivation, perception, personality, mental disorders, psychotherapy and social psychology. Offered Each Semester. (UG)

PSY 209: Sexuality and Psychology of Love (3)

Fulfills core competency: Critical Thinking and Problem Solving. To introduce students to the structural and functional complexities of human mating and relating behaviors. The methodology will be psychological with its various adjectival areas of inquiry, e.g. social, developmental, physiological, etc. Prerequisite: PSY 103 or permission of instructor. Offered Each Year. (UG)

PSY 220: Life Span Development (3)

This course will explore the human psychological development from birth through aging, within the framework of scientific method. Offered as needed. (UG)

PSY 223: Forensic Psychology (3)

Fulfills core competency: Critical Thinking and Problem Solving. Topics in psychology related to law, including causes of antisocial behavior, competency to stand trial, custody, eyewitness testimony and other questions of evidence, polygraph testing, and the juvenile justice system. Prerequisite: PSY 103 or permission of instructor. Offered Each Year (Fall or Spring). (UG)

PSY 229: Health Psychology (3)

Fulfills core competency: Critical Thinking and Problem Solving. Aspects of psychology related to health: stress and coping, lifestyle effects on health including nutrition, exercise and sleep, substance use. Strategies for change in health-related behavior. Prerequisite: PSY 103 or permission of instructor. Offered Each Year (Fall or Spring). (UG)

PSY 302: Developmental Psychology: Infancy Through Childhood (3)

Fulfills core competency: Critical Thinking and Problem Solving. Explores human psychological development from infancy through childhood, including cognitive and language development, socialization and personality. Includes a critical evaluation of current methodologies and discussions of practical and social applications of psychological knowledge about children. The course includes observations of children. Prerequisite: PSY 103 or permission of instructor. Offered Each Year (Fall or Spring). (UG)

PSY 304: Counseling and Interviewing (3)

An introduction to theories of counseling and psychotherapy, emphasizing acquiring basic skills in listening and interviewing. This is a practical and applied as well as theoretical course including demonstrations and practice in class. Prerequisite: PSY 103 or permission of instructor. Offered Alternate Years. (UG)

PSY 309: Assessment in Psychology and Education (3)

This course considers historical, political and legal aspects of testing and reviews currently available tests of aptitudes, skills and personality traits. It deals with test construction, item selection and interpretation, and ethics. Lab sessions develop skills in test use and interpretation. Prerequisite: PSY 103 or permission of instructor. Offered As Needed. (UG)

PSY 310: Social Psychology (3)

A study of individual-group relationships and the effects of social forces on the formation of attitudes, personality development and basic values. Studies of the behavior of the individual as affected by social contacts, social controls and social training. Prerequisite: PSY 103 or permission of instructor. Offered Each Year. (UG)

PSY 311: Psychology of Adolescence (3)

Fulfills core competency: Critical Thinking and Problem Solving. Introduces psychological change 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. Offered Each Year (Fall or Spring). (UG)

PSY 312: Psychology of Adult Development and Aging (3)

Fulfills core competency: Critical Thinking and Problem Solving. Views adulthood and aging as developmental stages. Includes interaction of behavior and physical change, cognitive and role change, life stage theories and cultural definitions of adulthood and aging. Focuses on normal development but also considers psychological aspects of problems associated with aging. Prerequisite: PSY 103 or permission of instructor. Offered As Needed. (UG)

PSY 313: History and Systems of Psychology (3)

Traces the evolution of psychology from its historical roots in philosophy and nineteenth century physiology through the present. Prerequisite: PSY 103 or permission of instructor. Offered As Needed. (UG)

PSY 315: Cognitive Psychology: Learning, Thinking and Problem Solving (3)

A historical and problem-oriented investigation of the theory and research literature in learning, memory and motivation. Human and animal behavior will be considered. Prerequisite: PSY 103 or permission of instructor. Offered Alternate Years. (UG)

PSY 321: Sensation and Perception (3)

Fulfills core competency: Critical Thinking and Problem Solving; Information Literacy; Writing Intensive. A study of theories, empirical data, research tools and techniques relating to sensation and perception. Perceptual organization and the relationship of perception to clinical and social areas will be considered. Prerequisite: PSY 103. Offered Alternate Years (Fall or Spring). (UG)

PSY 333: Statistics for Psychology and Social Sciences (3)

Fulfills core competency: Critical Thinking and Problem Solving; Quantitative Literacy requirement. Probability, frequency distributions, descriptive and inferential statistics, including correlational, non-parametric and ANOVA, emphasizing the application of statistics to analysis of research data. Prerequisite: PSY-103 and 3 credits Math or Placement test score in credited math course. Offered Each Semester. (UG)

PSY 335: Junior Seminar in Psychology (3)

Current topics and controversies in psychology are discussed through readings in the research literature. Students develop critical thinking skills by preparing discussion topics and writing research papers. Prerequisite: Upper division status in Psychology and completion of PSY 353/353L with C or better, or permission of instructor. Offered Each Semester. (UG)

PSY 353: Research Methods in Psychology (4)

Students learn to think scientifically about behavior through studying experimental and observational methods. Laboratory experiences in searching literature, planning studies, collecting and analyzing data, and reporting research in scientific writing style. Experimental, observational, single subject, and survey research methods and principles of research ethics are included. Prerequisite: PSY 211 with C- or better and upper division status. Offered Each Semester. (UG)

PSY 353L: Research Methods in Psychology Laboratory (0)

Laboratory techniques for Research Methods in Psychology. Corequisite: PSY 353. (UG)

PSY 354: Topics in Psychological Research (4)

Writing Intensive. Building on skills learned in PSY 353/353L, students plan, conduct, analyze and report several research projects focused on one topic area of psychology. Topics include personality, development, cognition, biopsychology, social psychology. Prerequisite: PSY 353/353L. Offered Each Semester. (UG)

PSY 354L: Topics in Psychological Research Laboratory (0)

Laboratory techniques for Topics in Psychological Research. Corequisite: PSY 354. (UG)

PSY 380: Behavioral Pharmacology (3)

Fulfills core competency: Critical Thinking and Problem Solving. This course surveys behavioral effects of 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: PSY103; Junior status (minimum 55 credits completed). Offered as Needed. (UG)

PSY 404: Biological Bases of Behavior (3)

A neurophysiological approach to understanding the relationship between the brain and the various aspects of behavior, including emotional, developmental, cognitive, and social behavior. Films, laboratory experiences and guest speakers are included. Prerequisite: PSY 103 or permission of instructor. Offered As Needed. (UG)

PSY 408: The Psychology of Mental Illness (3)

Fulfills core competency: Critical Thinking and Problem Solving. The origins, symptoms and treatment of various forms of mental illness. Current theories of abnormal behavior examined within a research framework. Prerequisite: PSY 103 or permission of the instructor. Offered Each Year (Fall or Spring). (UG)

PSY 444: Senior Thesis (3)

Fulfills core competency: Information Literacy. Research and Presentation requirement. Writing Intensive. Students develop topics, review previous research, plan, conduct and report individual research projects. Final projects are presented in paper or poster sessions. Required of all seniors. Prerequisites: PSY 353/353L and PSY 354/354L, senior status in psychology and continued upper division status. Junior year students otherwise eligible by permission of instructor and chairperson. Offered Each Semester. (UG)

PSY 457: Independent Study Or Research (1 - 6)

Reading or research arranged for the individual or a small group. Open to juniors and seniors with 2.5 GPA, no current Incomplete grades, and permission of the instructor. Students must complete an independent study contract. Offered Each Semester. (UG)

PSY 458: Field Experience in Psychology (1 - 6)

Practical experience in a community agency, business organization or other psychology-related setting. Prerequisite: Permission of psychology department chair. Offered Each Semester. (UG)

PSY 530: Psychology of Health and Disability (3)

This course applies biopsychosocial models of health, illness and disability, including the effects of stress and lifestyle on health and illness, psychosocial aspects of disability, including social attitudes and perceptions, adjustment to and secondary effects of disability, health beliefs and their consequences for behavior. This course is designed for Physical Therapy students to be taken in the professional phase of their 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. Prerequisites: PSY 103 and graduate phase Physical Therapy student status. Offered Each Spring. (GR)

Visual & Performing Arts Undergraduate Programs

Degrees Offered

- [Bachelor of Fine Arts in Animation](#)
- [Bachelor of Fine Arts in Art \(Drawing/Illustration, Painting, or Sculpture\)](#)
- [Bachelor of Fine Arts in Graphic Design](#)
- [Bachelor of Science in Art](#)
- [Bachelor of Science in Arts Administration](#)

Please see the Education Department section of the Catalog for information on the [B.S. in Visual Arts Education](#).

Minors

- [Art](#)
- [Art History](#)
- [Graphic Design](#)
- [Illustration](#)
- [Painting](#)
- [Sculpture](#)
- [Theatre Arts](#)

Admission Requirements

ALL BFA; BS, ART; BS, ARTS ADMINISTRATION WITH FINE ARTS SPECIALIZATION:

Submission of Art Portfolio is required. Details on content are provided by the Office of Admissions. 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 Theatre specializations.)

Admission to Upper Division

BS, ART; BFA, ANIMATION; BFA, ART; BS, ARTS ADMINISTRATION WITH FINE ARTS SPECIALIZATION:

- Completed a minimum of 45 semester hours which includes the full foundation program in Art. Special consideration may be given to talented students who lack formal art training.
- An overall grade point average (GPA) of 2.0 or better.
- 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.
- Submission of portfolio of work to be reviewed by the Visual & Performing Arts faculty.

BS, ARTS ADMINISTRATION PROGRAM WITH SPECIALIZATION IN: FINE ARTS, COMPREHENSIVE ARTS, THEATER:

- Completed a minimum of 45 semester hours.
- An overall grade point average (GPA) of 2.0 or better.
- An overall grade point average (GPA) of 2.0 or better in Art courses.

Graduation Requirements

BS, ART; BFA, ANIMATION; BFA, ART; BS, ARTS ADMINISTRATION PROGRAMS:

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 2 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 catalogue for information on the [BS in Visual Arts Education](#).

Mission Statement

The mission of the Visual and Performing Arts Department is to prepare students through practice and theory for the professions of studio artist, graphic designer, illustrator, art educator, performer, and animator. The coursework offered by the Department complements the liberal arts tradition and enhances its academic philosophy. Upon completion of degree requirements, our students are prepared to enter an ever changing society as creative, productive, and responsible citizens. Before graduation, the student 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 their 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, or designer. 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.

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: 84 credits

ART: 36 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)
- ART285 History of Art: Renaissance-Modern (3) -- AA;WI
- ART345 Advanced Drawing I (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: 48 credits:

- ANIM201 History of Animation (3)
- ANIM203 Editing and Sound Basics (2)
- ANIM210 Introduction to Animation (2)
- ANIM211 Animation Basics I (2)
- ANIM212 Animation Basics II (3)
- ANIM215 Cartooning (3)
- ANIM217 Layout I & Storyboarding (3)
- ANIM218 Layout II (3)
- ANIM311 Animation Basics III (3)

- **Animation Electives: Select 24 credits from the following:**
 - **2-Dimensional Studies:**
 - ANIM250 Character Design (3)
 - ANIM274 Gesture Drawing: Drawing in Action (3)
 - ANIM320 Two-Dimensional Effects in Animation (3)
 - ANIM327 Background Painting (3)
 - ANIM411 Animation Basics IV (3)
 - ART346 Advanced Drawing II (3)
 - **3-Dimensional Studies:**
 - ANIM317 Maya Animation I (3)
 - ANIM318 Maya Animation II (3)
 - ANIM333 Maya Modeling & Texturing (3)
 - ANIM341 Digital Compositing (3)
 - ANIM421 Advanced Lighting (3)
 - ANIM429 Dynamics & Particles (3)
 - ANIM432 Maya Character Modeling & Rigging (3)
 - ANIM450 Advanced Character Animation (3)

2. **CORE: 45 credits:**

- CA206 Storytelling and Story Development (3)
- CMP101 English Composition (3) - CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- THA230 Acting for Animators (3)
- **Core Electives:** 33 credits

TOTAL PROGRAM REQUIREMENTS = 129 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 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: 78 credits

o MAJOR: 42 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)
- ART275 History of Art: Ancient-Medieval (3) -- AA; WI
- ART285 History of Art: Renaissance-Modern (3) -- AA; WI
- ART331 Art Reading List (3)
- ART345 Advanced Drawing I (3)
- ART443 Issues & Methodologies in Contemporary Art (2) -- ILIT; WI. **NOTE:** IN COMBINATION WITH ART498=RP
- ART445 Special Projects (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

o SPECIALIZATION: 36 credits:

Select one from the following and complete all requirements:

- **Drawing/Illustration: Drawing Emphasis:**
 - ART240 Woodcuts & Monoprints (3)
 - ART306 Figure Drawing III (3)
 - ART340 Lithography & Intaglio (3)
 - ART346 Advanced Drawing II (3)
 - ART381 Illustration I (3)
 - ART382 Illustration II (3)
 - **Select one:**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
 - Art History Electives: 6 credits
 - Art Studio Electives: 9 credits: **RECOMMENDED:** ART456 Advanced Photography (3)
- **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: 6 credits
- Art Studio Electives: 6 credits:**RECOMMENDED:** ART456 Advanced Photography (3)

- **Painting:**
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
 - ART425 Painting III (3)
 - ART426 Painting IV (3)
 - Art History Electives: 6 credits
 - Art Studio Electives: 18 credits

- **Sculpture:**
 - ART267 Sculpture I (3)
 - ART367 Sculpture II (3)
 - ART368 Sculpture III (3)
 - ART464 Sculpture IV (3)
 - Art History Electives: 6 credits
 - Art Studio Electives: 18 credits

2. **CORE: 45 credits:**

- CMP101 English Composition (3) -- CS; ILIT; WI
- IND101 Sustainable & Critical Relationships
- **Core Electives:** 39 credits

TOTAL PROGRAM REQUIREMENTS = 123 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: 78 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)
- ART285 History of Art: Renaissance-Modern (3) --AA;WI
- ART287 History of Design (3)
- ART301 Publication Design and the Computer (3)
- ART319 Graphic Design II (3)
- ART320 Graphic Design III (3)
- ART331 Art Reading List (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)

- **Select one:**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- ART490 Senior Project (3)
- Art History Electives: 3 credits
- Art Studio Electives: 9 credits
- 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)
- **Core Electives:** 39 credits

TOTAL PROGRAM REQUIREMENTS = 123 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 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: 63 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)

- **Select one:**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)
- ART230 Computer Rendering (3)

- **Select one:**
 - ART240 Woodcuts and Monoprints (3)
 - ART340 Lithography & Intaglio (3)
 - ART439 Serigraphy (3)
- ART251 Ceramics I (3)
- ART267 Sculpture I (3)
- ART275 History of Art: Ancient-Medieval (3) -- AA; WI
- ART285 History of Art: Renaissance-Modern (3) -- AA; WI

- **Select one:**
 - ART327 Fibers I (3)
 - ART427 Fibers II (3)
- ART331 Art Reading List (3)
- ART443 Issues & Methodologies in Contemporary Art (2) -- ILIT; WI. **NOTE:** IN COMBINATION WITH ART498=RP

- **Select one:**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- Art History Electives: 6 credits
- Art Studio Electives: 9 credits
- 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)

- **Core Electives: 39 credits**

3. FREE ELECTIVES: 15 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 = 123 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 (Comprehensive Arts, Fine Arts, Theatre)

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) -- CC

- **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:**
 - ART275 History of Art: Ancient-Medieval (3) -- AA; WI
 - ART285 History of Art: Renaissance-Modern (3) -- AA; WI
 - MUS115 The Music of the United States (3) -- AA
 - Art Studio and Theater Electives: 15 credits

2. CORE: 33 credits:

- ART101 Introduction to Visual Arts (3) -- AA
- THA106 Introduction to Theater (3) -- AA

- **Core Electives:** 27 credits

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Additional Requirements for the Fine Arts Specialization

1. MAJOR

- **VISUAL AND PERFORMING ARTS/ARTS ADMINISTRATION: 27 credits:**
 - ART103 Foundation Design I (3)
 - ART104 Foundation Design II (3)
 - ART105 Foundation Drawing I (3)
 - ART106 Foundation Drawing II (3)
 - ART275 History of Art: Ancient-Medieval (3) -- AA; WI
 - ART285 History of Art: Renaissance-Modern (3) -- AA; WI
 - ART446 History of Contemporary Art: 1940-Present (3)
 - Art Studio Electives: 6 credits

2. CORE: 33 credits

- THA106 Introduction to Theater (3) -- AA
- **Core Electives:** 30 credits

TOTAL PROGRAM REQUIREMENTS = 123 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.

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)

- ART275 History of Art: Ancient-Medieval (3)
- ART285 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:** HIS109 Western Civilization to 1500 (3); HIS111 Western Civilization since 1500 (3); LIT304 The Romantic Movement in English Literature (3)

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)

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

Theatre Arts Minor

Requirements: (21 credits)

Theatre Literature: Select two:

- LIT309 Film Seminar (3)
- LIT318 The English Drama (3)
- LIT319 Modern European and American Drama (3)
- LIT410 Shakespeare (3)
- THA 106 Introduction to Theatre (3)

Performance: Select one

- THA 103 Basic Acting Technique (3)
- THA 108 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 Theatre as Outreach (3)

Design: Select one

- THA222 Costume Design (3)
- THA223 Lighting Design (3)
- THA224 Set Design (3)
- THA225 Sound Design (3)

Visual and Performing Arts Courses

Unless otherwise specified, art courses are for majors only.

Animation

ANIM 201: History of Animation (3)

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 offering will explore the tools, technology used in animation, and the various techniques: claymation, cel animation, CGI, and so forth. Participants will view animations from various studios, feature-length animated films, and experimental shorts. Offered Each Year (Fall). (UG)

ANIM 203: Editing and Sound Basics (2)

This course will instruct students on how to create sound designs and audio recordings for later application to advanced Animation projects. Examples of tasks assigned and demonstrated include: audio recording, sound edition, sound transformation, and sound design. Students will create a variety of sound work using digital audio equipment to support their career track in animation. Offered as Needed. (UG)

ANIM 210: Introduction to Animation (2)

This course is designed to introduce the student 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 introduce students to the foundations of animation principles as well as more advanced concepts of body mechanics. The course will begin with simple exercises utilizing single objects such as bouncing balls and progress to slightly more complex animation. Offered Each Year (Fall). (UG)

ANIM 211: Animation Basics I (2)

This course is designed to build upon the basic concepts discussed in ANIM 210. The student will gain a more in-depth understanding of 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 emphasize foundations of animation principles as well as a deeper understanding of body mechanics. The course will begin with simple exercises utilizing simplified characters and progress to full body character animation. Prerequisite: ANIM 210; restricted to Animation majors. Offered Each Year (Spring). (UG)

ANIM 212: Animation Basics II (3)

This course builds on the preceding Animation Basics I course. A sound-sync exercise is animated to match an existing pre-recorded soundtrack. A preliminary animal walk is handled as well as bipedal 3/4 walk cycle (with a choice between two provided characters). More emphasis is stressed on conveying personality through action. More clean-up and inbetweening exercises will be incorporated during this course. (UG)

ANIM 215: Cartooning (3)

This course is an introduction to the design of the basic cartoon character stressing a solid dimensional approach. Students will begin with basic stick figure exercises that will help to make the connection between life drawing and cartoon design. Visual arts literacy (or equivalent experience) is necessary in order to take this course, as many fundamental skills such as life drawing, perspective, object drawing and composition are vital to this course of study. Prerequisites: ART 106. Offered Each Year (Fall). (UG)

ANIM 217: Layout I and Storyboarding (3)

This course is an introduction to the layout process as it relates to various types of animated filmmaking. The course utilizes the elements of perspective and composition, freehand drawing skills and the use of solid construction drawing to create actual background layouts and character poses for an animated film. By learning to analyze and deconstruct existing storyboard panels, students will become familiar with the layout process. Prerequisites: ART 106. Offered Each Year (Fall). (UG)

ANIM 218: Layout II (3)

An in-depth study of the layout process, its creative and technical focus, which reflects the realities of a true studio environment. Rendering for different styles, looks, moods; multi-level scenes and feature layouts; analyzing layout tests from major studios. Prerequisite: ANIM 217. Offered Each Year (Spring). (UG)

ANIM 250: Character Design (3)

In Character Design, students will learn to create believable, complex, and multi-faceted 2D animated characters. Students will focus on facial expressions, animation design styles, personality, psychology and the context of the environment in creating a fully developed character. Prerequisite: ANIM 212. Offered Each Year (Fall). (UG)

ANIM 274: Gesture Drawing: Drawing in Action (3)

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. Offered Each Year (Spring). (UG)

ANIM 311: Animation Basics III (3)

Students will continue to build on their knowledge of classical animation principles with more complicated exercises featuring physical action lending itself to exaggeration and comic invention. Timing and pre-production planning continue to be an absolute must in order to achieve the desired effects onscreen. Clean-up and inbetweening exercises will again be provided. Prerequisite: ANIM 212. Offered Each Year (Fall). (UG)

ANIM 317: Maya Animation I (3)

Maya Animation I is designed to provide the student with initial experience in animating characters in 3D using Maya. Students have already learned the basics of Classical 2D animation in years one and two, and this course is intended to bridge the gap between Classical and 3D animation. The students will start animating simple shapes immediately on provided 3D rigs, starting with the bouncing ball and moving on to more complex bipedal characters, with the emphasis on acting rather than action and technology. The lessons are designed to introduce the students to the basic animator's toolbox in Maya, such as the Graph editor, function curves and the Outliner, focusing on the end usage (or "playing") rather than the technical inner workings of the program. Prerequisite: ANIM 211. Offered Each Year (Fall). (UG)

ANIM 318: Maya Animation II (3)

In Maya Animation II, students will further their understanding of Maya by creating a short animation using modeling, rigging, animation, texturing, lighting, and rendering. Prerequisite: ANIM 317. Offered Each Year (Spring). (UG)

ANIM 320: Two-Dimensional Effects in Animation (3)

Two-Dimensional Effects in Animation centers on the mastery of observable physical phenomenon in Animation, including fire, water, smoke, dust, running water, and bubbles popping. Students will recreate these effects in traditional pencil-drawing animation, as well as in Adobe After Effects. Prerequisite: ANIM 211. Offered Each Year (Fall). (UG)

ANIM 327: Background Painting (3)

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. Offered Each Year (Fall). (UG)

ANIM 333: Maya Modeling & Texturing (3)

Maya Modeling and Texturing builds off the skill sets introduced in Maya Animation I and II 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. Prerequisite: ANIM 318. Offered As Needed. (UG)

ANIM 341: Digital Compositing (3)

In Digital Compositing, the animation student will learn how to combine two or more sources (from film, video, still sources, etc.), to make a new image. Students will gain the ability to manipulate frame composition, timing, and color by editing in Adobe After Effects, and in other post-production software tools. Prerequisite: ANIM 311. Offered As Needed. (UG)

ANIM 411: Animation Basics IV (3)

This final course in Animation Basics builds on all the skills developed in previous courses and involves a 2-character performance piece with acting and lip sync. The final Inbetweening exercises will be dealt with in this course. Prerequisite: ANIM 311. Offered Each Year (Spring). (UG)

ANIM 421: Advanced Lighting (3)

In Advanced Lighting, students will apply previous training in lighting to create realistic environments and objects. Prerequisite: ANIM 411. Offered As Needed. (UG)

ANIM 429: Dynamics & Particles (3)

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 318. Offered As Needed. (UG)

ANIM 432: Maya Character Modeling & Rigging (3)

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 333. Offered As Needed. (UG)

ANIM 450: Advanced Character Animation (3)

Advanced Character Animation is a culmination of previous character modeling and animation courses. Students combine previously learned skill sets to produce character animations that demonstrate motivation and personality. Prerequisite: ANIM 318. Offered Each Year (Spring). (UG)

Art

ART 101: Introduction to the Visual Arts (3)

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. Offered Each Semester. (UG)

ART 103: Foundation Design I (3)

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. Offered Each Year (Fall). (UG)

ART 104: Foundation Design II (3)

A study of space, light and color with emphasis on three-dimensional expression. Prerequisite: ART 103. Limited to BFA, BS Art and BS Art Ed majors only. Offered Each Year (Spring). (UG)

ART 105: Foundation Drawing I (3)

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. Offered Each Year (Fall). (UG)

ART 106: Foundation Drawing II (3)

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. Offered Each Year (Spring). (UG)

ART 107: Visual Experience (3)

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. Offered Each Semester. (UG)

ART 109: Art and Design Fundamentals (3)

For high school seniors and juniors only. This course is designed to give an intensive drawing and design experience for high school students wishing to prepare for a college visual art curriculum. Offered Summer Only. (UG)

ART 155: Photography for Non-Majors (3)

Introduction to the essential principles of photography and its use as a creative tool. Non-majors only. Offered As Needed. (UG)

ART 204: Figure Drawing I (3)

Drawing from the human figure to include experimentation in a variety of media. Offered Each Year (Fall). (UG)

ART 205: Figure Drawing II (3)

Continuation of figure study, incorporating the figure as an integral element of composition. Prerequisite: ART 204. Offered Each Year (Spring). (UG)

ART 218: Creative Drawing (3)

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. Offered As Needed. (UG)

ART 219: Graphic Design I (3)

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. Offered Each Year (Fall). (UG)

ART 225: Watercolor Painting I (3)

An introductory course in painting using watercolor and casein painting techniques. Prerequisites: ART 104 and ART 106. Offered As Needed. (UG)

ART 226: Watercolor Painting II (3)

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. Offered As Needed. (UG)

ART 229: Ceramics for Non-Majors (3)

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. Offered as Needed. (UG)

ART 230: Computer Rendering (3)

Students are introduced to vector- and raster-based computer software as they explore drawing and painting/image processing applications. Emphasis is placed on the Macintosh computer as a tool for artists and graphic designers. Students examine the effects of digitally producing/altering graphic, photography-based, and typographic images. Prerequisites: ART 104 and ART 106. Offered Each Year (Fall). (UG)

ART 240: Woodcuts and Monoprints (3)

Introduction to these two basic forms of printmaking with attention to both aesthetics and processes. Prerequisites: ART 104 and ART 106. Offered Summer Only. (UG)

ART 251: Ceramics I (3)

Introduction to ceramics, the aesthetic possibilities of clay, basic construction techniques and a basic experience of glazing. Prerequisites: ART 104 and ART 106. Offered Each Semester (UG)

ART 267: Sculpture I (3)

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. Offered Each Year (Fall). (UG)

ART 275: History of Art: Ancient-Medieval (3)

Fulfills core competency: Affective Awareness. Writing Intensive. Illustrated lectures and discussions on the art of the ancient world from prehistoric times through medieval art. Open to Non-majors. Offered Each Year (Fall). (UG)

ART 285: History of Art: Renaissance-Modern (3)

Fulfills core competency: Affective Awareness. Writing Intensive. Study of the development of artistic expression from the fourteenth through the mid-twentieth century. Open to Non-majors, but not recommended for freshmen. Offered Each Year (Spring). (UG)

ART 287: The History of Design (3)

Study of the history of design, especially the history of visual communication design, from the ancient world to the present. Prerequisites: ART 104 and ART 106. Offered Each Year (Fall). (UG)

ART 301: Publication Design and the Computer (3)

Students learn about the role of graphic communication design in the production of publications. Emphasis is placed on traditional print publications such as posters, brochures, magazines, and newsletters. The production of screen-based publications is introduced. Prerequisite: ART 219. Offered Each Year (Fall). (UG)

ART 306: Figure Drawing III (3)

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. Offered As Needed. (UG)

ART 319: Graphic Design II (3)

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. Offered Each Year (Spring). (UG)

ART 320: Graphic Design III (3)

Continued exploration of the role of typography in graphic visual communication as combined with graphic and pictorial elements in the production of screen-based interactive visual communication projects. Prerequisite: ART 319. Offered Each Year (Spring). (UG)

ART 325: Introductory Oil Painting (3)

Introductory course in painting using oil as the vehicle of expression. Prerequisites: ART 104 and ART 106. Offered Each Year (Fall). (UG)

ART 326: Introductory Acrylic Painting (3)

A painting course emphasizing the use of the acrylic medium. Prerequisites: ART 104 and ART 106. Offered Each Year (Spring). (UG)

ART 327: Fibers I (3)

Principles of design and their creative application in the use of fibers, for various off-loom construction techniques. Offered As Needed. (UG)

ART 331: Art Reading List (3)

An examination of selected writings on art from Modernist periods. Prerequisite: ART 275 or ART 285. Offered Each Year (Spring). (UG)

ART 334: Digital Photography (3)

This studio course is designed for students with either limited or no experience in photography. It 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. Students are given a set of basic experiences in the conceptual and practical use of this relatively new art form. Prerequisites: ART 104 and ART 106. Offered Each Semester. (UG)

ART 344: Art in Space and Environment (3)

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. Offered As Needed. (UG)

ART 345: Advanced Drawing I (3)

Emphasis on the development of an idea through a sequence of drawings. Prerequisites: ART 204, 205. Offered Each Year (Fall). (UG)

ART 346: Advanced Drawing II (3)

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. Offered Each Year (Fall). (UG)

ART 348: Seminar and Practice in Graphic Design (3)

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. Offered Each Year (Spring). (UG)

ART 351: Ceramics II (3)

Technical and creative experiences in throwing on the wheel and a creative exploration of glazing. Prerequisite: ART 251. Offered As Needed. (UG)

ART 355: History of Non-Western Art (3)

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. Offered Each Year (Spring). (UG)

ART 356: Women in Art (3)

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. Offered Each Year (Fall). (UG)

ART 367: Sculpture II (3)

Theory and practice of sculptural composition utilizing modeling and carving with introductory welding and casting. Prerequisite: ART 267. Offered As Needed. (UG)

ART 368: Sculpture III (3)

Continued exploration of sculptural techniques with emphasis on understanding the character and value of the material to the final work. Prerequisite: ART 367. Offered As Needed. (UG)

ART 381: Illustration I (3)

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. Offered Each Year (Spring). (UG)

ART 382: Illustration II (3)

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. Offered Each Year (Fall). (UG)

ART 383: Illustration III (3)

Advanced exploration of illustration in various media. Prerequisite: ART 382. Offered Each Year (Spring). (UG)

ART 420: Graphic Design IV (3)

The role of the graphic visual communication designer in the field of advertising is addressed as students produce an advertising campaign. The history of advertising is explored in its relationship to the development of today's most popular forms of advertising including print, broadcast/video, out-of-home and screen-based and interactive media. Prerequisite: ART 319. Offered Each Year (Spring). (UG)

ART 425: Painting III (3)

Advanced painting problems in various media. Prerequisites: ART 325, 326. Offered Each Year (Fall). (UG)

ART 426: Painting IV (3)

Advanced study in painting. Prerequisite: ART 425. Offered Each Year (Spring). (UG)

ART 427: Fibers II (3)

Work in fibers emphasizing on-loom textile construction techniques. Prerequisite: ART 327. Offered As Needed. (UG)

ART 435: Advanced Typography (3)

Advanced design projects which explore the expressive potential of type in a variety of conceptual applications. Additionally, projects focus on the design process as the central component in the development of solutions to visual communication problems. Prerequisite: ART 319. Offered Each Year (Fall). (UG)

ART 436: Overview of Aesthetics (3)

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. Offered As Needed. (UG)

ART 439: Serigraphy (3)

Exploration of printmaking processes using the photo-mechanically produced image. Prerequisites: ART 104 and ART 106. Offered Each Semester. (UG)

ART 441: Advanced Printmaking (3)

Opportunity for advanced students to continue exploration of and involvement with chosen printmaking processes and procedures. Prerequisites: ART 240, 340, 439. Offered As Needed. (UG)

ART 443: Issues and Methodologies in Contemporary Art (2)

Fulfills core competency: Information Literacy. Writing Intensive. Together with ART 498, Senior Exhibition, combination of courses satisfies Research and Presentation requirement. Diverse exercises in criticism and analysis to broaden the art student's aesthetic awareness, judgment and sensitivity. Prerequisite: ART 331. Offered Each Year (Fall). (UG)

ART 445: Special Projects (3)

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. Offered Each Semester. (UG)

ART 446: History of Contemporary Art:1940- Present (3)

Study of contemporary art history based on the visual and historical movements of the second half of the twentieth century. Prerequisite: ART 285. Offered Each Year (Spring). (UG)

ART 455: Photography (3)

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. Offered Each Year (Fall). (UG)

ART 456: Advanced Photography (3)

Advanced work in the creative use of film and papers. Prerequisites: ART 455 or approval of instructor. Offered As Needed. (UG)

ART 464: Sculpture IV (3)

Advanced study in sculpture. Prerequisite: ART 368. Offered As Needed. (UG)

ART 490: Senior Project (3)

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. Offered Each Year (Spring). (UG)

ART 498: Senior Art Exhibit (1)

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. Offered Each Semester. (UG)

Arts Administration

ARTA 450: Practicum Seminar in Arts Administration and Management (3)

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)

Basic concepts and terminology; survey of selected periods in music history, with study of representative compositions. Offered As Needed. (UG)

MUS 115: The Music of the United States (3)

Fulfills core competency: Affective Awareness. A survey of the entire range of American music: religious, folk, classical, popular, jazz, etc. Offered As Needed. (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)

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. Offered Each Year (Fall). (UG)

THA 106: Introduction to the Theater (3)

Fulfills core competency: Affective Awareness. Analysis of theater and drama, historical and current production practices, in order to enhance aesthetic appreciation. Offered Each Semester. (UG)

THA 108: Masked Performance (3)

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. Offered Each Year (Spring) (UG)

THA 119: Theater, Madness, Power (3)

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. Offered as Needed. (UG)

THA 207: Improvisation (3)

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. Offered Each Year (Fall). (UG)

THA 213: Introduction to Stage Combat (3)

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. Offered As Needed. (UG)

THA 214: Stage Movement (3)

Studies techniques for presence and movement on stage. Offered As Needed. (UG)

THA 215: Introduction to Suzuki Method of Actor Training (3)

This course introduces students to the Suzuki method of actor training. Offered As Needed. (UG)

THA 222: Costume Design (3)

Introduces the student to the art of costume design. Offered As Needed. (UG)

THA 223: Lighting Design (3)

This course presents techniques and facets of lighting design. Offered As Needed. (UG)

THA 224: Set Design (3)

This class focuses on the fundamentals of set design. Offered As Needed. (UG)

THA 225: Sound Design (3)

This course provides instruction in the basics of sound design. Offered As Needed. (UG)

THA 230: Acting for Animators (3)

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. Offered Each Year (Fall). (UG)

THA 246: Design for the Theater: History of Theatrical Space (3)

Fulfills core competency: Contextual Competency. This course explores the design of theatrical spaces throughout history, especially in terms of the cultures that shaped them. We will use this information to investigate what we can learn about a culture from its theatrical events and the spaces designed to hold these events. Offered As Needed. (UG)

THA 250: Voice and Speech for the Actor (3)

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. Offered Each Year (Spring). (UG)

THA 253: Theater As Outreach (3)

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 forums for 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)

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. Offered As Needed. (UG)

THA 326: Performance in Space (3)

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. Offered As Needed. (UG)

THA 328: Advanced Improvisation (3)

Fulfills core competency: Affective Awareness. This course for advanced acting students is a continuation of the skills introduced in THA 207. Prerequisite: THA 207. Offered As Needed. (UG)

DIVISION OF HEALTH AND HUMAN SERVICES

ACCOUNTING/INFORMATION SYSTEMS

ATHLETIC TRAINING

BUSINESS ADMINISTRATION

EDUCATION

HEALTH CARE STUDIES

NURSING

PHYSICAL THERAPY

PHYSICIAN ASSISTANT STUDIES

SOCIAL WORK

Accounting/Information Systems Undergraduate Programs

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.

Minors

- [Accounting](#)
- [Digital Media](#)

Course Sequence

- [Forensic Accounting](#)

Certificate

- [Accounting](#)

Mission Statement

Consistent with the mission of Daemen College, the Accounting Degree philosophy embodies the ideals of elevating human dignity and fostering civic responsibility in a global perspective. Central to this will be the strong relationship between the department faculty and its students. The curriculum integrates the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment.

The accounting degree is a professional degree registered with the New York State Board of Accountancy. As a result its professional component is guided by attention to the AICPA Core Competency Framework. The core competencies are categorized as functional (technical competencies most closely aligned with the value contributed by the accounting professional), personal (individual attributes and values) and broad business perspective (relating to understanding of internal and external business contexts) competencies. It is a skills-based curriculum rather than knowledge-based because the body of knowledge and the accounting profession are changing so rapidly. Although knowledge requirements will change with time, the competencies will have long-term value and will support a variety of career opportunities for the future accountant.

The curriculum also encourages close relationships with the professional community through a series of action learning internship positions. In addition to supplementing classroom knowledge, these internships also build the student's resume and prepare the student to assume a professional position upon graduation. The graduates of this program will be contributing, well-rounded professionals of the global community.

Outcome Objectives of Accounting/Information Systems Department

Upon completion of the Accounting Program, the graduate will:

1. Use decision-making skills to assess risk, solve problems, and complete projects in an efficient and timely manner.
2. Obtain the necessary skills to use technology tools effectively to both develop and apply other competencies.
3. Organize and effectively communicate information in a meaningful manner.
4. Demonstrate objectivity, integrity, and ethical behavior that is consistent with the standards of the discipline of accounting, as well as the norms of the environment in which they interact.
5. Develop strong research skills to access relevant accounting information, understand it, and apply it.
6. Contribute to the accounting profession through action learning internships and professional involvement.
7. Provide leadership and be able to work within diverse and cross-functional teams in order to be successful in an ever-changing global marketplace.

The Herbert B. Eckert Endowed Award Fund

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 Accounting/MIS Department Chair.

Bachelor of Science in Accounting

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

1. 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)
- ACC415 Advanced Accounting Problems (3)
- ACC420 Auditing (3)
- ACC490 Accounting Theory & Professional Ethics (3) -- ILIT; RP; WI
- BA211 Effective Business Communications (3) -- WI
- 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)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 3 credits

- CFE97 Career Preparation Seminar (0)-prerequisite to the Career Field Experience
- 3 credits: CFE4XX Career Field Experience (See below [Additional Pertinent Information](#) section for further details.)

3. CORE CURRICULUM: 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)
- 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**

4. FREE ELECTIVES: 12 credits

- With the exception of Economics (ECO), Management Information Systems (MIS), and Management - Quantitative (MGQ), courses offered by the Accounting and Business Administration Department are not allowed. Accounting/Business course designations are: ACC, BA, FIN, HSM, MGT, MKT. 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 in Accounting/Professional Accountancy (30 CREDITS)

- 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 transfer 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.

Admission To Upper Division Requirements

A student must apply for upper division status in the second semester of the sophomore year (November 15 in Fall semester; April 15 in Spring semester). In order to be granted upper division status:

1. The student must complete the appropriate sections of his/her portfolio.
2. Minimum grades of C must be achieved in the following: ACC225, ACC226, BA211, CMP101, ECO201, ECO202, MGQ221, MGT208, MIS280, MIS295, MKT209.
3. **BS:** An overall grade point average (GPA) of 2.50 is required.
4. **BS/MS:** An overall grade point average (GPA) of 3.00 is required. Students with a GPA of less than 3.00 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 three 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 three graduate courses, the student will file the Change of Major form with the Registrar's office and will be accepted as a matriculating student in the BS/MS program.

Graduation Requirements

1. In addition to those courses referenced under the Admission to Upper Division Requirements, minimum grades of C must be achieved in the following: ACC311, ACC312, ACC315, ACC318, ACC415, ACC420, ACC490, BA350, BA351, FIN325, 3-credit Finance elective, MGQ427. Students will be allowed to retake the previously referenced courses only once to earn the required minimum grade of C.
2. **BS:** An overall grade point average (GPA) of 2.50.
3. **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

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 Registrar's 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:** Three (3) credits are required and must be taken in the senior year. Students may complete additional Career Field Experiences for a maximum of 9 credits earned through Career Field Experience. Requirements for participation in Career Field Experiences are: successful completion of CFE97 Career Preparation Seminar (0 credits) **and** a minimum grade point average (GPA) of 2.5 **and** successful completion of ACC311 and 312 Intermediate Accounting I-II **and** permission of an Accounting faculty member. Students may petition the Accounting Chair to waive the Career Field Experience requirement if they have comparable, relevant work experience.
2. **MATHEMATICS:** Depending upon mathematics 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, Accounting](#) and the [BS/MS, Accounting/Professional Accountancy](#) from the Accounting/Information Systems Department web page or the Program Plans site on the Registrar's web page.

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

1. 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)
- ACC415 Advanced Accounting Problems (3)
- ACC420 Auditing (3)
- ACC490 Accounting Theory & Professional Ethics (3) -- RP; WI
- BA211 Effective Business Communications (3) -- WI
- 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) -- IL
- MIS290 Information Systems in Management (3) -- IL
- MKT209 Principles of Marketing (3)

2. 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.)

3. 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**

4. FREE ELECTIVES: 12 credits

- With the exception of Economics (ECO), Mgt Info Systems (MIS), and Mgt Quantitative (MGQ), courses offered by the Accounting and Business Administration Department are not allowed. Accounting/Business course designations are: ACC, BA, FIN, HSM, MGT, MKT. 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 transfer 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.

Admission To Upper Division Requirements

A student must apply for upper division status in the second semester of the sophomore year (November 15 in Fall semester; April 15 in Spring semester). In order to be granted upper division status:

A student must apply for upper division status in the second semester of the sophomore year (November 15 in Fall semester; April 15 in Spring semester). In order to be granted upper division status:

1. The student must complete the appropriate sections of his/her portfolio.
2. Minimum grades of C must be achieved in the following: ACC225; ACC226; BA211; CMP101; ECO201; ECO202; MGQ221; MGT208; MIS280; MIS290; MKT209.
3. **BS:** An overall grade point average (GPA) of 2.50 is required.
4. **BS/MS:** 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.

Graduation Requirements

1. In addition to those courses referenced under the Admission to Upper Division Requirements, minimum grades of C must be achieved in the following: ACC311; ACC312; ACC315; ACC318; ACC415; ACC420; ACC490; BA350; BA351; FIN325; 3-credit Finance elective; MGQ427. Students will only be allowed to retake the previous courses once to earn the required minimum grade of C.
2. **BS:** An overall grade point average (GPA) of 2.50 is required.
3. **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

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. 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 ACC311 & 312 Intermediate Accounting I-II **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, Accounting, and the [BS/MS, Accounting/Professional Accountancy](#) from the Program Plans option available on the Accounting/Information Systems department and the Registrar's web pages.

Accounting Minor

(Open To All Students)

Note: 12 credits must be completed at Daemen College.

Requirements (18 credits)

- 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

Digital Media Minor

Requirements (15 credits)

- MIS201 The E-World (3)
- MIS205 Ethics of the Electronically Connected World (3)
- MIS280 Computer Studies & Problem Solving (3)
- MIS231 Visual Software (3)
- MIS331 Animation Software (3)

Forensic Accounting Sequence

The following courses are currently available to students who are interested in the field of Forensic Accounting:

- ACC325 Introduction to Forensic Accounting (3)
- ACC430 Forensic Investigations (3)
- MIS428 Forensic Accounting Data Analysis Techniques (3)

Consult the departmental website for course descriptions and the Accounting Chairperson for further information on the field of Forensic Accounting.

Accounting Certificate

[Consumer Information: Accounting Certificate offering on the Main Campus](#)

[Consumer Information: Accounting Certificate offering at the Brooklyn site](#)

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 Auditing Problems (3)
- ACC420 Auditing (3)
- FIN325 Corporate Finance (3)
- Accounting/Information Systems/Business Administration Elective: 3 credits
- **Recommended elective:** ACC319 Advanced Income Tax Accounting (3)

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.**

Accounting and Information Systems Courses

Accounting

ACC 225: Financial Accounting (3)

Fulfills core competency: Critical Thinking and Problem Solving. Fundamentals of financial accounting, the accounting cycle with emphasis on analysis of financial statements for service, merchandising, and manufacturing operations. Problems supplement the theory, principles and management applications. Pre-req: MTH 124 or equivalent; Sophomore Status. Offered Each Semester. (UG)

ACC 226: Managerial Accounting (3)

A continuation of ACC 225 with emphasis on the application of the accounting model to corporations. In addition, there is an introduction to the use of accounting information in management decision-making settings. Problems supplement the theory, principles, and management application. Prerequisite: ACC 225; MTH 124 or equivalent. Offered Each Semester. (UG)

ACC 311: Intermediate Accounting I (3)

Study of generally accepted accounting principles, emphasizing financial statement presentation and an in-depth study of accounting for current assets and liabilities. 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. Offered Each Year (Fall). (UG)

ACC 312: Intermediate Accounting II (3)

A continuation of ACC 311, focusing on non-current assets and liabilities, stockholder's equity 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. Offered Each Year (Spring). (UG)

ACC 315: Cost Accounting (3)

Analysis of costs and their use in the managerial functions of an enterprise. Topics include principles of cost accounting for inventory costing 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: Acceptance to upper division in Accounting; ACC 226. Offered Each Year (Spring). (UG)

ACC 318: Income Tax Theory (3)

This course focuses on the responsibilities 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. Offered Each Year (Fall). (UG)

ACC 319: Advanced Income Tax Accounting (3)

This course focuses on the responsibilities of professional accountants in the preparation of tax returns for corporations, partnerships, estates and trusts, 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. Prerequisite: ACC 318. Offered As Needed. (UG)

ACC 325: Introduction to Forensic Accounting (3)

Fraud examination will begin with the study of various types of fraud as well as factors that contribute to fraudulent activity. Ethics are a key concept in this course, and will be analyzed within the context of various business activities, and students will study both preventive and detective strategies to mitigate risk of fraud. Fraud examination methods will comprise a significant portion of the course and will include investigating fraud, investigating concealment, inquiry methods, and fraud reporting. Students will also study the impact of fraud on financial statements, organizations, financial transactions, and legal proceedings. Prerequisites: ACC311; Junior Status. Offered as Needed. (UG)

ACC 360: Fund Accounting (3)

An in-depth study of accounting principles adopted by nonprofit organizations. Financial reporting for cities, school districts, hospitals and government agencies. Prerequisite: Permission of Instructor. Offered As Needed. (UG)

ACC 415: Advanced Accounting Problems (3)

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 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. Offered Each Year (Fall). (UG)

ACC 420: Auditing (3)

This course focuses on the responsibilities of professional accountants in the conduct of independent audits and provides primary content (Generally Accepted Auditing Standards) 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. Offered Each Year (Fall). (UG)

ACC 430: Forensic Investigations (3)

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. Prerequisite: ACC 325. Offered as Needed. (UG)

ACC 490: Accounting Theory and Professional Ethics (3)

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. A research paper is a major requirement 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. Offered Each Year (Spring). (UG)

ACC 618: Advanced Taxation (3)

This course focuses on the basic principles of federal income taxation of corporations, partnerships, trusts, gifts, and estates. It reinforces the use of tax research tools, and provides an overview of administrative and procedural aspects of tax practice. 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: Acceptance into the 5-year B.S./M.S. program and completion of ACC 318. Offered Each Year (Fall). (GR)

ACC 620: Advanced Auditing (3)

An advanced study of auditing standards, principles, theory, and practice. Current trends in auditing and assurance services will be emphasized. The class offers an in-depth examination of auditor legal liability, ethics, audit procedures, statistical sampling, and audit research using electronic databases and the Internet. The class will also be focused on the Information Technology Audit function, the use of technology in audits, auditing through computer systems and auditing around computer systems. 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 420 and acceptance into the 5-year B.S./M.S. program. Offered Each Year (Spring). (GR)

ACC 630: Global Financial Reporting and Statement Analysis (3)

This course presents a five step framework for effective financial statement analysis. It begins with an understanding of the industry economic characteristics and current conditions of the firm's businesses and the particular strategies the firm selects to compete in each of these businesses. It then assesses how well the firm's financial statements reflect the economic effects of the firm's decisions and actions. With the use of financial statement ratios and other analytical tools, it assesses the profitability and risk of the firm in the recent past and, by incorporating information about expected changes, forecasts expected profitability and risk. Finally, the analyst values the firm using various valuation tools and models. The framework will be applied to both domestic and international companies. 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: Acceptance into the 5-year B.S./M.S. program. Offered Each Year (Fall). (GR)

ACC 650: Directed Research in Accounting (3)

This course is the capstone course for the 150-hour accounting program. The student, under the guidance of a mentor, will prepare a research study in the field of accounting. The topic of the study must be approved by the graduate committee and defended in a public forum when complete. Details of the process will be provided to the student by their faculty mentor. Prerequisite: Permission of Instructor. Offered Each Year (Summer). (GR)

Finance

FIN 212: Investing With Your Values (3)

Fulfills core competency: Civic Responsibility. Writing Intensive. This course is a basic course in the operation of the stock market and learning to invest in this market. The primary emphasis will be on natural investing and choosing profitable investments that will contribute to environmental and economic sustainability. Offered As Needed. (UG)

FIN 325: Corporate Finance (3)

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. Offered Each Semester (UG)

FIN 328: Investments (3)

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. Offered Each Year (Spring). (UG)

FIN 409: Money and Banking (3)

Nature of money, development of the American monetary system, role of the banking system in creating the nation's money supply and structure and functions of the Federal Reserve System as the principal agency for monetary control. Prerequisites: ECO 201 and ECO 202. Offered As Needed. (UG)

FIN 601: Global Monetary System and Capital Markets (3)

This course is devoted to in-depth discussion and practical application of business finance as practiced in a borderless world. The major topics covered include the international monetary system, the balance of payments, foreign exchange, the management of foreign exchange risk, the role of banks in international finance, and a discussion and analysis of the non-bank financial institutions and international financial markets that represent an inventory of financial resources for the global company. Offered Each Year (Spring). (GR)

Health Systems Management

HSM 210: Introduction to Health Systems Management (3)

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. Offered Each Year (Spring). (UG)

HSM 295: Health Systems Marketing (3)

The major objective of this course is to broaden and apply the conceptual system of marketing to the marketing problems of non-profit organizations. The concepts of product, price, promotion and distribution, which are employed by profit-sector marketers, are redefined for maximum relevance to non-profit organizations. The concept of profit maximization is translated into benefit-cost maximization. Offered As Needed. (UG)

HSM 302: Health and Administrative Law (3)

A look at the legal and fiduciary environment surrounding health care. The role of the administrator and board members with regard to liability issues is examined. Discussion centers on ways in which the health care facility can avoid unnecessary legal issues and suggests ways in which to reduce the negative consequences of those that cannot be eliminated. Offered As Needed. (UG)

HSM 350: Grants and Contract Development (3)

Fulfills core competency: Communication Skills. 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. Offered As Needed. (UG)

HSM 360: Health Care Finance and Economics (3)

Examination of the principal components of the financial system including policy formation, planning, programming, legislative control and execution of state, local and non-profit budgets. Prerequisites: ECO 201 and ECO 202. Offered As Needed (UG)

HSM 400: Current Issues in Health Systems Management (3)

Cross-listed as HSC 400. This course reviews social, demographic, and sociopsychological factors in the initiation, maintenance and adaptation of health related behaviors. Studies behavioral change strategies for primary and secondary prevention of disease from a health policy perspective. Also focuses on issues of compliance with health regimens. Prerequisite: Senior status. Offered As Needed. (UG)

HSM 425: Health Systems Operations Management (3)

An introduction to the planning, analysis, and control of health systems operations. Students will study some of the important tools used by health systems operations managers, including Total Quality Management, capacity planning, scheduling, facility layout, project management, and inventory management. Prerequisites: Senior status. Offered As Needed (UG)

Management - Quantitative

MGQ 221: Business Statistics I (3)

Fulfills Quantitative Literacy requirement. An introductory business statistics course that focuses on data collection, presentation, and analysis. Topics covered include graphical methods, descriptive statistics with exploratory data analysis, probability theory, probability distributions, sampling distributions, and confidence intervals. A microcomputer package will be used for analyzing selected data sets. Prerequisite: MTH 97 (or adequate competence as determined by mathematics placement). Offered Each Semester. (UG)

MGQ 222: Business Statistics II (3)

Fulfills Quantitative Literacy requirement. A continuation of MGQ 221 which covers hypo-thesis testing, simple linear regression and correlation analysis, multiple regression models, analysis of variance, chi-square tests and statistical quality control. The course will require extensive use of a microcomputer statistical package. Prerequisites: MGQ 221. Offered Each Semester (UG)

MGQ 360: Production and Operations Management (3)

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. Offered Each Year (Spring). (UG)

MGQ 427: Managerial Decision Making (3)

An introduction to some of the important models and problem-solving techniques used in business decision-making. Topics include statistical decision theory, queuing theory, linear and integer programming, the transportation and assignment models, graph theory, and network flow models. Prerequisites: MGQ 221. Offered Each Year (Fall). (UG)

Management Information Systems

MIS 201: The E-World (3)

An exploration of the electronic world and how websites are designed to affect the consumer. Diverse exercises in criticism and analysis to broaden the student's awareness of the impact of these sites on the individual will be completed. In addition the student will design and implement a website using Macromedia Dreamweaver MX and Flash MX software. Prerequisite: Offered Each Year (Fall). (UG)

MIS 205: Ethics of the Electronically Connected World (3)

Fulfills core competency: Moral and Ethical Discernment. This course examines the different ethical situations that arise in the realm of an electronically connected world that affect both the individual and society, such as computer and internet crime, privacy issues, freedom of expression, intellectual property, and employer/ee issues. The student will discuss what ethics are, why it is important to act in ways that are consistent with a code of principles and will develop a personal approach to ethical decision making. Offered Each Year (Fall). (UG)

MIS 231: Visual Software (3)

A basic course in the field of computer arts that prepares the student to use the computer for animation, video, and multimedia productions. The student will first learn the principles of effective design and communicating information visually. Next, the student will learn how to use graphics for many purposes including for print and/or web distribution. Offered As Needed. (UG)

MIS 280: Computer Studies and Problem Solving (3)

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. Offered Each Semester. (UG)

MIS 290: Information Systems Management (3)

This course is designed to develop concepts and applications to give students a view of how computer-based processing is used in the functions of management in modern enterprises. Terminology and concepts of information management and control developed to process transactions and to create reports used in management decision-making. Prerequisite: MIS 280. Offered Each Semester. (UG)

MIS 295: Accounting Information System (3)

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. Offered Each Year (Spring). (UG)

MIS 305: Software Design with Visual Programming Languages (3)

The purpose of the course is to enable students to gain proficiency in the utilization of visual programming languages. Topics include building applications, designing user interfaces, and programming language fundamentals. The course emphasizes "hands-on" learning through in-class computer laboratory exercises. Prerequisites: Upper division status. Offered As Needed. (UG)

MIS 315: Database Management Systems (3)

Successful business operations depend on well-designed databases. Database management systems (DBMSs), which provide the capabilities to effectively store, manipulate and access data as well as provide data security, data sharing, and data integrity, are the foundation of database systems. A successful Information professional must understand not only the concepts, principles and theory of database systems but also the associated management issues. The course will introduce students to DBMSs, data modeling and DBMSs application development. The course will emphasize both theory and hands-on experience. Offered As Needed. (UG)

MIS 331: Animation Software (3)

An advanced course in the computer arts field that teaches methods of animation for the Web and CD-Rom. The principles of effective design and communicating information visually will be reinforced. The student will learn how to develop their own digital movies, animate websites and add text, audio and video elements to their movies. Offered As Needed. (UG)

MIS 410: Telecommunications and Electronic Commerce (3)

This course surveys issues, technologies, and skills relating to the application of data communications and telecommunications technology in business. Students will develop an informed perspective on the revolutionary new field of electronic commerce. The course covers data communications technology, such as internetworking, local area networks, wide area networks, network operating systems, communications protocols, firewalls, and network security. The course will also cover commercial applications of this technology including electronic commerce, secure electronic payments, electronic data interchange and electronic marketing. Offered As Needed. (UG)

MIS 420: Systems Analysis and Design (3)

Overview of the information systems development life cycle; use of structured tools/techniques for systems development with emphasis on systems analysis and conceptual design; information and reporting activities; transition from conceptual design to physical design. Prerequisites: Upper division status, MIS 305 and MIS 315. Offered As Needed. (UG)

MIS 428: Forensic Accounting Data Analysis (3)

Forensic data analysis helps the forensic accountant learn the techniques required to audit large volumes of transactions to discover fraudulent activities. The student will utilize various software programs such as ACL and Auditworks to test financial records for fraud. Topics include: digital prevention and deterrence, digital detection and investigation, and digital presentation and reporting tools. Prerequisite: ACC 325. Offered as Needed. (UG)

MIS 620: Competing in the Information Age (3)

The course focuses on how the IT revolution, and especially the Internet, has established a new economics that companies need to embrace, has provided enormous opportunity to create and capture value, and is blurring the boundaries of traditional industries while restructuring others. Companies that fail to recognize and act on these fundamental changes will find themselves in strategic jeopardy. Offered As Needed. (GR)

MIS 630: Decision Support Systems (DSS) for Managers (3)

An examination of how managers utilize various applications such as spreadsheets, database management systems, decision support systems, executive information systems, and expert systems to support decision making in business environments. The emphasis is on problem solving tasks, which are semi-structured, i.e. they combine human judgment with the use of computing tools and techniques. DSS do not replace managerial judgment but rather provide support for decision-making; the final agent remains the human. Offered As Needed. (GR)

MIS 640: Management of Innovation and Technological Change (3)

This course provides a foundation for managing innovation and technology in a changing, competitive environment. Technology is discussed as a critical component, along with people and skills, in adding value to products and services. Other topics discussed include the Industry Evolution Process, intrapreneurship, technology deployment, the stages of the innovation process, organizational change, and the business realities of today and tomorrow. Offered As Needed. (GR)

Athletic Training Education Program

Degree Offered

- [Bachelor of Science in Health Care Studies/Master of Science in Athletic Training](#)

Program Faculty

- *Program Director and Assistant Professor: L. Matthews*
- *Clinical Coordinator, Clinical Assistant Professor and Athletic Trainer: J. Sage*
- *Assistant Professor: N. Chimera*

Mission and Goals

The Athletic Training Education Program (ATEP) 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 Education 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 Education Program Mission Statement

The mission of the Athletic Training Education Program at Daemen College is to provide a comprehensive academic and clinical education experience to prepare students to become competent athletic trainers and leaders in the athletic training profession. Professional athletic training education at Daemen College builds upon and reinforces the intellectual qualities acquired through study of the liberal arts, social, and natural science while integrating the National Athletic Trainers Association (NATA) educational competencies. Creative problem solving and clinical reasoning skills that promote sound and expeditious decision making are fostered throughout the Athletic Training Education Program.

Athletic Training Education Program Goals

1. The student will be eligible for the BOC exam.
2. The student will possess the knowledge and skill to provide athletic training services in a variety of settings available to the profession.
3. The student will demonstrate problem solving and clinical reasoning skills.
4. The student will use evidence-based practice for delivery of patient care.
5. The student will demonstrate the foundational behaviors of professional practice.
6. The student will demonstrate cultural competence and effective communication with patients, family members, and the sports medicine team.
7. The student will be prepared to contribute to the athletic training profession.

Bachelor of Science in Health Care Studies/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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS, Health Care Studies, Health & Fitness Specialization

1. MAJOR AND SPECIALIZATION: 85 credits

o MAJOR: 60 credits:

▪ Anatomy & Physiology:

- BIO330/L General Anatomy (4/0)
- BIO340/L General Physiology (4/0)

▪ Biology:

- BIO109/L General Biology I (3/1)
- BIO117 Human Nutrition (3)

- **NOTE:** BIO110/L General Biology II (3/1) is also required as part of the required studies in the Core (see Section II).

▪ 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.

- ATH400/L Introduction to Emergency Athletic Care (3/0)
- ATH409/L Gross Anatomy (6/0)
- ATH410/L/411/L Pathology and Clinical Examination I/II (4/0; 4/0)
- ATH412 Neuroscience (3)
- ATH430 Research Methods (3) - ILIT; RP; WI
- ATH490 Athletic Training: Practical Application I (3)

- **Select one**
 - EDU203 Learning Theory (3)
 - HCS310 Health Promotion & Education (3) - CT
- HCS102 Introduction to Health Care: Systems and Professions (3) - CT
- HCS320 Community Health Education & Disease Prevention (3) - CT
- HSM210 Introduction to Health Systems Management (3)

- **Select one**
 - HSC229 Holistic Lifestyle Practices (3)
 - HCS313 Principles of Health Behavior Change (3)
 - PSY229 Health Psychology (3) - CT

o SPECIALIZATION: 25 credits:

- ATH101 Introduction to Athletic Training (1)
- ATH201 Seminar in Athletic Training (2)

- ATH300/L Applied Physics for the Assessment of Human Movement and Therapeutic Agents (3/1)
- HCS200 CPR and Emergency Health Care (2)
- HCS301/L Physiology of Exercise and Cardiopulmonary Assessment (3/0)
- HCS317/L Human Motion: Principles & Perspectives (4/0)
- HCS332/L Current Concepts in Strength & Conditioning (3/0)
- HCS340/L Musculoskeletal Fitness Assessment (3/0)
- HCS350/L Fitness Training & Exercise Prescription (3/0)

2. **CORE: 45 credits:**

- BIO110/L General Biology II (3/1) - CT
- CMP101 English Composition (3) - CS; ILIT; WI
- CMP315 Advanced Composition for Health Professionals (3) - CS; ILIT; UD; WI
- IND101 Sustainable & Critical Relationships (3)
- MTH104 Survey of Statistics (3) - CT; QL
- PSY103 Introduction to Psychology (3) - CC
- 3 credits in any Service Learning course or SL Add-On course(s) - SL
- **Core Electives:** 23 credits

3. **FREE ELECTIVES: 4 credits:**

Courses offered by the Health Care Studies 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: 36 credits

- ATH501 Foundations of Athletic Training (3)
- ATH520/L Therapeutic Agents (4/0)
- ATH521 Pharmacology in Sports Medicine (2)
- ATH522 General Medical Conditions (3)
- ATH523/L Therapeutic Intervention (4/0)
- ATH524 Sports Nutrition (2)
- ATH525 Organization and Administration in Athletic Training (3)
- ATH530 Psychosocial Aspects in Athletic Training (3)
- ATH581/582 Research Seminar I/II (1/2)
- ATH592/593/594 Athletic Training: Practical Application II/III/IV (3/3/3)

TOTAL PROGRAM REQUIREMENTS: BS (134); MS (36) = 170 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.

Freshmen Admission Criteria

1. Students admitted as freshmen as Athletic Training majors will be guaranteed admission into the professional phase of the curriculum upon meeting the requirements for progression to the professional program.
2. All students must complete all liberal arts and science core requirements prior to progression into the professional program AND must have completed requirements for a baccalaureate degree by the end of the first year (year four) of the professional program.
3. Minimum Freshmen Admission Criteria include: High School average of 88 and SAT score of 1000 and/or ACT score of 21.
4. Students wishing to pursue Athletic Training, but not meeting the freshmen criteria for admission into the designated Athletic Training major may apply for admission into the Health Care Studies 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 professional phase of the Athletic Training Education Program is a competitive process. All who

apply for the professional phase may not be admitted.

Transfer Student Admission Criteria

1. Selection process for transfer student admission to the professional program is based on space availability, level of performance in meeting the science coursework requirements (grades/GPA) and number of credits completed at Daemen College.
2. Students may enter the Athletic Training Education Program at any point as pre-professional students (years 1, 2, or 3). Transfer students will be accepted as Athletic Training majors based on previous academic performance and space availability. Transfer students will complete requirements for the Bachelor of Science in the Health Care Studies program and upon fulfillment of requirements (see below) may apply for the professional phase of the Master of Science in Athletic Training Education Program.
3. Minimum Admission Criteria for the Athletic Training major include: SAT or GRE (General) score of 1000 (with a minimum score of 450 on Math component) and/or ACT score of 21; or a 2.75 Overall GPA and 2.75 Science 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 Athletic Training major pool, will not be guaranteed progression to the Professional Program.
5. For further detailed information regarding transfer applications, contact the [Admissions Office](#).

Admission into the Professional Phase of the Program

Students apply to the professional phase of the 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 professional phase.

1. Students must earn a letter grade of C or better in all courses required by the major.
2. Students must possess a cumulative grade point average (GPA) of 2.75 at the end of the pre-professional course work, and earn a letter grade of C or better in the following: CMP101, CMP315, MTH104, PSY103.
3. All students must possess a minimum 2.75 GPA and earn a letter grade of C or better in the following science related courses (lectures and labs): ATH300/L, BIO 109/L-110/L, BIO117, BIO330/L, BIO340/L, CHE101/L (or CHE110/L-111/L), HCS200, HCS301/L, HCS317/L, HCS332/L, HCS340/L, HCS350/L.
4. Grades earned in courses transferred into Daemen will be included in the overall and science GPAs.
5. A student who earns a grade below C in any science course taken at Daemen College must repeat that course at Daemen College.
6. Students 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.
7. All students must have satisfactorily completed the liberal arts core requirements including all pre-professional coursework prior to entrance into the professional program.

Other Requirements

1. Students must gain at least 50 hours athletic training clinical observation, 15 of which must be in the Daemen College Athletic Training Room.
2. Students must submit two character references (one must be from a Nationally Certified Athletic Trainer).
3. Selected applicants (based on grades, clinical observation hours, and references) will be invited for a personal interview.
4. Students must submit a Letter of Intent to progress to the professional program.
5. Students must submit a signed Technical Standards Verification form.

Graduation Requirements

BS portion of the Program (BS, Health Care Studies, Health & Fitness specialization):

1. A minimum grade of C or better in all courses in the Health Care Studies portion of the curriculum. This includes all courses under the Major and the Specialization.
2. A cumulative grade point average (GPA) of 2.00.

MS portion of the Program (MS, Athletic Training):

1. Satisfactory completion of all requirements as per the terms set forth by the Athletic Training Education Program and the Athletic Training Department.
2. Athletic Training students must complete a minimum of 800 clinical experience hours.

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, professional program entrance criteria, and/or professional program and graduation requirements. Detailed information on minimum grade requirements and other requirements for good academic standing in the professional program is available from the Health Care Studies and Athletic Training departments. A minimum grade of C or "Pass" (for courses graded as Pass/Fail) in all courses is required in the professional program. All enrolled students must meet all requirements if changed or amended by Daemen College.

Athletic Training Courses

Athletic Training

ATH 101: Introduction to Athletic Training (1)

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. Offered Each Year (Fall). (UG)

ATH 201: Seminar in Athletic Training (2)

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 and benefits associated with physical activity, an introduction to medical terminology, principles of therapeutic communication, and sociocultural issues. Prerequisite: ATH 101. Offered Each (Spring). (UG)

ATH 300: Applied Physics for the Assessment of Human Movement and Therapeutic Agents (3)

This lecture/lab course provides an overview of vector mechanics, linear and rotational kinematics and dynamics, work, energy, power, fluids, heat, sound, electricity, and magnetism. An introduction to these physical properties as they apply to the examination of human movement and intervention strategies to promote restoration of function through therapeutic agents or modalities will be explored. Prerequisite: BIO 330/L and BIO 340/L. Corequisite: ATH 300L. Offered Each Year (Fall). (UG)

ATH 300L: Applied Physics for the Assessment of Human Movement and Therapeutic Agents Lab (1)

This course satisfies the laboratory requirement for ATH 300. (UG)

ATH 400: Introduction to Emergency Athletic Care (3)

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. This course is intended for Athletic Training Professional Phase students only. Corequisite: ATH 400L. Offered Each Year (Summer). (UG)

ATH 400L: Intro to Emergency Athletic Care Lab (0)

This course satisfies the laboratory requirement for ATH 400. (UG)

ATH 409: Gross Anatomy (6)

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. This course is intended for Athletic Training Professional Phase students only. Corequisite: ATH 409L. Offered Each Year (Summer). (UG)

ATH 409L: Gross Anatomy Lab (0)

This course satisfies the laboratory requirement for ATH 409. (UG)

ATH 410: Pathology and Clinical Examination I (4)

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 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, gait analysis, manual muscle testing, neurological and special tests. This course is intended for Athletic Training Professional Phase students only. Corequisite: ATH 410L. Offered Each Year (Fall). (UG)

ATH 410L: Pathology and Clinical Examination Lab I (0)

This course satisfies the laboratory requirement for ATH 410 (UG)

ATH 411: Pathology and Clinical Examination II (4)

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, neck, upper back, 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, manual muscle testing, neurological and special tests. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 410. Corequisite: ATH 411L. Offered Each Year (Spring). (UG)

ATH 411L: Pathology and Clinical Examination II Lab (0)

This course satisfies the laboratory requirement for ATH 411 (UG)

ATH 412: Neuroscience (3)

In this course, students will be introduced to the structure and function of the central and peripheral nervous systems through a combination of lecture, discussion of case studies and examination of cadaveric brain specimens. Students will use the neurologic examination as a systematic framework for organizing their understanding of the functional anatomy of the nervous system. We will consider the following topics: development of the central nervous system; the role of sensorimotor experience in fine-tuning synaptic pathways; voluntary movement and postural control; sensory pathways and perceptual experience; higher-order cognitive capabilities; memory and learning; neurodegenerative disease and trauma. Students will learn to perform and interpret neurologic exam techniques and apply this understanding to a variety of neurologic case studies. Students will also develop basic familiarity with electrodiagnostic tests (i.e., nerve conduction velocity, EMG) and diagnostic images (CT scan and MRI). (UG)

ATH 430: Research Methods (3)

Fulfills core competency: Information Literacy. Writing Intensive. Meets Research and Presentation requirement. 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. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Spring). (UG)

ATH 490: Athletic Training: Practical Application I (3)

This course is the first of four clinical experience courses. Athletic training students will be evaluated on clinical integration proficiencies of skills taught in previous semesters including professional communication, recognition of injury, emergency/first aid care, selected taping and wrapping, and protective equipment. Additionally students will be expected to build upon their acquired knowledge and practice those skills and techniques previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students must complete 200 clinical hours. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Fall). (UG)

ATH 501: Foundations of Athletic Training (3)

This lecture/lab course is designed to build upon the knowledge from the previous course work and experience of the athletic training students. Topics will include, injury documentation and management systems, protective equipment, taping, wrapping, splinting, bracing, orthoses, rehabilitation phases of injury, and psychological and emotional response to injury. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Fall). (GR)

ATH 520: Therapeutic Agents (4)

This lecture/lab course is designed to prepare the future athletic trainer to critically select, provide rationale for, and skillfully apply therapeutic agents including massage, cold, superficial heat, infrared, hydrotherapy, shortwave diathermy, ultrasound, iontophoresis, traction, and electrotherapy for inducing muscle contractions, reducing pain, enhancing wound healing, and curbing edema formation. 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. This course is intended for Athletic Training Professional Phase students only. Corequisite: ATH 520L. Offered Each Year (Spring). (GR)

ATH 520L: Therapeutic Agents Lab (0)

This course satisfies the laboratory requirement for ATH 520. (GR)

ATH 521: Pharmacology in Sports Medicine (2)

This course focuses on the pharmacokinetics and pharmacodynamics of drugs commonly encountered in the practice of athletic training. Topics include patient education, federal, state, and local regulations for proper storage and dispensing, and poison control protocols. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Fall). (GR)

ATH 522: General Medical Conditions (3)

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. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Fall). (GR)

ATH 523: Therapeutic Intervention (4)

This lecture/lab course is designed to enhance student 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. This course is intended for Athletic Training Professional Phase students only. Co-requisite: ATH 523L. Offered Each Year (Fall). (GR)

ATH 523L: Therapeutic Intervention Laboratory (0)

This course satisfies the laboratory requirement for ATH 523. (GR)

ATH 524: Sports Nutrition (2)

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. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Fall). (GR)

ATH 525: Organization and Administration in Athletic Training (3)

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. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Spring). (GR)

ATH 530: 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. This course is designed for professional phase Athletic Training students. This course is intended for Athletic Training Professional Phase students only. Offered Each Year (Spring) (GR)

ATH 581: Research Seminar I (1)

This course is a continuation of ATH 430 and the first of a sequence of two research seminar courses. Students will refine their literature review, and write the purpose and methods sections of their athletic training research project. Students will present their proposals to their peers. This is directed study under the supervision of faculty. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 430. Offered Each Year (Fall). (GR)

ATH 582: Research Seminar II (2)

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 faculty. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 581. Offered Each Year (Spring). (GR)

ATH 592: Athletic Training: Practical Application II (3)

This course is the second of four athletic training clinical experience courses. Athletic training students will be evaluated on clinical integration proficiencies of skills taught in previous semesters including taping, bracing, protective equipment fitting, assessment of the lower extremity and spine, therapeutic agents, and evaluation fundamentals. Additionally students will be expected to build upon their acquired knowledge and practice those skills and techniques previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students must complete 200 clinical hours. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 490. Offered Each Year (Spring). (GR)

ATH 593: Athletic Training: Practical Application III (3)

This course is the third of four athletic training clinical experience courses. Athletic training students will be evaluated on clinical integration proficiencies of skills taught the previous semester including assessment of the upper extremity, head, and neck. Additionally students will be expected to build upon their acquired knowledge and practice those skills and techniques previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students must complete 200 clinical hours. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 592. Offered Each Year (Fall). (GR)

ATH 594: Athletic Training: Practical Application IV (3)

This course is the fourth of four athletic training clinical experience courses. Athletic training students will be evaluated on clinical integration proficiencies of skills taught the previous semester including therapeutic exercise, nutrition, and general medical conditions. Additionally students will be expected to build upon their acquired knowledge and practice those skills and techniques previously covered in the curriculum. Students will be assigned to clinical education experiences under the direct supervision of a preceptor. Students must complete 200 clinical hours. This course is intended for Athletic Training Professional Phase students only. Prerequisite: ATH 593. Offered Each Year (Spring). (GR)

Business Administration Undergraduate Programs

Degrees Offered

- [Bachelor of Science in Business Administration](#)

Specializations: General Business, Human Resource Management, International Business, Marketing, and Sport Management.

Minors

- [General Business](#)
- [International Business](#)

The following minors are open only to students in Accounting Information Systems or Business degree programs or to students who have also completed the General Business minor:

- [Human Resource Management](#)
- [Marketing](#)
- [Sport Management](#)

Certificate

- [Human Resource Management](#)

Business Administration Department Mission

The Business Administration curriculum will assist in preparing students for leadership roles in an increasingly complex global economy. Our program recognizes the importance of studying liberal arts while developing professional business related skills. As students progress through our program, their ability to think creatively, critically and ethically will be enhanced. They will be encouraged to work collaboratively with others in a variety of settings. Through such a foundation, students will be better prepared to contribute positively to their local and global business communities.

The Business Administration degree will provide exposure to the total business organization through the presentation of functional and human skills based coursework. Particular emphasis will be placed on diversity, ethics and international issues. This broad-based exposure will be fine-tuned by coursework within an area of specialization chosen by the student. Specialization related cooperative work experiences will supplement a student's classroom knowledge, build professional interpersonal skills, develop liaisons with the business community, and provide concrete, resume building work experience.

Key to student's success in this integrated learning curriculum is assuming an active role in his or her own education and understanding that learning is a lifelong process. Daemen College business faculty will be available to encourage and mentor students while providing the initial foundation for this process. Students will be prepared and encouraged to continuously grow personally and professionally.

The seven student learning objectives of the Business Administration department are:

1. Obtain the necessary skills to use technology effectively to both develop and apply other competencies.
2. Assess the legal and ethical consequences of business decisions and understand the impact of business and business leaders on the welfare of the greater society.
3. Develop research skills for the purpose of gathering information to solve business related problems.
4. Organize and effectively communicate information in a meaningful manner.
5. Solve business related problems, individually and within a group, and complete projects in timely manner.
6. Contribute to the business profession through cooperative work experiences.
7. Provide leadership and be able to work within diverse and cross-functional teams in order to be successful in an ever-changing global marketplace.

Admission Requirements

College Preparatory Mathematics through Trigonometry (NYS Math 11) is recommended for all students entering the Business

Administration Department.

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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

- **MAJOR AND SPECIALIZATION/TRACK: 60 credits**

- **MAJOR: 45 credits**

- ACC225 Financial Accounting (3) - CT
- ACC226 Managerial Accounting (3)
- BA211 Effective Business Communications (3) - WI
- BA220 Diversity & Cross Cultural Management (3) - AA; WI
- BA350 Business Law I (3)
- BA443 Proseminar (3) - ILIT; RP; WI
- ECO201 Principles of Microeconomics (3) - CT
- ECO202 Principles of Macroeconomics (3) - CT
- FIN325 Corporate Finance (3)
- MGQ221 Business Statistics I (3) - QL
- MGQ222 Business Statistics II (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)

- **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 catalogue and accessible from the course schedules published on the Daemen web site.

- **General Business**

15 credits in business electives 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; RP; WI; 3-credit Business elective selected with advisor's approval.

- **International Business**

BA201 Introduction to International Business (3) --CC; ECO333 International Economics (3); ECO343 Global Economic Geography (3) --CR; MGT306 International Management (3); MKT310 Foreign Markets of International Business (3). Also required: Foreign language studies as part of the core.

- **Marketing**

MKT302 Physical Distribution Management (3); 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) -- ILIT; RP; WI.

- **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).

- **ADDITIONAL REQUIREMENTS OF THE MAJOR: 6 credits**

- CFE97 Career Preparation Seminar (0)
- 3 credits in an upper level Career Field Experience: Students must possess a minimum grade point average (GPA) of 2.5 and permission of a Business faculty member in order to enroll in the Career Field Experience. Students may petition the Department Chair to waive the Career Field Experience requirement if they have comparable, relevant work experience.
- **Select one:**
 - MGQ360 Production & Operations Management (3)
 - MGQ427 Managerial Decision Making (3)
 - MTH102 Finite Mathematics (3)
 - MTH131 Calculus & Mathematics for Business and Social Sciences --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
- IND101 Sustainable & Critical Relationships (3)
- **Core Electives:** 39 credits
- **STUDENTS PURSUING THE INTERNATIONAL BUSINESS SPECIALIZATION:** 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.

- **FREE ELECTIVES: 9 credits**

With the exception of Economics (ECO), Management Information Systems (MIS), and Quantitative Management (MGQ), courses offered by the Accounting/Information Systems and Business Administration Departments are not allowed. Courses used to fulfill the free electives may but are not required to have a core competency.

TOTAL PROGRAM REQUIREMENTS = 120 CREDITS

Admission To Upper Division Requirements

A student must apply for upper division status in the second semester of the sophomore year (November 15 in Fall semester; April 15 in Spring semester). In order to be granted upper division status:

1. The student must complete relevant section of his/her electronic portfolio.
2. The student must provide verification of 10 hours of community service per semester enrolled at Daemen College.
3. Minimum grades of C must be achieved in the following: ACC225; ACC226; BA211; BA220; CMP101; ECO201; ECO202; MGQ221; MGQ222; MGT208; MIS280; MKT209.
4. The student must have an overall grade point average (GPA) of 2.50.

Graduation Requirements

1. In addition to those courses referenced under the Admission to Upper Division Requirements, minimum grades of C must be achieved in the following: BA 350; FIN325; MGT321 AND all courses in the specialization.
2. An overall grade point average (GPA) of 2.00.
3. The student must complete 10 hours of community service per semester enrolled at Daemen College.

Suggested Course Sequence

Access the *suggested course sequence* for the [BS, Business Administration](#), from the Business Administration Department web page or the Program Plans site on the Registrar's web page.

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)

Select one

- BA210 Legal Environment of Business (3)
- BA350 Business Law I (3)

International Business Minor

Open to all majors with the exception of those pursuing the BS, Business Administration with International Business Specialization

REQUIREMENTS: (9-21 credits, 6 of which must be completed at Daemen):

- BA201 Introduction to International Business * (3)
- BA220 Diversity and Cross Cultural Management (3)
- ECO343 Global Economic Geography (3)

Foreign Language studies: 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.

*Another appropriate course may be substituted with the authorization of the Business Administration Chair.

Human Resource Management Minor

Limited to students majoring in a program sponsored by the Accounting/Information Systems Or Business Administration Departments 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)

Marketing Minor

Limited to students majoring in a program sponsored by the Accounting/Information Systems or Business Administration Departments 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/Information Systems or Business Administration Departments 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

Required Courses

- BA210 Legal Environment of Business (3)*
- BA211 Effective Business Communications (3)
- BA220 Diversity and Cross-Cultural Management (3)
- CA205 Oral & Visual Communication (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)

* Another appropriate course may be substituted with the authorization of the Business Administration Chair

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 Courses

Business Administration

BA 201: Introduction to International Business (3)

Fulfills core competency: Contextual Competency. An introductory course that presents a broad yet detailed picture of the global practice of international business. It provides relevant theoretical and practical insights concerning the role international politics, economics, culture, exchange rates, and foreign competition play in the management of international business. Offered As Needed. (UG)

BA 210: Legal Environment of Business (3)

An introduction to the legal and regulatory environment in which organizations function. Specific emphasis will be placed on anti-trust law, securities regulation, consumer law, labor law and the social environment of business. Offered As Needed. (UG)

BA 211: Effective Business Communications (3)

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 and MIS 280. Offered Each Semester. (UG)

BA 220: Diversity and Cross-Cultural Management (3)

Fulfills core competency: Affective Awareness. Writing Intensive. This course focuses on how cultural backgrounds affect a person's behavior. 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 role-playing, case studies and other activities, the student practices different techniques and leadership styles to effectively manage people of diverse cultural backgrounds. Prerequisite: Minimum grade C in CMP 101. Offered Each Semester. (UG)

BA 221: The Environment and the Law (3)

Fulfills core competency: Critical Thinking and Problem Solving. Through analyzing case studies about man-made disasters such as air, water pollution, deforestation and war, students will come to understand the synergistic affects of human's interaction with environments. The students will then look at various avenues for reaching a level of sustainability within this environment including a synopsis view of environmental laws such as the Clean Air Act, Clean Water Act, Toxic Substance Control Act, OSHA and RCRA. The course incorporates field trips and experiential learning. Offered As Needed. (UG)

BA 250: Entrepreneurship (3)

This course is designed for students who wish to familiarize themselves with the concepts, issues, and techniques of new venture creation and entrepreneurship. It would also assist the student in future creation or acquisition of a business. Topics include (but are not limited to) overview of the process necessary to plan a small business, purchase existing business or franchise, legal requirements, marketing plan/marketing research, conducting competitive analysis, e-entrepreneurship, management and financing of a small business, and the creation of a business plan. Offered As Needed. (UG)

BA 331: Reading List in Business Administration (3)

Readings in topics in Business Administration intended to supplement and integrate the work done in other courses. Prerequisites: ACC 226, BA 220, BA 211, ECO 202, MIS 280, MGT 208, MKT 209, MGQ 222. Offered As Needed. (UG)

BA 350: Business Law I (3)

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: ACC 226, BA 211, ECO 202, MGT 208, MKT 209. Offered Each Year (Fall.) (UG)

BA 351: Business Law II (3)

Emphasis will be placed on negotiable instruments, business organizations, agency and employment, and secured interests. Prerequisite: BA 350. Offered Each Year (Spring). (UG)

BA 405: Legal Issues in Sport Management (3)

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: Accounting and Business majors must complete ACC 226, BA 220, BA 211, ECO 202, MGT 208, MKT 209, MIS 280, MGQ 222, and BA 350. Non Accounting and Business Students must have upper division status in their degree program. Offered Each Year (Spring). (UG)

BA 443: Proseminar (3)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement; Writing Intensive. Introduction to research through an individual project with a thesis in the area of Business Administration. The topic is selected by the student subject to approval by the instructor. Prerequisite: Senior status, having completed 15 credits 300/400 level Business courses. Offered Fall and Spring semesters. (UG)

BA 457: Independent Study Or Research (1 - 6)

Offered As Needed. (UG)

Economics

ECO 201: Principles of Microeconomics (3)

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. Offered Each Semester. (UG)

ECO 202: Principles of Macroeconomics (3)

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. Offered Each Semester. (UG)

ECO 206: The Economics of Sustainable Development (3)

Fulfills core competency: Critical Thinking and Problem Solving. This course applies economic concepts to current topics in sustainability. Economic growth and inter- and intra-regional trade are examined in terms of their short term and long-range environmental impacts. Critical analysis is applied to the viability of various growth strategies to economic development. The geographical context for this course examines sustainability at the local, regional, and global scales. Offered As Needed. (UG)

ECO 209: Economics of Poverty (3)

Fulfills core competency: Contextual Competency. An understanding of basic issues in poverty-economics. Classes and groups which are characterized as impoverished are identified. Causes of poverty and anti-discrimination and anti-poverty socioeconomic policies are evaluated. Offered As Needed. (UG)

ECO 213: Economics of Inequality (3)

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. Offered As Needed. (UG)

ECO 221: Political Economy of East Asia (3)

Cross-listed as GVT 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. Offered As Needed. (UG)

ECO 232: International Political Economy (3)

Cross-listed as GVT 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. Offered Each Year (Fall). (UG)

ECO 333: International Economics (3)

This course looks at the modern theory of international trade, its qualifications and possible alternatives. Prerequisites: ECO 201 and ECO 202. Offered As Needed. (UG)

ECO 343: Global Economic Geography (3)

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. Offered As Needed. (UG)

Management

MGT 208: Principles of Management (3)

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. Offered Each Semester (UG)

MGT 260: Introduction to Sport Management (3)

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. Offered Each Year. (UG)

MGT 302: Labor Relations (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MKT 209, MGQ 222. Offered Each Year (Spring). (UG)

MGT 306: International Management (3)

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 typical of their foreign affiliates. Prerequisites: ACC 226, BA 220, BA 211, ECO 202, MIS 280, MGT 208, MKT 209, MGQ 222. Offered Each Year (Fall). (UG)

MGT 312: Human Resource Management (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Fall). (UG)

MGT 321: Organizational Behavior and Theory (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Semester. (UG)

MGT 410: Seminar in Human Resource Management (3)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement. Writing Intensive. This course serves as the capstone course for the Human Resource Management Specialization. It integrates the practical applications and theoretical concepts covered in previous human resource management courses, and discusses current topics affecting these applications and concepts. A written thesis with an oral component will be required. Prerequisite: MGT 302, MGT 306, MGT 312. Offered Each Year (Spring). (UG)

Marketing

MKT 209: Principles of Marketing (3)

Designed to acquaint students with the operations and function of our economic society. Deals with marketing as a philosophy and the various policy-making decisions required in various marketing systems. Offered Each Semester. (UG)

MKT 302: Physical Distribution Management (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Fall). (UG)

MKT 310: Foreign Markets of International Business (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Spring). (UG)

MKT 312: Promotional Strategies (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Fall). (UG)

MKT 313: Customer Relations (3)

A comprehensive approach to understanding and fulfilling customer needs. 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. There will be a special emphasis on understanding consumer behavior and motives. Prerequisites: ACC 226, BA 220, BA 211, ECO 202, MIS 280, MGT 208, MKT 209, MGQ 222. Offered As Needed. (UG)

MKT 335: Market Research (3)

A study of the nature, functions and difficulties inherent in selected market research techniques. Definitions of problems and the generating and testing of solutions. Prerequisites: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Fall). (UG)

MKT 402: Sport Marketing (3)

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: ACC 226, BA 220, BA 211, ECO 202, MGT 208, MIS 280, MKT 209, MGQ 222. Offered Each Year (Spring). (UG)

MKT 420: Marketing Planning and Strategy (3)

Fulfills core competency: Information Literacy. Fulfills Research and Presentation requirement. Writing Intensive. This is the capstone course for the Marketing specialization. An analysis of marketing principles and policies that must be performed by manufacturers, industrial marketing institutions and service firms to ensure customer satisfaction and profitable operation of the firm. Emphasis will be placed on marketing planning documents and case study analysis. Prerequisite: MKT 310 or MKT 313 and MKT 302, MKT 312, and MKT 335. Offered Each Year (Spring). (UG)

Education Undergraduate Programs

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 Visual Arts Education \(K-Grade 12\)](#)

Minors

- [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.

Areas of disability specialization covered under the special education certification programs include: autism, pervasive developmental disorder (PDD), chronic health disorder, conduct or behaviorally disordered (socially and/or emotionally disturbed), learning disabled, mentally retarded/intellectual and developmental disabilities, physically disabled, multiply disabled. 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, foreign language, mathematics, science, or social studies. For the Mathematics area study, a grade of C 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, Foreign 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 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 a disability. 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: socio-economically disadvantaged students, students who are English language learners, and students with disabilities” (Excerpts from the Regulations of the Commissioner of Education Concerning Registration of Programs of Study at Degree-Granting Institutions, May, 2003, p. 131).

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 <http://www.nasdtec.org/agreement.php>; National <http://www.aace.org>. NYS & National Labor Market <http://www.labor.ny.gov/stats/lproj.shtm>.

New York State Teacher Certification Examinations				
Annual Institution Report Program Year 2010-2011				
Process date: July 2012				
Institution: 415 - Daemen College				
Number of Program Completers:				
Test Field/Category	Institution			State wide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Professional Knowledge/Pedagogy				
ATS-W (Assessment of Teaching Skills-Written)	83	83	100%	99%
Academic Content Areas				
Aggregate CST (Content Specialty Test)	86	82	95%	93%
Other Content Areas				
LAST (Liberal Arts & Science Test)	116	115	99%	98%
Teaching Special Populations				
Students with Disabilities CST	39	35	90%	93%
Summary Totals & Pass Rate	475	464	98%	97%

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 is to ensure that our graduates participate in active discourse and practical opportunities, thereby enhancing personal and professional growth. These opportunities enable our graduates to possess the following: knowledge, understanding and skills in the liberal arts and sciences; content core knowledge; pedagogical core knowledge; understanding regarding equity, diversity and exceptionalism; and professional skills necessary for reflective practice. We believe that we graduate community minded, life long learners/teachers who, like all Daemen graduates, are prepared for life and leadership in an increasingly complex and interdependent world.

Goal 1 – Knowledge of Subject Matter

Teacher candidates will understand the central concepts, tools of inquiry, and structure of the discipline(s) they teach and create learning experiences that make these aspects of subject matter meaningful to students.

Goal 2 – Knowledge of Human Development and Learning

Teacher candidates will understand how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Goal 3 – Instructional Strategies for Diverse Learners

Teacher candidates will understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Goal 4 – Multiple Instructional Strategies

Teacher candidates will understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Goal 5 – Motivation and Management

Teacher candidates will encourage an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Goal 6 – Communication and Technology

Teacher candidates will use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom and across learning communities.

Goal 7– Instructional Planning

Teacher candidates will plan instruction based on knowledge of students, subject matter, the community, and curriculum goals.

Goal 8 – Assessment of Learning

Teacher candidates will understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Goal 9 – Professional Development

Teacher candidates, as reflective practitioners, will continually evaluate the effects of their choices and actions on others (students, parents, and other professionals) and actively seek opportunities to grow professionally.

Goal 10 – School/Community Involvement

Teacher candidates will foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Bachelor of Science Programs in Education

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 Studies in all Programs

1. MAJOR: 23 credits

- EDU203 Learning Theory (3)
- EDU217 Facilitating Reading Literacy for Regular & Special Needs Learners at the Primary Level (4)
- EDU237 Instructional Design: Theory & Practice (3)
- 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 Children with Disabilities (3)
- SED371 Classroom Management Techniques for Individuals with Disabilities (3) - WI
- **NOTE: EDU237 requires a C or better. Candidates are dismissed from the program after two unsuccessful attempts to achieve the required minimum grade of C.**

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 catalogue 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)
- PHI232 Learning Through Service (3) -- CR; SL
- PSY103 Introduction to Psychology (3) -- CC
- SOC224 Ethnicity, Race and Cultural Diversity (3) -- AA; WI
- **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 Children with Emotional/Behavioral Disorders (3)
- SED363 Inclusive Education for Children with Learning Disabilities and Mild Disabilities (3)
- SED364 Inclusive Education for Children 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

- A. An overall grade point average (GPA) of 2.55.
- B. A grade point average (GPA) of 2.55 in all Education courses.
- C. A grade of C or better in: EDU203, 217, 237 and SED270 (ECSE280 for Early Childhood candidates).
- D. Submit a Comprehensive Professional Portfolio during the second year, usually on or about March 19. (Transfer candidates may apply in the Fall, by mid-October.)
- E. Approved by the Education Department Faculty.

Requirements for Student Teaching

- A. An overall grade point average (GPA) of 2.55.
- B. A grade point average (GPA) of 2.55 in all Education courses.
- C. Apply for Student Teaching, usually at the end of the third year.
- D. Be recommended by the Education Department Faculty.

Graduation Requirements

An overall grade point average (GPA) of 2.55 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 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: 54 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)
- ART275 History of Art: Ancient-Medieval (3) -- AA; WI
- ART285 History of Art: Renaissance-Modern (3) -- AA; WI
- ART331 Art Reading List (3)
- ART443 Issues & Methodologies in Contemporary Art (2) -- ILIT; WI. **NOTE:** IN COMBINATION WITH ART498=RP

- **Select 1**
 - ART225 Watercolor Painting I (3)
 - ART325 Introductory Oil Painting (3)
 - ART326 Introductory Acrylic Painting (3)

- **Select 1**
 - ART240 Woodcuts and Monoprints (3)
 - ART340 Lithography & Intaglio (3)
 - ART439 Serigraphy (3)

- **Select 1**
 - ART327 Fibers I (3)
 - ART427 Fibers II (3)

- **Select one**
 - ART334 Digital Photography (3)
 - ART455 Photography (3)
- Art History Electives: 3 credits
- Art Studio Electives: 6 credits
- ART498 Senior Art Exhibit (1) -- **NOTE:** IN COMBINATION WITH ART443=RP

2. ADDITIONAL REQUIREMENTS: 36 credits

- **NOTE:** A student who has earned a C- or less in EDU237 in his/her first two attempts will be dismissed from the teacher certification program.
- EDU203 Learning Theory (3)
- EDU237 Instructional Design: Theory & Practice (3)
- 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 Children with Disabilities (3)

3. **CORE: 45 credits**

- CMP101 English Composition (3) -- CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (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:** 33 credits: **Recommended:** IND/WST328 The Image of Women in Art & Media (3); IND334 Non-Western Art & Culture (3)

TOTAL PROGRAM REQUIREMENTS = 135 CREDITS

Admission to Upper Division Requirements

1. An overall grade point average (GPA) of 2.55
2. A grade point average (GPA) of 2.55 in all Education courses.
3. A grade of C or better in: EDU203, 237 and SED270
4. Must compile and submit, for Art Education Program review, a comprehensive emerging portfolio that includes evidence of learning and success in art and education.
5. Traditionally admitted teacher candidates (non-transfer) must apply during the second year, usually on or about March 19. Transfer candidates must apply by March 19 of the first year at Daemen.

Requirements for Student Teaching

- A. An overall grade point average (GPA) of 2.55
- B. A grade point average (GPA) of 2.55 in all Education courses
- C. Apply for Student Teaching, usually at the end of the third year
- D. Be recommended by the Program Director of Art Education and the Education Department Chairperson

Graduation Requirements

An overall grade point average (GPA) of 2.55 and submission of an Application for Degree form to the Registrar's office.

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.

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 Children 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)
 - SED340 Inclusive Education for Children with Emotional/Behavioral Disorders (3)
 - SED363 Inclusive Education for Children with Learning Disabilities and Mild Disabilities (3)
 - SED364 Inclusive Education for Children with Moderate/Severe Disabilities (3)
 - SED371 Classroom Management Techniques for Individuals with Disabilities (3)

NOTE: Other courses may be allowed at the approval of the Education Chair

Education Courses

Early Childhood Special Education

ECSE 221: Language/Communication Development for the Young Child (3)

An introduction to language and communication development of young children. Attention will focus on teaching students to design learning environments for infants and preschoolers which will enable, accommodate, and enhance the unique receptive and expressive modes of communication of children with special needs. A 15-hour field experience (practicum) is required. Offered As Needed. (UG)

ECSE 222: Infant Development and Intervention with Assistive Technology (3)

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. A 30-hour field experience (practicum) is required. Offered Each Year (Spring). (UG)

ECSE 279: Typical and Atypical Child Development and Intervention Strategies for Preschoolers with Special Needs: Part I (3)

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. Due to the unique instructional needs of young children with special needs, a field-based, college-supervised observational and teaching experience of two hours in an early childhood setting is required. A three (3) hour field experience (practicum) is required. Offered Each Year (Fall). (UG)

ECSE 280: Typical and Atypical Child Development and Intervention Strategies for Preschoolers with Special Needs: Part II (3)

Fulfills core competency: Information Literacy. Fulfills Research & Presentation requirement. Writing Intensive. This course will build on information covered in ECSE 279: Part I, 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 5-hour field experience (practicum) is required. A grade of "C" or better is required in this course for admission to upper division for ECSE teacher candidates. Prerequisites: SED 270 and ESCE 279 with a grade of C or better. Offered Each Year (Spring). (UG)

ECSE 324: Transdisciplinary Intervention and Family Involvement (3)

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. Prerequisite: A grade of C or better for ECSE 280, EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Spring). (UG)

ECSE 325: Early Childhood Assessment Methods for Mild/Moderate Disabilities: A Practicum (3)

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 care givers; 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. A 25-hour field experience (practicum) is required. Prerequisite: A grade of C or better for ESCE 280, EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Fall). (UG)

ECSE 473: Student Teaching and Seminar at the Preschool Level for Students with Disabilities (Birth-Pre K) (6)

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 472, which are taken concurrently; a minimum GPA of 2.55 Overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

ECSE 474: Student Teaching and Seminar at the Preschool Level for Students with Disabilities (Pre K-Grade 2) (6)

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 472, which are taken concurrently; a minimum GPA of 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

Education

EDU 103: Arts, Movement and Music for the Young Child (3)

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. Offered Each Year (Fall). (UG)

EDU 203: Learning Theory (3)

Designed to provide a thorough understanding of psychological concepts, principles, and theories central to the teaching-learning process, including classroom problems encountered by teachers. A one(1)-hour field experience (practicum) is required. This course requires a grade of C or better for admission to upper division. Offered Each Semester. (UG)

EDU 217: Facilitating Reading Literacy for Regular and Special Needs Learners at the Primary Level (4)

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.

Prerequisites: EDU 203 and EDU 237 with a C or better. A 45-hour field experience (practicum) is required. MORNING SECTION teacher candidates should not register for any courses immediately preceding this course or following until 12:00 noon. For EVENING SECTION the field experience is on Wednesday and Friday mornings, from 8:00 AM to 12:00 PM - please reserve this time. This course requires a grade of C or better for admission to upper division. Offered Each Year (Fall). (UG)

EDU 218: Facilitating Reading Literacy for Regular and Special Needs Learners at the Intermediate Level (4)

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. Prerequisite: grade of C or better in EDU 217. A teacher candidate must earn a C or better in this course to continue in the Childhood(1-6) & Special Education(1-6) certification program. Offered Each Year(Spring). (UG)

EDU 237: Instructional Design: Theory and Practice (3)

This course provides a comprehensive introduction to the instructional process. The primary focus is on the introduction to 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 children and youth. The relationship between theory and instructional design is covered in depth. Prerequisites: grade of C or better in EDU 203 or first time repeating or concurrent enrollment in EDU 203 and permission of instructor. A grade of C 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 C or better on the second attempt. Offered Each Semester. (UG)

EDU 267: Practicum in Teaching Language Arts at the Elementary School Level (3)

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 by planning, preparing, and presenting teaching-learning experiences in the area of language arts within a classroom setting. Prerequisites: grade of C or better in EDU 217 and EDU 237. A field experience (practicum) of 40 hours is required. Offered Each Year (Spring). (UG)

EDU 301: Methods and Materials: Art (Elementary) (3)

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. A field experience (practicum) of 30 hours is required. Prerequisite: grade of C or better for EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered as Needed. (UG)

EDU 302: Methods and Materials: Art (Secondary) (3)

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. A field experience (practicum) of 30 hours is required. Prerequisite: grade of C or better for EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered as Needed. (UG)

EDU 303: Children's Literature (3)

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. Prerequisite: grade of C or better in EDU 217. A field experience (practicum) of 25 hours is required. Offered Each Year (Spring). (UG)

EDU 311: Methods & Materials: Art (Middle School) (3)

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. A field experience (practicum) of 30 hours is required. Prerequisite: grade of C or better for EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered as Needed. (UG)

EDU 313: Foundations of Education (3)

The purposes of this course are: 1) to provide an overview of the historical, philosophical, 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: grade of C or better in EDU 203. Offered Each Semester. (UG)

EDU 314: Promoting English Language Arts Across the Content Areas (3)

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 field experience (practicum) of 20 hours is required. Prerequisites: grade of C or better in EDU 203 and EDU 237. Offered Each Year (Spring). (UG)

EDU 316: Elementary Education Methods: Social Studies (3)

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. A field experience (practicum) of 25 hours is required. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper division course. Offered Each Year (Fall). (UG)

EDU 319: Assessment Methods in Education (3)

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. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year(Spring). (UG)

EDU 320: Elementary Education Methods: Math, Science and Technology (4)

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. A field experience (practicum) of 30 hours is required. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Spring). (UG)

EDU 321: Foundations in Early Childhood Education (3)

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. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Fall). (UG)

EDU 326: Planning and Managing the Teaching and Learning Environment with Assistive Technology (3)

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. A field experience (practicum) of 10 hours is required. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Fall). (UG)

EDU 327: Teaching to the Standards (3)

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 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 standards. Implications of these standards with respect to individuals with disabilities will also be addressed. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Corequisite: Concurrent registration in Student Teaching courses. Upper Division Course. Offered Each Semester (Fall and Spring). (UG)

EDU 336: Language/Literacy Development for the Adolescent Learner (3)

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. A field experience (practicum) of 20 hours is required. Prerequisites: grade of C or better in EDU 203, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Fall). (UG)

EDU 337: Practicum Implementing Teaching Learning Strategies at the Secondary School Level (7-12) (3)

The primary purpose of this course is to assist in the development of a competent, professional Adolescence 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 Adolescent education majors with: 1) a foundation in the aspects of an early secondary or secondary school classroom; 2) a field experience with an opportunity to work directly with secondary level students; and 3) opportunities for the teacher candidates to apply the fundamentals learned in EDU 237 by planning, preparing, and presenting teaching-learning experiences within a classroom setting. A field experience (practicum) is required. This course should be taken in the semester prior to student teaching. Prerequisite: grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Offered As Needed. (UG)

EDU 402: Methods in Classroom Management for Secondary Education (3)

Cross-listed as SED 402. 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. Field experience (practicum) of 20 hours required. Prerequisite: grade of C or better for EDU 203, EDU 237, and SED 270. Upper Division Course. Offered each year (Fall). (UG)

EDU 436: Promoting Reading and the Other Language Arts Across the Content Areas (3)

The primary purpose of this course is to assist in the development of a competent, professional classroom teacher, who is sensitive to the interdisciplinary cohesive nature of learning through speech, language and communication. In this regard, the participants will be able to: (1) list the major components of a language arts program across the grade levels; (2) utilize all content areas to develop and reinforce language skills; (3) explore multiple strategies and a variety of instructional materials utilized to teach language arts in a cross-disciplinary approach; (4) critique innovations in teaching the language arts; (5) evaluate commercially prepared language arts and language arts related programs/materials. Prerequisite: grade of C or better in EDU 203, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Spring). (UG)

EDU 457: Independent Study or Research (1 - 6)

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. Offered As Needed. (UG)

EDU 458: Directed Study (1 - 6)

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. Prerequisite: Permission of department chairperson and instructor required. Offered As Needed. (UG)

EDU 471: Student Teaching and Seminar at the Preschool and Primary School Level (Birth-Pre K) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 472: Student Teaching and Seminar at the Preschool and Primary School Level (PreK-Grade 2) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 473: Student Teaching and Seminar at the Primary School Level (1-3) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 474: Student Teaching and Seminar at the Intermediate Level (4-6) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 475: Student Teaching and Seminar at Childhood Level (1-6) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 477: Student Teaching and Seminar at the Elementary School Level: Art (K-6) (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 478: Student Teaching and Seminar at the Secondary School Level: Art (7-12) (6)

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 2.55 Overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

EDU 479: Student Teaching and Seminar at the Early Secondary School Level (7-9) (6)

English, French, Mathematics, Natural Sciences (Biology, Chemistry, General Science), 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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester (UG)

EDU 480: Student Teaching and Seminar at the Secondary School Level (10-12) (6)

English, French, Mathematics, Natural Sciences (Biology, Chemistry, General Science), 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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

Special Education

SED 102: American Sign Language, Level I (3)

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. Offered As Needed. (UG)

SED 106: American Sign Language, Level II (3)

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. Offered As Needed. (UG)

SED 270: Introduction to Nature and Educational Needs of Children with Disabilities (3)

A comprehensive survey of factors related to individuals with disabilities, including those who have learning disabilities, mental retardation, 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 four (4) hours is required. Prerequisites: grade of C or concurrent registration in EDU 203. A grade of C or better is required in this course for admission to upper division. Offered Each Semester. (UG)

SED 340: Inclusive Education for Children with Emotional/Behavioral Disorders (3)

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: grade of C or better in SED 270. Offered As Needed. (UG)

SED 363: Inclusive Education for Children with Learning Disabilities and Mild Disabilities (3)

This course provides a historical and contemporary overview of mild disabilities (learning disabilities, mental retardation, behavior disorders and emotional disorders and autism) and learning theories, methods, and instructional strategies for educating these children in the least restrictive environment. Prerequisite: minimum grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Offered Each Year (Fall). (UG)

SED 364: Inclusive Education for Children with Moderate/Severe Disabilities (3)

The purpose of this course is to provide an overview of the historical and present management of the physically disabled 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. Prerequisites: EDU 203 and SED 270. Field experience (practicum) of 15 hours required. Offered Each Year (Spring). (UG)

SED 371: Classroom Management Techniques for Individuals with Disabilities (3)

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, mental retardation, 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. A field experience (practicum) of 15 hours is required. Prerequisite: C or better in EDU 203, EDU 217, EDU 237, and SED 270. Upper Division Course. Offered Each Year (Spring). (UG)

SED 401: Methods of Inclusive Special Education (3)

This course provides a study of commercial and teacher-made materials appropriate for children with disabilities, particularly with reference to individuals with mild and moderate disabilities. Emphasis is given to selective evaluation and application of a wide variety of media/materials. Learning experiences are provided for developing teaching materials appropriate to the maturational, learning, and social levels of children in special education settings. A field experience (practicum) of 45 hours is required. Prerequisite: A grade of C or better in EDU 203, EDU 217, EDU 237, and SED 270. Offered Each Year (Fall). (UG)

SED 402: Methods in Classroom Management for Secondary Education (3)

Cross-listed as EDU 402. 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. Field experience (practicum) of 20 hours required. Prerequisite: grade of C or better for EDU 203, EDU 237, and SED 270. Upper Division Course. Offered each year (Fall). (UG)

SED 457: Independent Study or Research (1 - 6)

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. Offered As Needed. (UG)

SED 458: Directed Study (1 - 6)

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. Offered As Needed. (UG)

SED 476: Student Teaching and Seminar at the Childhood Level 1-6 Inclusive Education (6)

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 2.55 overall and in Education courses; permission of Department Chair required. Offered Each Semester. (UG)

Health Care Studies Undergraduate Programs

Degrees Offered

- [Bachelor of Science in Health Care Studies](#)

Program Mission and Description

The B.S. in Health Care Studies program has as its primary educational mission the preparation of students to become knowledgeable, adaptable, reflective and service oriented professionals. 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 a holistic approach to health care, 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 (Education, Administration, and General Community Health Principles), Complementary and Alternative Health Care Practices, and Health and Fitness Training. This multi-faceted Bachelor of Science Program provides students with a strong background in physiological, psychological, sociological, behavioral and business aspects of health and health care. Students learn through service and the program culminates in a professional internship in their particular area of interest.

Graduates from the Bachelor of Science in Health Care Studies program may enter directly into health related career paths or pursue admission to graduate or other degree programs in many professional disciplines such as allied health (physical therapy, physician assistant, athletic training and occupational therapy), education, public health, business, or complementary and alternative practitioner programs.

The Bachelor of Science in Health Care Studies may also be completed as a combined degree with the Master of Science in Athletic Training. Students who qualify for this program will complete a specialization in Health and Fitness Training before moving on to the graduate portion of the curriculum. See the [Athletic Training section](#) for program details.

Bachelor of Science in Health Care 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 AND SPECIALIZATION: 61 credits:

MAJOR: 37 credits

- **ANATOMY/PHYSIOLOGY, BIOLOGY, AND CHEMISTRY REQUIREMENTS:**
- One or more of the course options and recommended courses used to fulfill Anatomy/Physiology, 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.
- If you intend to select BIO330/L and BIO340/L as your Anatomy and Physiology requirement, please note that BIO103/L or the combination of BIO109/L-BIO110/L are the prerequisites for BIO330/L; (BIO109 lecture credit is counted under the major; BIO109L, BIO110/110L credit will be counted as part of the 27 credits of core electives); CHE101 or the combination of CHE110/L-CHE111/L are the prerequisites for BIO340/L.
- **Students in the Health/Fitness Training and the Complementary/ Alternative Health Care Practices specializations:** If you intend to pursue a graduate degree, the following courses are recommended for completion of requirements: Anatomy/Physiology: BIO330/L-340/L; Biology: BIO109/L-110/L; Chemistry: CHE110/L-111/L.
 - **Anatomy/Physiology: 4 credits: Select one course or sequence:**
 - BIO207/L-208/L Anatomy & Physiology I-II (4/0-4/0)
 - BIO316/L Anatomy & Physiology (4/0)
 - BIO330/L-340/L General Anatomy/General Physiology (4/0-4/0)
 - **Biology**
 - **Select one (3 credits):**
 - BIO103 Human Biology (3) - CT
 - BIO109 General Biology I Lecture (3)- CT
 - **Chemistry: 3-4 credits:**
 - **Select one:**
 - CHE100 Chemistry for a Changing World (3)
 - CHE101 General Chemistry (3) - CT
 - CHE110 Chemistry I Lecture (4)
 - HCS102 Introduction to Health Care: Systems and Professions (3) - CT
 - HCS300 Contemporary Issues in Integrative Health Care (3) - ILIT; RP; WI
 - HCS310 Health Promotion and Education (3) - CT
 - HCS315 Health Research Design and Methodology (3)
 - HCS320 Community Health Education & Disease Prevention (3) - CT
 - HCS335 Critical Issues in Global Health (3) - CC
 - HCS353 Introduction to Epidemiology (3)
 - **Professional Practicum – 3 credits:** Depending upon one's specialization, students complete one of the following:
 - HCS491 Professional Practicum - Community Health (3)
 - HCS492 Professional Practicum-Health & Fitness Training (3)
 - HCS493 Professional Practicum-Complementary and Alternative Health Care Practices (3)
 - **NOTE:** When more than one specialization is completed, an additional 1-3 credits of Professional Practicum (completed in the additional specialization) will be required.
 - **Select one:**
 - HCS229 Holistic Lifestyle Practices (3)
 - HCS313 Principles of Health Behavior Change (3)
 - PSY229 Health Psychology (3) --CT
 - **SPECIALIZATION: 24 credits: Select one of the following & complete all requirements:**

- Community Health: Select from 3 tracks (Community Health Education; Administrative Aspects of Health; Community Health Principles)
- Complementary & Alternative Health Care Practices
- Health and Fitness Training

2. CORE: 45 credits

- CMP101 English Composition (3) - CS; ILIT; WI
- IND101 Sustainable & Critical Relationships (3)
- 3 credits in any Service Learning course or SL Add-On - CR; SL
- PSY103 Introduction to Psychology (3) - CC

- **3 credits: Communications: Select one:**
 - CA205 Oral & Visual Communication (3) - CS
 - CMP311 Advanced English Composition - CS; ILIT; UD; WI;
 - CMP315 Advanced Composition for Health Professionals - CS; ILIT; UD; WI
 - SPA110 Spanish for Health Professions - CS

- **3 credits in Statistics: Select one**
 - MTH104 Survey of Statistics (3) - CT; QL
 - NSC310 Biostatistics (3) - CT
 - PSY333 Statistics for Psychology & Social Sciences (3) - CT; QL
 - **NOTE:**
 - Students interested in a master's degree in Public Health should consider NSC310 Biostatistics.
 - Students taking BIO109/L-110/L: BIO109 lecture credit is counted under the major; BIO109L, BIO110/110L credit will be counted as part of the 27 credits of core electives
 - Students may also fulfill the Statistics requirement out of the Free Electives by taking MGQ221 Business Statistics I (3).

- **Core Electives: 27 credits:**

3. FREE ELECTIVES: 15 credits:

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 = 121 CREDITS

Specializations

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 Care Studies Program Director. **NOTE:** It is strongly recommended that students in any of the three Community Health tracks consider taking HSM350 Grants and Contract Development (3 - CS) as an elective.

TRACK 1: Community Health Education

HCS305 Communicating Health (3); HCS313 Principles of Health Behavior Change (3); HCS330 Health Promotion Program Planning, Implementation and Evaluation (3); HCS331 Community Health Education: Outreach & Fieldwork (3); 12 credits in Community Health electives selected from the four areas below (Education; Psychological, Social & Philosophical Aspects of Health & Wellness; Physical Health & Wellness; Administrative & Policy Aspects of Health) and with advisor's approval.

TRACK 2: Administrative Aspects of Health

ACC225 Financial Accounting (3) - CT; BA211 Effective Business Communications (3) **OR** BA220 Diversity and Cross-Cultural Management (3) - AA; WI; HCS330 Health Promotion Program Planning, Implementation and Evaluation (3); HSM210 Introduction to Health Systems Management (3); MGT208 Principles of Management (3); MKT209 Principles of Marketing (3); 6 credits in Community Health electives selected from the four areas below (Education; Psychological, Social & Philosophical Aspects of Health & Wellness; Physical Health & Wellness; Administrative & Policy Aspects of Health) and with advisor's approval.

approval.

TRACK 3: Community Health Principles

24 credits selected from the four areas below (Education; Psychological, Social & Philosophical Aspects of Health & Wellness; Physical Health & Wellness; Administrative & Policy Aspects of Health) and with advisor's approval. **A minimum of 3 credits must be selected from each of the four areas.**

Education:

EDU237 Instructional Design: Theory & Practice (3); EDU313 Foundations of Education (3); EDU319 Assessment Methods in Education (3) - ILIT; WI; HCS305 Communicating Health (3); HCS313 Principles of Health Behavior Change (3); HCS330 Health Promotion Program Planning, Implementation and Evaluation (3); HCS331 Community Health Education: Outreach & Fieldwork (3); PSY309 Assessment in Psychology & Education (3); SED270 Introduction to the Nature & Educational Needs of Children with Disabilities (3); SPA110 Spanish for Health Professions (3)

Psychological, Social, and Philosophical Aspects of Wellness:

* **NOTE:** Students oriented towards Community Mental Health should focus their course work in this area of study, with PSY408 AND SW/SOC217 being a minimum recommendation.

CAT202 Foundation of Meditation and Guided Imagery (2); CAT221 Introduction to the Chakra System (1); HCS205 Healthy Eating and Body Image (2); HCS225 Healthy Relationships (1); HCS338 Social Determinants of Health (3); NUR/PHI222 Healing, Holism & Spirituality in Health Care (3) - AA; NUR316 Holistic Perspectives (3) - CS; PHI203 The Question of the Human (3) - AA; PHI209 Science & Values (3); PHI321 Medical Ethics (3) - ME; PHI326 The Meaning of Care in a Technological Society (3) - CC; PSY223 Forensic Psychology (3) - CT; PSY229 Health Psychology (3) - CT; PSY302 Developmental Psychology: Infancy through Childhood (3) - CT; PSY310 Social Psychology (3); PSY311 Psychology of Adolescence (3) - CT; PSY312 Psychology of Adult Development & Aging (3) - CT; PSY408* The Psychology of Mental Illness (3) - CT; PSY530 Psychology of Health and Disability (3); SOC224 Ethnicity, Race & Cultural Diversity (3) - AA; WI; SOC/SW243 Child Welfare Policy & Services (3); SOC303 Sociology of the Family (3) - CT; WI; SW/SOC217* Alcoholism, Substance Abuses & Other Addictions (3); SW226 Adolescence: An Interdisciplinary Approach to Understanding & Treatment of Adolescents (3); SW/SOC232 The Aging Process: An Introduction to Gerontology (3); SW/SOC327 Death, Dying and Bereavement (3)

Physical Health and Wellness:

BIO117 Human Nutrition (3) - CT; CAT213 Foundations of Yoga (2) - AA; CAT214 Foundations of Tai Chi (1) - AA; CAT224 Qi Gong Healing Method (1) - AA; HCS105 Introduction to Weight Training (1); HCS106 Introduction to Core Strengthening (1); HCS200 CPR and Emergency Health Care (2); HCS201 Survey of Eastern & Western Complementary Medical Approaches (3); HCS206 Cardiovascular Health Education (2); HCS215 HIV/AIDS Education: Science & Society (1); HCS216 Sexual Health Education (2); HCS229 Holistic Lifestyle Practices (3); HCS232 Herbs, Drugs, Supplements and the Body (3); HCS308 Environmental Health (3); HSC/NUR221 Issues in Women's Health (3);

Administrative and Policy Aspects of Health:

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); HSC/NUR323 The Health Care Professional and Computers (3); HSM210 Introduction to Health Systems Management (3); HSM302 Health and Administrative Law (3); HSM350 Grants and Contract Development (3) - CS; 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); SOC/SW243 Child Welfare Policy & Services (3)

Health and Fitness Training Specialization:

NOTE: If you intend to pursue a graduate degree, the following courses are recommended for completion of requirements in the major: Anatomy/Physiology: BIO330/L-340/L; **Biology:** BIO109/L-110/L; **Chemistry:** CHE110/L-111/L.

Complete 24 credits as follows:

Required Courses: HCS200 CPR and Emergency Health Care (2); HCS301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0); HCS317/L Human Motion: Principles and Perspectives (4/0); HCS332/L Strength & Conditioning (3/0); HCS340/L Musculoskeletal Fitness Assessment (3/0); HCS350/L Fitness Training and Exercise Prescription (3/0).

AND 6 CREDITS OF ELECTIVES SELECTED FROM THE FOLLOWING: ATH101 Introduction to Athletic Training (1); BIO117 Human Nutrition (3) - CT; CAT213 Foundations of Yoga (2) - AA; CAT214 Foundations of Tai Chi (1) - AA; CAT224 Qi Gong Healing Method (1) - AA; HCS105 Introduction to Weight Training (1); HCS106 Introduction to Core Strengthening (1); HCS205 Healthy Eating and Body Image (2); HCS206 Cardiovascular Health Education (2); HCS229 Holistic Lifestyle Practices (3); HCS313

Principles of Health Behavior Change (3); HCS330 Health Promotion Planning, Implementation and Evaluation (3); HSC232 Herbs, Drugs, Supplements and the Body (3); IND249 Performance Enhancement (3) - CR; MGT260 Introduction to Sport Management (3) - CT.

Complementary and Alternative Health Care Practices Specialization:

NOTE: If you intend to pursue a graduate degree, the following courses are recommended for completion of requirements in the major: Anatomy/Physiology: BIO330/L-340/L; Biology: BIO109/L-110/L; Chemistry: CHE110/L-111/L.

Required Courses: HCS200 CPR and Emergency Health Care (2); HCS201 Survey of Eastern & Western Complementary Medical Approaches (3); HCS229 Holistic Lifestyle Practices (3)

AND COMPLETE 6-7 CREDITS FROM THE FOLLOWING: BA211 Effective Business Communications (3) - WI; BA250 Entrepreneurship (3); BIO117 Human Nutrition (3) - CT; ENTR201 The Entrepreneurial Mindset (3) - CT; ENTR301 The Entrepreneurial Skill Set (3) - CT; HCS301/L Physiology of Exercise & Cardiopulmonary Assessment (3/0); HCS313 Principles of Health Behavior Change (3); HCS317/L Human Motion: Principles and Perspectives (4/0); HCS330 Health Promotion Program Planning, Implementation and Evaluation (3); HSC232 Herbs, Drugs, Supplements and the Body (3); HSM350 Grants and Contract Development (3) - CS; MGT208 Principles of Management (3); MKT209 Principles of Marketing (3); NUR/PHI222 Healing, Holism & Spirituality in Health Care (3) - AA.

AND COMPLETE 9-10 CREDITS FROM THE FOLLOWING: SELECT AT LEAST ONE COURSE FROM THREE OF THE FOUR AREAS: Biologically Based Therapies; Energy Therapies; Manipulative & Body Based; Mind-Body Interventions :

Biological Based Therapies Domain:

CAT230 Herbal Studies (3); CAT231 Aromatherapy: The Science of Fragrance (1); CAT232 Foundations of Homeopathy (2); CAT233 Introduction to Naturopathy (2)

Energy Therapies Domain:

CAT203 Science of Prayer in Healing (1); CAT220 Foundations of Energy Therapies (1); CAT221 Introduction to Chakra System (1); CAT222 Reiki I (1); CAT223 Reiki II (1); CAT224 Qi Gong Healing Method (1) - AA; CAT225 Acupressure (1); CAT226 Healing & Therapeutic Touch (1); CAT228 Introduction to Reflexology (1)

Manipulative & Body Based Domain:

CAT213 Foundations of Yoga (2) - AA; CAT214 Foundations of Tai Chi (1) - AA

Mind-Body Intervention Domain:

CAT201 Introduction to Psychoneuroimmunology (1); CAT202 Foundations of Meditation & Mental Imagery (2); CAT203 Science of Prayer in Healing (1); CAT204 Introduction to Hypnotherapy (3)

Multiple Specializations

When more than one specialization is completed, an additional 1-3 credits of Professional Practicum (completed in the additional specialization) will be required.

Admission to Upper Division Requirements

1. Selection of a specialization must be completed by the end of the sophomore year.
2. Students must successfully complete Anatomy/Physiology, Biology, and Chemistry, MTH104 (or equivalent), HCS102, and HCS310 or HCS320, with a grade of C or better before advancing. The remaining course (HCS310 or HCS320) must be successfully completed later.
3. Students may not have any outstanding Incompletes.
4. Students must achieve a grade of C or better in all courses in the Health Care Studies portion of the curriculum, including departmental 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.
5. A cumulative grade point average (GPA) of 2.00.

Graduation Requirements

1. A minimum grade of C or better in all courses in Health Care Studies portion of the curriculum. This includes all courses under the Major and the Specialization.
2. A cumulative grade point average (GPA) of 2.00.

Suggested Course Sequence

Access the suggested course sequence for the [BS, Health Care Studies](#), from the Health Care Studies Department web page or from the Program Plans site on the Registrar's web page.

Health Care Studies Courses

Complementary Alternative Therapies

CAT 201: Introduction to Psychoneuroimmunology (1)

This course will introduce the learner to the field of Psychoneuroimmunology (PNI) as it applies to the nature of the Mind-Body connection and its influence on health and well being. Current scientific theory and research regarding the mind's ability to either positively or negatively influence the physical body's form and immune response will be offered and discussed. The theoretical applicability of several complementary healthcare practices in positively influencing this constant mind-body and body-mind dialogue in promoting wellness will be explored. Offered As Needed. (UG)

CAT 202: Found of Meditation and Guided Imagery (2)

This class will include an introduction to various forms of contemporary and wisdom tradition meditations and mental imagery exercises including concentrative, mindfulness and transcendental. The roots and theory of meditation and mental imagery will be discussed 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 meditation and mental imagery will be offered in a lab type setting. Offered As Needed. (UG)

CAT 203: Science of Prayer in Healing (1)

In this course, an overview of prayer will be offered from a basis of theoretical foundation and purported efficacy on health and healing rather than from the perspective of spirituality or religiosity. Offered As Needed. (UG)

CAT 204: Introduction to Hypnotherapy (3)

It is the objective of this course to introduce the student to the use of classical and modern hypnosis techniques, including hypnotic inductions, deepening techniques, depth testing procedures, delivering hypnotic suggestions, emerging the client as well as educating the student in safety and ethical considerations of working with clients using hypnosis. Offered As Needed. (UG)

CAT 213: Foundations of Yoga (2)

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. Offered Each Year (Fall and Spring). (UG)

CAT 214: Foundations of Tai Chi (1)

Fulfills core competency: Affective Awareness. This class will provide an introduction to the practice of the Tai Chi art form. The ancient Chinese physical art form's series of slow choreographed movements combined with coordinated breathing and mental concentration 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 yin & yang and movement of chi, the vital life force, throughout the body will be offered in a lab setting. Offered Each Year (Fall) (UG)

CAT 220: Foundations of Energy Therapies (1)

The content of this course centers upon quantum physics perspective of matter and the physical body. Representative theory and research supporting the notion that all matter is composed merely of various forms of vibrations and energy waves will be offered and discussed. The non-local nature of these vibrations and energy waves will be discussed as it pertains to the holistic notion of the individual and the universe. The assertion that matter is merely non-local energy will be explored as it relates to several complementary healthcare practices. Offered As Needed. (UG)

CAT 221: Introduction to Chakra System (1)

This course will discuss the human energy field and its relationship to human health, including the Chakra system. Course will develop the understanding of the human energy field and how it affects the patient on a physical, mental, and spiritual level. Offered As Needed. (UG)

CAT 222: Reiki I (1)

This course introduces the history and the philosophy of this universal method of energy healing, and explores its techniques for adjustment of their energy patterns. The course and practice focus on the Reiki principle that the body recognizes the universal life energy and uses it to promote balance and total health. Offered As Needed. (UG)

CAT 223: Reiki II (1)

This course builds upon CAT 222 and explores the training necessary for application of advanced Reiki attunement techniques in the promotion of healing in others. Prerequisite: CAT 222. Offered As Needed. (UG)

CAT 224: Qi Gong Healing Method (1)

Fulfills core competency: Affective Awareness. This class will provide an introduction to the practice of one branch of Traditional Chinese Medicine, the healing art of Qi Gong. This art form utilizes various movement exercises, self-massage and meditations. Origins and techniques 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 will be offered in a lab setting. Offered As Needed. (UG)

CAT 225: Acupressure (1)

This course focuses on the history, philosophy, theory and practice of acupressure and the Shiatsu, Chinese and Japanese Massage techniques. There is an overview of the 12 primary channels and the two governing vessels, as well as the acu-points, which are commonly used in bodywork. This course is also designed to focus on a wide range of techniques and clinical applications of massage therapy that can be used as a preventative treatment or to assist those suffering from common ailments. Offered As Needed. (UG)

CAT 226: Healing and Therapeutic Touch (1)

This course introduces the origins and practices of therapeutic touch. Course explores the use of the hands on or near the body to help or heal. The concepts and techniques performed are based on the premise that interaction between persons can be viewed as exchanges of energy between two interacting fields. Offered As Needed. (UG)

CAT 228: Introduction to Reflexology (1)

This course provides an introduction to the gentle art and pressure therapy of Reflexology. Students explore the basic theory and learn the principles and holistic, physiological effects of application of pressure to specific reflex points on the hands and feet. Offered As Needed. (UG)

CAT 230: Herbal Studies (3)

This course introduces herbs and herbal remedies that have traditionally been used in Western and Eastern societies. Students will explore the philosophy of herbalism and distinct nutritional and therapeutic benefits that herbs can offer, as well as learn the fundamentals of preparing and using herbs for health enhancement. Specific health practices, which utilize the therapeutic applications of herbs and other botanical substances, will be discussed. Offered As Needed. (UG)

CAT 231: Aromatherapy: The Science of Fragrance (1)

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. Offered As Needed. (UG)

CAT 232: Foundations of Homeopathy (2)

This course introduces the basic principles of homeopathy. Course sessions introduce the system of healing based on the natural law of like cures like. Topics include information about homeopathic case taking and analysis, homeopathic first aid and home care and its uses for patient education and its application in acute and chronic ailments. Offered As Needed. (UG)

CAT 233: Introduction to Naturopathy (2)

This course will discuss the history, philosophy and fundamental principles of the healing art of naturopathy. Course sessions will include information about naturopathic practices and their application and use in creating a state of complete mental, physical and social wellbeing. Naturopathic approach to health maintenance, prevention of illness and disease and therapeutic interventions for the treatment of acute and chronic ailments are presented. Offered As Needed. (UG)

CAT 303: Traditional Chinese Medicine (3)

This course provides an overview of Traditional Chinese Medicine (TCM) and introduces the basic concepts and theories. It will provide an introduction to the philosophy and theories fundamental to TCM, including the essential principles of Yin and Yang, five elements and internal organ systems. Acupuncture as a therapy will also be introduced, including meridian theory and acupuncture points. Students will be exposed to the diagnostic methods of TCM and as well as techniques such as cupping, moxibustion, Tai Chi, Qi Gong, Tuina and herbology. Offered as Needed. (UG)

Health Care Studies

HCS 102: Introduction to Health Care: Systems & Professions (3)

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 tenants 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 these professions bring to patient care 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 health care. Offered Each Year (Fall and Spring). (UG)

HCS 105: Introduction to Weight Training (1)

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. Offered As Needed (UG)

HCS 106: Introduction to Core Strengthening (1)

This course will introduce students to a range of exercises aimed at increasing core strength, enhancing stability, and supporting posture. Physioball, matwork, 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. Offered As Needed. (UG)

HCS 200: CPR and Emergency Health Care (2)

This course outlines the roles of the health care provider and the Emergency Medical Service (EMS) in emergency care. The 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 the Emergency Care and Safety Institute (ECSI) Health Care Provider CPR and AED and First Aid Certifications. Offered Each Year (Fall). (UG)

HCS 201: Survey of Eastern and Western Complementary Medical Approaches (3)

This course provides an overview of current complementary therapies. Complementary therapies, also commonly referred to as Alternative therapies, recognize the person as a physical, mental and spiritual being and that disease affects each of these areas of life. These therapies, each in its own way, attempt to achieve a state of balance to help promote the return to wellness and to help the individual remain healthy in the future. Each therapy is reviewed, compared and contrasted as to its history, purpose, uses, contraindications and education/training of the practitioner. Offered Every Other Year (Fall). (UG)

HCS 205: Healthy Eating and Body Image (2)

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. Offered As Needed. (UG)

HCS 206: Cardiovascular Health Education (2)

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. Offered As Needed. (UG)

HCS 215: HIV/AIDS Education: Science and Society (1)

This course explores multiple perspectives of the HIV/AIDS epidemic, including fundamental principles of HIV/AIDS education, current biomedical advances, and psychological and social aspects of living with the virus. The course will allow students to comfortably discuss issues related to HIV/AIDS, will provide experience with several strategies used in HIV/AIDS education, and will assist students in planning for and developing appropriate educational programs. Offered As Needed. (UG)

HCS 216: Sexual Health Education (2)

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 sexuality educators. Offered As Needed. (UG)

HCS 225: Healthy Relationships (1)

This course introduces theories and approaches to education on healthy relationships. It will explore the formation of non-intimate and intimate relationships between people, and the effects (with an emphasis on health) of these relationships on people. These relationships include the everyday associations we have with others as a result of the positions we occupy in various situations (often called role-relationships), as well as the more intimate relationships we form with others (friendships, family relationships, and sexual relationships). Offered As Needed. (UG)

HCS 229: Holistic Lifestyle Practices (3)

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. The course will also explore nutrition as it relates to modern day diets, including contemporary findings on functional foods, alternative diets and other nutritional approaches to health. Offered Every Other Year (Fall). (UG)

HCS 300: Contemporary Issues in Integrative Health Care (3)

Fulfills core competency: Information Literacy. Fulfills Research /Presentation requirement. Writing Intensive. This course serves as a capstone course for the curriculum. Learning experiences will focus on creating dialogue around contemporary issues in integrative health care service delivery. Students will examine these topics considering Western and Complementary and Alternative approaches and from the perspective of the patient/consumer, health care provider and the health care system within which the services are being provided. Selected topics will be discussed based on current literature with student lead discussions and presentations serving as the primary vehicle for learning. This course incorporates both research and presentation, as students will develop, complete and present a major research project across the semester with evidence-based decision-making serving as a major tenet for debate and deliberation around each issue presented. This course is intended for Health Care Studies majors only and should be completed during the student's final Spring semester. Offered Each Year (Spring). (UG)

HCS 301: Physiology of Exercise and Cardiopulmonary Assessment (3)

This course focuses on the physiological bases of active living and sport activities. Addresses functional capacity of the human body, in particular the cardiopulmonary systems, to adjust to demands of work entailing various duration, intensities and technical requirements of the activity. Factors such as age, gender, risk factors, sedentary and non-sedentary life style, and training habits of individuals will be considered as they relate to cardiovascular assessment, training 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 BIO208/L, or BIO316/L, or BIO 330/L and BIO340/L. Corequisite: HCS 301L. Offered Each Year (Fall). (UG)

HCS 301L: Physiology of Exercise and Cardiopulmonary Assessment Laboratory (0)

This course satisfies the laboratory requirement for HCS 301. (UG)

HCS 305: Communicating Health (3)

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. Offered Every Other Year (Fall). (UG)

HCS 308: Environmental Health (3)

This course will provide an introduction to environmental and occupational health. This course is intended to give students a basic understanding of how environmental factors impact the health of people and the community, 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 their physical well-being, and what they can do to protect and enhance their health, and to influence the quality of the environment. Offered As Needed. (UG)

HCS 310: Health Promotion and Education (3)

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)

HCS 313: Principles of Health Behavior Change (3)

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. Offered Each Year (Spring). (UG)

HCS 315: Health Research Design and Methodology (3)

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. Offered as Needed. (UG)

HCS 317: Human Motion: Principles and Perspectives (4)

This course is a study of functional anatomy, biomechanical principles, and kinesiology as applied to human movement. Structure and function of the neuromusculoskeletal system including muscle actions, joint motions, and the basic principles of kinesiology are covered. Emphasis is placed on Newton's Laws and force vector analyses as applied to the study of kinematics, kinetics, anthropometrics and muscle mechanics across all regions of the body. Laboratory sessions will incorporate cadaver prosections and problem-based learning experiences to promote development of skill in critical analysis of normal and abnormal movement, the application of kinetic and kinematic biomechanical analysis of movement directed toward assessment for prevention of injury, promotion of function, and optimizing motor skill performance. Prerequisites: BIO 207/L and BIO 208/L or BIO 316/L or BIO 330/L and BIO 340/L. Pre/corequisite: HCS 301/L. Corequisite: HCS 317L. Offered Each Year (Fall). (UG)

HCS 317L: Human Motion: Principles and Perspectives Laboratory (0)

This course satisfies the laboratory requirement for HCS 317. (UG)

HCS 320: Community Health Education and Disease Prevention (3)

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. Offered Each Year (Fall and Spring). (UG)

HCS 330: Health Promotion Program Planning, Implementation and Evaluation (3)

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. Offered Each Year (Spring). (UG)

HCS 331: Community Health Education: Outreach and Fieldwork (3)

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. Offered Every Other Year (Fall). (UG)

HCS 332: Strength & Conditioning (3)

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: HCS 301 and HCS 317. Required corequisite: HCS 332L. Offered Each Year (Spring). (UG)

HCS 332L: Strength and Conditioning Lab (0)

This course satisfies the laboratory requirement for HCS 332. (UG)

HCS 335: Critical Issues in Global Health (3)

Fulfills core competency: Contextual Competency. 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 Millennium Development Goals will be referred to as a standard for future goals on a global scale. Offered Each Year (Spring). (UG)

HCS 338: Social Determinants of Health (3)

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. Offered As Needed. (UG)

HCS 340: Musculoskeletal Fitness Assessment (3)

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: HCS 301 and HCS 317. Corequisite: HCS 340L. Offered Each Year (Spring). (UG)

HCS 340L: Musculoskeletal Fitness Assessment Lab (0)

This course satisfies the laboratory requirement for HCS 340. (UG)

HCS 350: Fitness Training and Exercise Prescription (3)

In this course students develop the rationale for and the skills to examine, evaluate, and prescribe a comprehensive, individualized health-related fitness programs for groups and individuals in a variety of settings. The class includes lectures, demonstrations, and practical laboratories in which students will acquire knowledge and competence in exercise prescription, exercise programming, and health assessment as applied to asymptomatic apparently healthy individuals. The course will include the physiological basis of the short-term response and long-term adaptation of the neuro-musculoskeletal 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: HCS 301 and HCS 317. Corequisite: HCS 350L. Offered Each Year (Spring). (UG)

HCS 350L: Fitness Training and Exercise Prescription Laboratory (0)

This course satisfies the laboratory requirement for HCS 350. (UG)

HCS 353: Introduction to Epidemiology (3)

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: MTH 104, NSC 310 or PSY 333. Offered As Needed. (UG)

HCS 491: Professional Practicum in Community Health (1 - 3)

Minimum 3 credits. The primary purpose of this course is to assist in the development of a competent health care professional who is aware of and can demonstrate those personal and professional competencies necessary for functioning as a contributing professional in a health care environment. The focus of the course is on the implementation of communication skills, critical thinking and the application of knowledge and skills gained in didactic coursework in their target employment environment. In collaboration with, and supervised by Health Care Studies faculty, students will be placed in a practicum site, and will develop learning objectives relative to their placement, This 3-credit experience requires a minimum of 150 hours in the workplace and is typically completed within one 15-week semester. If a student chooses a second specialization, a minimum of one additional credit is required in that area of specialization. Offered Fall, Spring and Summer. (UG)

HCS 492: Professional Practicum in Health and Fitness (1 - 3)

Minimum 3 credits. The primary purpose of this course is to assist in the development of a competent health care professional who is aware of and can demonstrate those personal and professional competencies necessary for functioning as a contributing professional in a health care environment. The focus of the course is on the implementation of communication skills, critical thinking and the application of knowledge and skills gained in didactic coursework in their target employment environment. In collaboration with, and supervised by Health Care Studies faculty, students will be placed in a practicum site, and will develop learning objectives relative to their placement, This 3-credit experience requires a minimum of 150 hours in the workplace and is typically completed within one 15-week semester. If a student chooses a second specialization, a minimum of one additional credit is required in that area of specialization. Offered Fall, Spring and Summer. (UG)

HCS 493: Professional Practicum in Complementary and Alternative Health Care Practices (1 - 3)

Minimum 3 credits. The primary purpose of this course is to assist in the development of a competent health care professional who is aware of and can demonstrate those personal and professional competencies necessary for functioning as a contributing professional in a health care environment. The focus of the course is on the implementation of communication skills, critical thinking and the application of knowledge and skills gained in didactic coursework in their target employment environment. In collaboration with, and supervised by Health Care Studies faculty, students will be placed in a practicum site, and will develop learning objectives relative to their placement, This 3-credit experience requires a minimum of 150 hours in the workplace and is typically completed within one 15-week semester. If a student chooses a second specialization, a minimum of one additional credit is required in that area of specialization. Offered Fall, Spring and Summer. (UG)

Nursing Undergraduate Programs

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.

RN-BS Student Learning Outcomes

Upon completion of the undergraduate program the student will:

1. Collaborate with other health care professionals and patients to provide culturally appropriate care.
2. Advocate for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.
3. Evaluate sources of evidence and clinical practice guidelines for individualized 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.
9. Demonstrate accountability for professional nursing practice, personal growth, and professional growth, and life long learning.

Bachelor of Science in Nursing (1+2+1 curriculum)

Core Curriculum

Freshman 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 453. 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) CS *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: 12 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

Additional Requirements for Students Completing Studies at Partner Institution: Erie Community College (ECC)

1. MAJOR: NATURAL SCIENCES AND NURSING: 47 credits taken at ECC

- BIO 230/231 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: 22 credits: 13 taken at ECC; 9 taken at Daemen

- ECC:
 - **Select one:**
 - EN111 Composition & Interpretation of Literature (3)
 - EN121 Composition & Readings in Science and Literature (3)
 - MT111 Mathematics of Dosage Calculation for Patient Care(1)
 - PS201 Developmental Psychology (3)

- 6 credits in Social Science electives
- **DAEMEN:**
 - PSY103 Introduction to Psychology (3) - CC
 - 3 credits in Philosophy
 - 3 credits in Social Science elective

3. ELECTIVES: 8 credits to be taken at Daemen in any area other than Nursing

TOTAL CURRICULUM REQUIREMENTS = 127 CREDITS (67 taken at Daemen; 60 taken at ECC)

Additional Requirements for Students Completing Studies at Partner Institution: Genesee Community College (GCC)

1. MAJOR: NATURAL SCIENCES AND NURSING: 51 credits: 48 taken at GCC; 3 taken at Daemen

- **GCC:**
 - BIO122 Pharmacology (3)
 - BIO201 Microbiology and Human Disease (4)
 - NUR110 Nursing 1 (7)
 - NUR120 Nursing 2 (9)
 - NUR210 Nursing 3 (8)
 - NUR215 Leadership 1 (2)
 - NUR220 Nursing 4 (8)
 - NUR225 Leadership 2 (2)
 - NUR250 Nursing 5 (5)
- **DAEMEN:**
 - NUR305 Health Assessment (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 18 credits: 9 taken at GCC; 9 taken at Daemen

- **GCC:**
 - BIO108 Human Nutrition OR other course selected with the authorization of the Daemen 1+2+1 Curriculum Director
 - ENGL02 Composition in the Natural and Social Sciences (3)
 - PSY203 Developmental Psychology Across Lifespan (3)
- **DAEMEN:**
 - PSY103 Introduction to Psychology (3) -- CC
 - SOC201 Introductory Sociology (3) - CT
 - 3 credits in Philosophy

3. ELECTIVES: 12 credits: 6 taken at GCC; 6 taken at Daemen in any area other than Nursing

TOTAL CURRICULUM REQUIREMENTS = 131 CREDITS (68 taken at Daemen; 63 taken at GCC)

Additional Requirements for Students Completing Studies at Partner Institution Niagara County Community College (NCCC) -- *not accepting students starting in NCCC partner school Fall 2013*

1. MAJOR: NATURAL SCIENCES AND NURSING: 49 credits: 46 taken at NCCC; 3 taken at Daemen

- **NCCC:**
 - BIO221 Microbiology and Lab (4)
 - PHA250 General Pharmacology (3)
 - NUR105 Medication Simulation (1)
 - NUR111 Nursing I (8)
 - NUR112 Nursing II (8)
 - NUR211 Nursing III (10)
 - NUR212 Nursing IV (10)
 - NUR213 Nursing Perspectives (2)
- **DAEMEN:**
 - NUR305 Health Assessment (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 12 credits taken at NCCC

- **NCCC:**
 - EN102 Writing II and Introduction to Literature (3)
 - PSY110 Introduction to Psychology (3)
 - PSY210 Lifespan Developmental Psychology (3)
 - SOC101 Introduction to Sociology (3)

3. ELECTIVES: 17 credits: 6 taken at NCCC; 11 taken at Daemen (2 must be in Liberal Arts/Sciences)

TOTAL CURRICULUM REQUIREMENTS = 128 CREDITS (64 at Daemen; 64 at NCCC)

Additional Requirements for Students Completing Studies at Partner Institution: Trocaire College

1. MAJOR: NATURAL SCIENCES AND NURSING: 40 credits: 37 taken at Trocaire; 3 taken at Daemen

- **TROCAIRE:**
- BIO223/L Microbiology/Lab (3/1)
- NU110 Health Assessment and Promotion (1)
- NU112 Nursing Concepts (5)
- NU114-115 Medication Essentials I-II (1/1)
- NU116 Professional Issues I (1)
- NU122-214 Health Restoration I–II (6/5)
- NUR124 Maternal/Newborn Nursing (2)
- NU216 Professional Issues II (0)
- NUR217 Pediatric Nursing (2)
- NU220 Mental Health Nursing (2)
- NU222 Health Restoration III (7)

- **DAEMEN:**
- NUR305 Health Assessment (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 18 credits: 15 taken at Trocaire; 3 taken at Daemen

- **TROCAIRE:**
- EN102 Introduction to Literature (3)
- PH103 Introduction to Philosophy (3)
- PH205 Ethics in Health Care (3)
- PSY102 Developmental Psychology (3)
- SOC101 Principles of Sociology (3)

- **DAEMEN:**
- PSY103 Introduction to Psychology (3) -- CC

11. ELECTIVES: 13 credits: 3 taken at Trocaire; 10 taken at Daemen in any area other than Nursing

TOTAL CURRICULUM REQUIREMENTS = 121 CREDITS (66 at Daemen; 55 at Trocaire)

Admission Requirements

- A. An advanced Regent's Diploma (or equivalent)
- B. Minimum 88% overall high school average
- C. SAT greater than 1000 (minimum of 550 on the mathematics section)

Admission to Partner School/Continuance in the Curriculum

- A. Completion of 32 required credits at Daemen
- B. Minimum grades of C in all courses
- C. 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

- A. Minimum grade of C in all Nursing courses taken at Daemen College
- B. An overall grade point average (GPA) of 2.00 in courses taken at Daemen College
- C. RN licensure is required in order to progress to Year 4 second semester.

Suggested Course Sequence

Access the suggested course sequences for: [BS, 1+2+1 with ECC](#), [BS, 1+2+1 with GCC](#), [BS, 1+2+1 with NCCC](#), [BS, 1+2+1 with Trocaire](#), 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.

Bachelor of Science in Nursing (RN to 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 a National League for Nursing Accrediting Commission 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

Requirements for Graduation

- A. A minimum grade of C in all upper division Nursing courses
- B. An overall grade point average (GPA) of 2.00
- C. 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.

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 at Daemen College 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**
 - HCS101 Health Care Models (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

A. A minimum grade of C in all required certificate courses

B. An overall grade point average (GPA) of 2.00

C. 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.

Nursing Courses

Health Science

HSC 112: Health Promotion Across the Lifespan (3)

Fulfills core competency: Contextual Competency. 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. (UG)

HSC 221: Issues in Women's Health (3)

Cross-listed as NUR 221. 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; Lecture, 3 hours. Offered as Needed (UG)

HSC 232: Herbs, Drugs, Supplements and the Body (3)

Cross-listed as NUR 232. 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. Offered as Needed. Lecture: 3 hours (UG)

HSC 400: Current Issues in Health Systems Management (3)

Cross-listed as HSM 400. This course reviews social, demographic, and sociopsychological factors in the initiation, maintenance and adaptation of health related behaviors. Studies behavioral change strategies for primary and secondary prevention of disease from a health policy perspective. Also focuses on issues of compliance with health regimens. Prerequisite: Senior status. Offered As Needed. (UG)

Nursing

NUR 221: Issues in Women's Health (3)

Cross-listed as HSC 221. 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; Lecture, 3 hours. Offered as Needed (UG)

NUR 222: Healing, Holism and Spirituality in Health Care (3)

Fulfills core competency: Affective Awareness. Cross-listed as PHI 222. This three (3) credit course is a truly interdisciplinary, 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. Offered each year (Fall) (UG)

NUR 232: Herbs, Drugs, Supplements and the Body (3)

Cross-listed as HSC 232. 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. Offered as Needed. Lecture: 3 hours (UG)

NUR 251: Special Topics: Oncology Nursing I (3)

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)

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)

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)

Continuation of NUR251Lab. 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)

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. Offered Each Semester. (UG)

NUR 307: Pharmacotherapeutics (3)

Cross-listed as NSC 307. (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 and BIO 208 or BIO 330 and BIO 340. Lecture, 3 hours. Offered Each Year (Spring). (UG)

NUR 315: Concepts of Professional Nursing Practice (3)

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. Offered Each Semester (and Summer); majors only. Also available in a web-based format. (UG)

NUR 316: Holistic Perspectives (3)

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. Offered Each Semester (and Summer). Also available in a web-based format. (UG)

NUR 317: Professional Nursing Practice I (6)

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, 4 hours; External Learning Experiences, 4 hours. Offered in a web-enhanced format. Prerequisite: NUR 315. Corequisite NUR 317L. Offered Each Semester. (UG)

NUR 317L: Professional Nursing Practice I Lab (0)

This course satisfies the external learning experiences requirement for NUR 317. 60 hours per semester. (UG)

NUR 324: Leadership Development in Clinical Nursing (3)

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. Offered as Needed. (UG)

NUR 417: Professional Nursing Practice II (6)

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 the nurse's ability to manage him or herself and others effectively within the context of change occurring within the health care system. Offered in a web-enhanced format. Lecture, 4 hours; Prerequisites: RN Licensure, majors only, NUR 315. Corequisite: NUR 417L. Offered Each Semester (and Summer). (UG)

NUR 417L: Professional Nursing Practice II Lab (0)

This course satisfies the external learning experiences requirement for NUR 417. 60 hours per semester. (UG)

NUR 432: Professional Issues (3)

Together with NUR 453, fulfills Research and Presentation requirement for Nursing majors. This capstone 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 life long learning. Lecture, 3 hours. Majors only. Prerequisites: NUR 317 and 417. Corequisite: NUR 453. Offered Each Semester. (UG)

NUR 453: Professional Nursing Practice III (6)

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, 3 hours; External Learning Experiences, 6 hours. Prerequisite: NUR 317, RN licensure, majors only. Co-requisite: NUR 453L. Offered Each Semester. (UG)

NUR 453L: Professional Nursing Practice III Lab (0)

This course satisfies the external learning experiences requirement for NUR 453. 90 hours per semester. (UG)

Physical Therapy BS/DPT Programs

Degrees Offered

- [Bachelor of Science in Natural Science/Doctor of Physical Therapy \(BS, NS/DPT\)](#)
- [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.

Department of Physical Therapy

Physical Therapy Program Mission Statement

The Mission of the Physical Therapy Program at Daemen College is to prepare knowledgeable, skilled, culturally competent, compassionate, and reflective physical therapist practitioners capable of functioning collaboratively and autonomously in the dynamic health environment. Professional physical therapy education at Daemen College builds upon and reinforces the intellectual, moral, ethical, and affective qualities of mind developed through liberal arts, social, and natural science education, and mastery of the College's core competencies. Our graduates will contribute to elevating human dignity through commitment to providing specialized services that enable individuals of all ages and diverse cultural backgrounds to meet their maximum potential. They will serve as advocates for the promotion of health and quality of life for individuals, groups, and communities. Our graduates will participate actively in their professional organization to promote continued growth and recognition of the profession.

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 departmental 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:

- Physical therapists are instrumental in restoring individual function and meeting the changing health needs of society, including public education, prevention and health promotion.
- A Doctor of Physical Therapy education creates the foundation for life-long personal and professional growth through active pursuit of knowledge.
- Teaching and learning is a collaborative and dynamic process between faculty and students that requires commitment, creativity, and continued assessment.
- Learning experiences should be varied by the faculty in consideration of student learning styles and be deliberately structured to advance the development of affective, cognitive, and psychomotor skills of the student.
- Effective learning occurs inside and outside of the classroom in the context of professional, community, and service-oriented activities. Service to the college, profession and community is the responsibility of both students and faculty.
- Students and faculty should be active participants in the educational process and develop effective habits of self-reflection.
- The use of current best evidence should drive 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 and promote effective clinical practice.
- Students and faculty must uphold the APTA Code of Ethics and Standards of Practice and demonstrate integrity in all interactions.
- Advancement of the physical therapy profession is each individual's civic responsibility, through continued competency, service-oriented practice, advocacy, scholarship, teaching, and administration.

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.

The Guide to Physical Therapist Practice
A Normative Model of Physical Therapist Professional Education: Version 2004
APTA Code of Ethics
APTA Standards of Practice
APTA Clinical Performance Instrument
Professionalism in Physical Therapy: Core Values
Minimum Skills of Physical Therapist Graduates at Entry Level
Vision 2020
Nagi Model of Disablement
Domains of Learning
International Classification of Functioning, Disability and Health

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.
 - a. evaluate the basic science foundations of clinical sciences relating to medical and surgical conditions frequently seen by physical therapists.
 - b. 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.
 - a. demonstrate verbal and non-verbal communication appropriate to a specific audience and intended impact of the discourse.
 - b. 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.
 - a. describe the importance of instructional design and apply knowledge of the teaching and learning process and associated techniques in the practice of physical therapy.
 - b. demonstrate cultural competence in the application of educational concepts when designing and implementing intervention, and health and wellness prevention programs to patients or clients.
 - c. 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.
 - a. using current best evidence, select and administer appropriate, valid and reliable examination tests and measures of impairments, functional limitations and disabilities.
 - b. evaluate examination data to generate an accurate and defensible physical therapy diagnosis and individualized patient prognosis.
 - c. establish and administer an appropriate plan of care and discuss the evidence based rationale for the selection of the intervention parameters.
 - d. 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.
 - a. utilize a systematic approach to evaluating patient response to specific interventions.
 - b. 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.
 - c. 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.
 - a. 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.
 - b. 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.
 - c. describe and function within the legal and ethical boundaries involved in the practice of physical therapy.
 - d. demonstrate cultural competence when engaged in the practice of physical therapy.
 - e. 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.
 - a. perform appropriate screening procedures to determine need for primary, secondary and tertiary prevention.
 - b. 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.
 - a. discuss the complex interaction of social, economic, and political variables involved in health care practice management.
 - b. recognize the importance of assuring excellence of care and of monitoring effectiveness, efficiency and quality of care.
 - c. 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.
 - d. participate in financial management and activities related to the marketing and public relations of practice.
 - e. 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.
 - a. recognize the professional program as an entry-level curriculum designed to provide the foundation for autonomous physical therapy practice.
 - b. 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.
 - c. 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.
 - a. design, conduct, and disseminate the results of research related to the field of physical therapy.
 - b. recognize the importance of professional organizations and articulate their roles and functions and the need for participation.
 - c. participate in service-oriented activities which promote knowledge of the doctoring profession of physical therapy.
 - d. 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 (BS, NS/DPT)

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 (3)
- BIO109/L-110/L General Biology I-II (4/4) -- CT
- BIO330/L-340/L General Anatomy; General Physiology (4/4)
- BIO541/L Neurobiology I (4)
- CHE110/L-111/L Chemistry I-II (4/4)
- PHY101/L-102/L Physics I-II (4/4)
- 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 (3/2)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/2)
- PT508/L Physiology of Exercise (3)
- PT517 Clinical Medicine I (3)
- 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 Psychology (3) -- CC
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: HCS301 and PT508; HCS317 and PT504 and/or PT505; HCS317 and PT506 and/or PT507; HSC320 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 PHY101/L-102/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: 82 credits

- BIO542/L Neurobiology II (4)
- PSY530 Psychology of Health & Disability (3)
- PT501 Applied Biostatistics (3)
- PT509/L Principles & Applications of Physical Agents (4)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/5)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT521/L Prosthetics & Orthotics (2)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (2)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (4/4)
- 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 = 82 CREDITS

TOTAL PROGRAM REQUIREMENTS: BS (120); DPT (82) = 202 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)
- BIO/SUST304 Conservation Biology (3) - CC; CR; ME; WI
- BIO308/L Genetics (3/1)
- BIO315/L General Microbiology (3/1)

- BIO322/L Invertebrate Biology (4)
- BIO323/L Animal Biology (4)
- BIO324/L Vertebrate Biology (4)
- BIO325 Cell Biology (3)
- BIO333/L Developmental Biology (4)
- BIO335/L Animal Behavior (4)
- BIO417 Immunology (3)
- BIO436/L Evolutionary Biology (4)
- BIO/BCH440/L Molecular Biology (3/1)
- CHE301/L Organic Chemistry I (4)
- CHE302/L Organic Chemistry II (4)
- CHE303/L Introduction to Physical Chemistry (4)
- CHE304/L Advanced Topics in Physical Chemistry (4)
- CHE311/L Contemporary Chemical Analysis (4)
- CHE312/L Modern Instrumental Analysis (4)
- 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)
- ENS309 Population Dynamics (3)
- 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)
- PAS302 Clinical Microbiology/Immunology (3)

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 [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]); Government (GVT); History (HIS); Humanities; Literature (LIT); Music; Philosophy (PHI); 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>. Freshman 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) freshman 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 freshman 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](#).

Freshman 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, NS/DPT, Natural Science-Health Science specialization/Physical Therapy](#), from the Physical Therapy Department web page or the Program Plans site on the Registrar's web page.

Direct Entry Doctor of Physical Therapy (DPT)

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 (3)
- BIO109/L-110/L General Biology I-II (4/4)
- BIO330/L-340/L General Anatomy; General Physiology (4/4)
- CHE110/L-111/L Chemistry I-II (4/4)
- CMP315 Advanced Composition for Health Professionals (3)
- MTH134 Pre-Calculus (3)
- PHY101/L-102/L Physics I-II (4/4)
- 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: 102 credits:

- BIO541/L 542/L Neurobiology I-II (4/4)
- PSY530 Psychology of Health & Disability (3)
- PT501 Applied Biostatistics (3)
- PT504/L-505/L Clinical Functional Anatomy I & II (3/2)
- PT506/L-507/L Kinesiology & Biomechanics I & II (3/2)
- PT508/L Physiology of Exercise (3)
- PT509/L Principles & Applications of Physical Agents (4)
- PT514/L-515/L Musculoskeletal Rehabilitation I-II (5/5)
- PT516 Clinical Problem Solving in Musculoskeletal Rehabilitation (2)
- PT517 Clinical Medicine I (3)
- PT521/L Prosthetics & Orthotics (2)
- PT532 Motor Control & Motor Learning (2)
- PT539/L Cardiopulmonary Rehabilitation (2)
- PT544/L-545/L Neuromuscular Rehabilitation I-II (4/4)
- 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)
- 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/Undergraduateadmissions/applyonline/>.

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 Courses

Physical Therapy

PT 101: Freshman Seminar in Physical Therapy (1)

This course is 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 health care 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 instructor or PT Department. Offered Each Fall and Spring Semester (As Needed). (UG)

PT 201: Sophomore Seminar in Physical Therapy (1)

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 an introduction to medical terminology and documentation formats in physical therapy, principles of therapeutic communication, core values, sociocultural issues and cultural competence in health care delivery, issues in professional continuing education in a dynamic profession, and computer literacy in physical therapy. Prerequisite: PT 101 or permission of instructor or PT Department. Offered Each Fall and Spring Semester (As Needed). (UG)

PT 312: Principles of Teaching and Learning (3)

Fulfills core competency: Information Literacy. Together with CMP 315, Advanced Composition for Health Professionals, combination of both courses meets Research & Presentation requirement. The course focuses on educational principles associated with adult learning. Topics will include theoretical models of cognitive development, adult learning styles, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. The importance of designing educational experiences to meet the unique needs of the learner will be emphasized as they relate to individuals from different social, economic, and cultural backgrounds, as well as individuals with disabilities. Students will be required to design and orally present a learning activity to a selected audience. Prerequisites: PT 101, PT 201 or permission of instructor or PT Department. Offered Each Spring (As Needed). (UG)

PT 501: Applied Biostatistics (3)

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. Offered Each Spring. (GR)

PT 504: Clinical Functional Anatomy I (3)

This course will build upon the fundamental content taught in BIO 330, General Anatomy. This course, the first of a series of two clinically oriented functional anatomy courses, will 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. The specific anatomical content will be presented through a regional approach and will include the cervical, thoracic, and upper limb regions. Lecture and laboratory sessions will include human cadaver dissection and prosections, models, and clinically oriented peer presentations and problem solving experiences. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 504L: Clinical Functional Anatomy I Lab (0)

Laboratory techniques for Clinical Functional Anatomy. Required corequisite: PT 504. (GR)

PT 505: Clinical Functional Anatomy II Lecture (2)

This course, the second of a series of two, will focus on the detailed structure and function of the human neuromusculoskeletal system of the lumbar and pelvic regions and the lower extremities. 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. Prerequisites: PT 504 and PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 505L: Clinical Functional Anatomy II Laboratory (0)

Laboratory techniques for Clinical Functional Anatomy II. Corequisite: PT 505. (GR)

PT 506: Kinesiology and Biomechanics I (3)

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 using such tools as electromyography (EMG), dynamometry, and video motion analysis. 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 upperquarter 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. Lectures will provide an in-depth study of the biomechanics of the cervical and thoracic spines, temporomandibular joint and upper 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 development of skills in critical analysis and examination and evaluation of normal and abnormal 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. Offered Each Fall. (GR)

PT 506L: Kinesiology and Biomechanics I Lab (0)

Laboratory techniques for Kinesiology & Biomechanics I. Required corequisite: PT 506. (GR)

PT 507: Kinesiology & Biomechanics II Lecture (2)

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 using such tools as EMG, dynamometry, and video motion analysis. 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. 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. 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 the 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 normal and abnormal movement, the application of both kinetic and kinematic biomechanical analysis and will 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. Offered Each Spring. (GR)

PT 507L: Kinesiology and Biomechanics II Laboratory (0)

Laboratory techniques for Kinesiology & Biomechanics II. Corequisite: PT 507. (GR)

PT 508: Physiology of Exercise (3)

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. Offered Each Fall. (GR)

PT 508L: Physiology of Exercise Lab (0)

Laboratory techniques for Physiology of Exercise. Corequisite: PT 508. (GR)

PT 509: Principles and Applications of Physical Agents Lecture (4)

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 and PT 514. 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. Offered Each Spring. (GR)

PT 509L: Principles and Applications of Physical Agents Laboratory (0)

Laboratory techniques for Principles and Applications of Physical Agents. Corequisite: PT 509. (GR)

PT 514: Musculoskeletal Rehabilitation I (5)

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 those 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 utilization of disablement models will be included as a conceptual framework for examination, evaluation, diagnosis, prognosis, intervention, outcome assessment, delivery models, and documentation with clinical applications including behavioral objectives. 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 diagnosing and problem solving skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 514L: Musculoskeletal Rehabilitation I Lab (0)

Laboratory techniques for Musculoskeletal Rehabilitation I. Corequisite: PT 514. (GR)

PT 515: Musculoskeletal Rehabilitation II Lecture (5)

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 lumbar spine, pelvis, hip, knee, ankle, foot, 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. Basic care procedures will be presented including wheel chair 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 II 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. Offered Each Spring. (GR)

PT 515L: Musculoskeletal Rehabilitation II Laboratory (0)

Laboratory techniques for Musculoskeletal Rehabilitation II. Corequisite: PT 515. (GR)

PT 516: Clinical Problem Solving in Musculoskeletal Rehabilitation (2)

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. A faculty mentor will present a selected case and the goals and expectations of each learning experience. A small group of students will then proceed in designing and implementing an action plan aimed at achievement of these goals. 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 a coherent, evidence-based argument addressing the specific goals of each case study learning experience. Students will also peer review analyses of selected cases. The faculty member will serve as a facilitator for directing student discussions and psychomotor activities including thrust and non-thrust manipulation technique. Prerequisite: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 517: Clinical Medicine I (1 - 3)

This course is the first in a three part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with musculoskeletal pathology as a foundation for direct patient/client care and research. Key topics characteristic of common orthopedic 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, surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 521: Prosthetics and Orthotics (2)

This lecture/laboratory course is designed to increase the student's understanding of prosthetics and orthotics. Principles of prosthetic and orthotic design, function, and fabrication will be discussed. Clinical problem solving for prosthetic or orthotic prescription will be addressed based on examination findings in order to optimize function for the patient/client. Pre-prosthetic as well as prosthetic training will be emphasized. Use of orthosis in management of individuals receiving physical therapy will be integrated with knowledge from previous courses in orthopedics and neurorehabilitation. Prerequisite: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 521L: Prosthetics and Orthotics Lab (0)

Laboratory techniques for Prosthetics and Orthotics. Corequisite: PT 521. (GR)

PT 532: Motor Control and Motor Learning (2)

The first half of this course explores theories of motor control and motor learning that form an important theoretical foundation for the practice of evidence-based physical therapy. This course will explore contemporary theories of motor control and the contributions of individuals like Bernstein, Schmidt, the Bobaths, Nashner, Horak, Shumway-Cook, Thelen and others. Typical and atypical postural motor control across the lifespan from an information processing perspective, focusing on peripheral (e.g. sensory and musculoskeletal) and central (e.g. reaction time, motor planning, attention, cognition, motivation, etc.) aspects of motor control will be investigated. Environmental task demands will be analyzed using Gentile's taxonomy as part of the process of motor control. Several theoretical approaches to motor learning will be covered, Schmit's Schema Theory, and stage theories of Fitts and Gentile. In the second half of the course, students will search the literature for peer-reviewed research papers that have examined the application of motor control and motor learning variables (e.g. prepractice and practice variables, intrinsic and extrinsic feedback) across the lifespan in typical and atypical populations. Each student will present data from one or more articles to the class using PowerPoint presentation software. Students will design and execute an evidence-based practice project in which they perform a literature review, design a motor learning experiment, execute and analyze the results, and present their results to the class. Prerequisites: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 539: Cardiopulmonary Rehabilitation (2)

This lecture/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 life span. Topics to be discussed include chronic obstructive lung dysfunction, restrictive lung dysfunction, 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. Offered Each Fall. (GR)

PT 539L: Cardiopulmonary Rehabilitation Lab (0)

Laboratory techniques for Cardiopulmonary Rehabilitation. Corequisite: PT 539. (GR)

PT 544: Neuromuscular Rehabilitation I Lecture (4)

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 introduced and emphasized. Enablement/Disablement models, 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 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 postural control and movement 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, functional neuronanatomy, 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. Laboratories will promote 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. Offered Each Fall. (GR)

PT 544L: Neuromuscular Rehabilitation I Laboratory (0)

Laboratory techniques for Neuromuscular Rehabilitation I. Corequisite: PT 544. (GR)

PT 545: Neuromuscular Rehabilitation II (4)

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 utilize the conceptual models/frameworks and reinforce foundational principles and theories presented in PT 544. 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 neuronanatomy, 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 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 development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratories 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. Offered Each Spring. (GR)

PT 545L: Neuromuscular Rehabilitation II Lab (0)

Laboratory techniques for Neuromuscular Rehabilitation II. Corequisite: PT 545. (GR)

PT 546: Clinical Medicine II (3)

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 neuromuscular pathology as a foundation for direct patient/client care and research. Key topics characteristic of common neurologic 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 neuromuscular pathology will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 548: Integumentary Care (3)

The purpose of this course is to introduce the student to the skin and its appendages as they relate to wound etiology, management, 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 patients/clients 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 patient/client clinical management, environmental constraints, and critical pathways. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 549: Clinical Medicine III (2)

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. Offered Each Fall. (GR)

PT 551: Integrative Seminar in Physical Therapy (0)

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)

In this course, students will explore the varieties of research design commonly used in clinical research, further developing the analytical skills needed to support professional 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, 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 an evidence-based practice poster that summarizes our current state of knowledge/evidence with respect to the research question or questions the student has posed. The posters will be presented at Academic Festival during the spring semester. Prerequisites: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 554: Clinical Research I (2)

This is the first semester of a two-semester clinical research course that culminates in the submission of an evidence based project and participation in research symposium. This course continues the work begun in PT 553 in which small groups of students identified an area of interest, were assigned a faculty mentor, articulated a research question, and carried out a preliminary evidence-based literature review. Student groups will refine the poster developed in PT 553 and present it at a college-wide poster session during the Daemen College Academic Festival. This semester each group of students will work as participants in the mentoring faculty member's research. Each group will meet regularly throughout the semester with a faculty mentor for discussion of key issues related to the research literature (i.e. experimental design, methodology, data analysis, etc.). Each group will write a research proposal meeting all the criteria for submission to the Daemen College Human Subjects Research Review Committee. Finally, each group will complete a comprehensive evidence-based literature review. Working collaboratively with a faculty mentor, group members will be expected to participate in data collection and analysis. Prerequisites: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 555: Clinical Research II (2)

During this semester the student will execute the investigation designed in PT 554. It is expected that the student will have completed a research proposal and will have submitted that proposal to the Daemen College Human Subjects Research Review Committee. Working closely with the research advisor, the student will collect and analyze his/her data. Students will collaborate with one another in group discussions to facilitate the process of writing the evidence based project and preparation of presentation for the research symposium. A final project will be completed and submitted to the student's research advisor and committee. Students will also participate in a presentation/symposium describing their research to the Daemen College community, as well as to interested individuals from the broader professional community. Prerequisites: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 563: Clinical Exposure I (Musculoskeletal I) (1)

This course is the first in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These 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 group of local physical therapy facilities that provide care to a variety of patient/client profiles including musculoskeletal rehabilitation. This experience is designed to permit the student to become acclimated to the clinical environment and develop effective patient/client-therapist communication skills. Prerequisite: PT First Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 564: Clinical Exposure II (Musculoskeletal II) (1)

This course is the second in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These 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. During these regular exposures to clinical practice, students will discuss and consider issues of resource management, individual and cultural differences, and delegation of services, referral to other services, and documentation and presentation of case findings to peers. Prerequisite: PT First Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 565: Clinical Exposure III (Neuromuscular I) (1)

This course is the third in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These 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. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of pediatric settings and participate in supervised group sessions to provide care to a variety of patient/client profiles including children and adolescents with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this special population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 566: Clinical Exposure IV (Neuromuscular II/ Prosthetics and Orthotics) (1)

This course is the fourth in the series of clinical exposures that are coordinated and mentored by academic faculty concurrently teaching the specialty content in the campus-based didactic coursework. These 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. During these regular exposures to clinical practice, students will observe physical therapy services at a variety of settings that provide care to adults with a variety of neuromuscular and age related disorders including sessions on design and fabrication of orthotic and prosthetic devices, and participate in supervised group sessions to provide care to a variety of patient/client profiles including adults with neuromuscular disorders. These experiences are designed to permit the student to become acclimated to this unique clinical environment and develop effective patient/client-therapist communication skills with this patient population. Students will discuss and consider issues of best practice, issues of individual differences in patient management, professional responsibility, social/cultural diversity, documentation of examination and outcome measure assessment results, and ongoing intervention. Prerequisite: PT Second Year Spring professional status or permission of PT Department. Offered Each Spring. (GR)

PT 567: Clinical Exposure V (Cardiopulmonary/ Integumentary) (1)

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 observe and engage in the practice of physical therapy and other related fields, further developing cognitive, affective and psychomotor skills acquired in lecture and laboratory experiences. Small student teams will visit a group of local clinical facilities and community-based wellness programs that provide care to a variety of patient/clients including cardiopulmonary rehabilitation, integumentary wound care, trauma unit, women's health, wellness and health promotion, and holistic health. These experiences are designed to permit the student to further develop effective patient/client-therapist communication skills. 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. Offered Each Fall. (GR)

PT 575: Pre-Clinical Seminar (1)

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. The 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 health care environment. Learning experiences will also focus on the following professional areas: professional and educational expectations; professional behavior, ethical and legal standards; HIPAA regulations; communication; 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. Offered Each Fall. (GR)

PT 577: Clinical Internship I (3)

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 orthopedic or general hospital patient care. Prerequisites: PT Second Year professional status and Grade of C or better in all PT course work. Offered Each Summer. (GR)

PT 582: Clinical Internship II (3)

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. Offered Each Summer. (GR)

PT 600: Clinical Problem Solving in Neuromuscular Rehabilitation (2)

This course is the third in a three part series which will explore special topics in neuromuscular rehabilitation through a tutorial problem based learning format to promote the development of clinical reasoning, clinical problem solving, collaborative skills, skills in self-assessment and independent learning. Students will work independently or collaboratively in a small group with a faculty mentor/tutor. Selected topics involving patients with neuromuscular diagnoses with specific goals will be presented by a faculty mentor/tutor to small groups in the form of directed learning experiences and patient/client case studies. Working independently or as a small group, students will then proceed in designing and implementing an action plan aimed at achievement of these goals. 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 synthesize and present coherent, evidence based argument addressing the specific goals of each learning experience or case study. The faculty mentor/tutor will serve as a facilitator for directing the students' discussions and psychomotor activities. Learning objectives associated with each case study will focus on knowledge and skills associated with examination and intervention, 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. Offered Each Fall. (GR)

PT 606: Rehabilitation of the Patient With Spinal Cord Injury (1)

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. Offered Each Fall. (GR)

PT 606L: Rehabilitation of the Patient With Spinal Cord Injury Lab (0)

Laboratory techniques for Rehabilitation of the Patient with Spinal Core Injury. Corequisite: PT 606. (GR)

PT 610: Management and Administrative Issues in Physical Therapy (4)

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. Offered Each Fall. (GR)

PT 612: Health Promotion, Fitness and Wellness (2)

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, locus of control, motivation, and the influence of culture and cultural issues 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. Issues related to women's health will also be addressed including osteoporosis management, incontinence, pregnancy related issues, as well as pelvic floor dysfunction. Prerequisite: PT Third Year Fall professional status or permission of PT Department. Offered Each Fall. (GR)

PT 651: Integrative Seminar in Physical Therapy V (0)

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)

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. Offered Each Spring. (GR)

PT 690: Clinical Internship IV (4)

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. Offered Each Spring. (GR)

PT 704: Musculoskeletal System (4)

Differentiating musculoskeletal dysfunctions/disorders of the spine and upper and lower extremities, and their associated structures is the emphasis of this course. Students will further develop the concepts of decision-making and critical thinking in evidence-based clinical practice. Musculoskeletal examination and treatment techniques, including spinal and extremity thrust and nonthrust manipulation, will be presented and applied in a conceptual framework emphasizing functional restoration, health, and wellness. Laboratories will promote development of skill in the application of examination and intervention techniques discussed in a lecture format. 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 further build differential diagnosing and problem-solving skills as they relate to current practice standards. Contemporary perspectives to surgical management will be presented and explored by regional experts in the field. Algorithms for examination and intervention supported by the literature will be presented and discussed. (GR)

PT 705: Evidence Based Practice (2)

The use of evidence to guide practice is essential in today's healthcare environment. This course will define evidence-based practice including its advantages and disadvantages. Students will learn the fundamental skills necessary to make patient management decisions based on data and best evidence and implement them into practice. Learning experiences will provide students with opportunities to conduct searches of relevant clinical and scientific literature, to review that literature efficiently and critically, and to utilize principles of research methods to design a patient centered research initiative relevant to their practice setting. This course is offered online Fall, Spring and Summer terms. (GR)

PT 720: Thrust Manipulation (3)

This lecture and laboratory course is designed to teach the theory, rationale, and evidence supporting thrust manipulation. The course is designed to enhance psychomotor skill in utilizing mobilization and manipulation for the management of musculoskeletal disorders. The main focus of the program will be on determining the indications and contraindications of applying the techniques to assure both safety and treatment effectiveness. The areas emphasized will be based on evidence from recent clinical trials using manipulation to treat the spine and extremities. (GR)

PT 721: Neuromuscular Mobilization (2)

This course presents examination and treatment strategies for patients who require an integration of neurological and orthopaedic (musculoskeletal) manual therapy procedures. Lab experiences will include skill development in spinal and extremity neuromuscular mobilization. (GR)

PT 722: Spinal Exercise Strategies (2)

This course is designed to guide clinicians in the analysis of movement dysfunction and in the diagnosis and prescription of corrective exercise programs for spinal disorders. The course will involve both lecture and laboratory sessions and will integrate spinal exercise theories of McKenzie and Sahrman as well as Australian and Nordic approaches. (GR)

PT 723: Integrated Management of Sacroiliac Joint Dysfunction (2)

This course is intended to provide the participant with basic examination and treatment approaches to the sacroiliac joint. A rationale for this approach will be provided by a review of the available evidence for examination and treatment. (GR)

PT 724: OMPT Residency (Mentorship) (3)

A post-professional planned learning experience in a focused area of clinical practice. The clinical residency (fellowship) combines opportunities for ongoing clinical supervision and mentoring with a theoretical basis for advanced practice and scientific inquiry in a defined area of sub-specialization beyond the generally-accepted Description of Specialty Practice. (GR)

PT 725: Problem Solving in Orthopaedic Manual Physical Therapy (2)

A planned program of post professional clinical education for physical therapists that is designed to advance significantly the physical therapist resident's problem solving abilities in orthopaedic manual physical therapy. The experience combines opportunities for ongoing clinical supervision and mentoring, with theoretical questioning regarding advanced practice, patient questions, and case analysis. This experience may be conducted at the clinical site or through distance learning opportunities. (GR)

PT 726: Research Project (2)

This course will involve the collection, interpretation, and analysis of data related to a clinical research question addressed during the residency (Fellowship) experience. The student will complete a written paper pertaining to this research that is suitable for publication. (GR)

PT 727: Review-Objective Structured Clinical Exam (1)

This course will involve a review of the psychomotor skills learned throughout the Fellowship program. The course will meet on an as needed basis to prepare the student for the Objective Structured Clinical Exam (OSCE). The OSCE is a practical examination involving several stations that assesses the student's ability to problem solve simulated cases and apply analytical and psychomotor skills in the area of Orthopaedic Manual Physical Therapy. (GR)

PT 728: Lab in Orthopaedic Manual Physical Therapy (1)

This course is a distance learning laboratory offering which is designed such that the student will be able to view OMPT techniques via a computer live while at home or at work. The professor for this course will demonstrate examination and intervention procedures pertaining to OMPT while the student is provided the opportunity to interact with the professor by asking questions. To access the lab, the student will be given a link to Daemen College OMPT lab session. (GR)

PT 729: McKenzie Part A (3)

An introduction to the concepts and applications of the McKenzie Method to Mechanical Diagnosis and Therapy focusing on the lumbar spine. As the name implies, this course focuses on the lumbar spine and the application of the McKenzie theory and techniques in the mechanical diagnosis of problems and the therapeutic approaches to resolve these problems. The course also includes patient demonstration, analysis and discussion. The principle format is lecture, discussion and live patient demonstrations. (GR)

PT 730: McKenzie Part B (3)

Following Part A, how the McKenzie Method applies to the cervical and thoracic spines will be examined utilizing the same teaching format. This course focuses on the cervical and thoracic spine and the application of the McKenzie theory and techniques in the mechanical diagnosis of problems and the therapeutic approaches to resolve these problems. The course also includes patient demonstration, analysis and discussion. The principle format is lecture, discussion and live patient demonstrations (GR)

Physician Assistant BS/MS Program

Degrees Offered

- [Bachelor of Health Science/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:

- Combined BS in Health Science and MS in Physician Assistant Studies
- MS in Physician Assistant Studies

Applicants may only be accepted as freshmen or graduate students. However, freshmen 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 College does not accept transfer 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. Documentation of completion of a minimum of 120 hours of employment and/or volunteer work in a medical setting with direct patient contact is required. The admissions process is very competitive. Please refer 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 to the three year program, 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 and Description of the Physician Assistant Program

The mission of the Daemen College Physician Assistant Program is to educate capable individuals to meet the challenges of providing quality health care services with the supervision of a licensed physician.

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

The Physician Assistant Program is three years (33 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 (about 2,000 hours) of supervised clinical experiences in various teaching hospitals, clinics and physician offices.

A student applying without a bachelors degree may be admitted to the College as a freshmen. 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. A combined BS/MS degree may be earned in five years.

Bachelor of Health Science/Master of Science in Physician Assistant Studies (BS/MS)

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 catalogue. Courses which satisfy a portion or complete a core requirement will have such designation indicated after the course title.

BS/MS, Health Sciences/Physician Assistant Studies

1. NATURAL SCIENCES (32 CREDITS) AND PHYSICIAN ASSISTANT STUDIES (98 CREDITS): 130 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)
- PAS301/L Advanced Human Anatomy I (2/0)
- PAS302 Clinical Microbiology/Immunology (3)
- PAS303 Medical Informatics (2)
- PAS304 Fundamentals of Clinical Medicine I (5)
- PAS305/L Advanced Human Anatomy II (2/0)
- PAS306/L Physical Diagnosis I (4/0)
- PAS310 Pharmacology I (2)
- PAS312/L Clinical Laboratory Medicine (2/0)
- PAS313 Preventive Medicine (2)
- PAS314 Pathophysiology (3)
- PAS410 Fundamentals of Clinical Medicine II (5)
- PAS411/L Physical Diagnosis II (4/0)
- PAS412 Pharmacology II (2)
- PAS413 Cultural and Psychosocial Dynamics of Medicine (3)
- PAS414 Medical Professional Issues (3)
- PAS501 Clinical Pediatrics (2)
- PAS502 Clinical Problem Solving (3)
- PAS503 Surgery and Orthopedics (3)
- PAS504 Geriatrics (2)
- PAS505 Emergency Medicine (3)
- PAS506 Research Methodology (3) -- ILIT. **NOTE:** IN COMBINATION WITH PAS612 + PAS613 = RP
- **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. **NOTE:** IN COMBINATION WITH PAS506 = RP
- PAS614/615/616 Clinical Seminar I-II-III (2/2/2)

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. PSY333 Statistics for Psychology & Social Sciences cannot be used to fulfill both the Statistics and the Psychology requirement.
- **Statistics: 3 credits-Select one:**
NSC310 Biostatistics -- CT; UD; PSY333 Statistics for Psychology and Social Sciences -- CT; QL; UD
- **Core Electives: 18 credits**

BS/MS: TOTAL PROGRAM REQUIREMENTS = 175 CREDITS

BS/MS Degree Structure

The BS/MS is a dual degree. No single degree conferral is granted. Both the BS and MS degrees are conferred upon successful completion of all requirements.

Math Requirement

Depending on Math background, a student may be required to complete lower level Math courses as prerequisite to the required MTH144 Calculus & Analytic Geometry I.

Science Course Work

Science course work completed more than 10 years prior to the first term of enrollment in this BS/MS program is tentatively accepted pending Registrar's receipt of documentation verifying appropriate clinical or science-related experience. Consult the Registrar for details.

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 NSC310 Biostatistics and PHI321 Medical Ethics, must be completed. Minimum grades of C must be earned in all courses. Minimum math/science GPA 3.0. No more than three course repeats. 120 hours of direct patient contact experience. Consult FAQ for more detailed information.

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 [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 - Physician Assistant Studies

1. PHYSICIAN ASSISTANT STUDIES (98 CREDITS):

- PAS301/L Advanced Human Anatomy I (2/0)
- PAS302 Clinical Microbiology/Immunology (3)
- PAS303 Medical Informatics (2)
- PAS304 Fundamentals of Clinical Medicine I (5)
- PAS305/L Advanced Human Anatomy II (2/0)
- PAS306/L Physical Diagnosis I (4/0)
- PAS310 Pharmacology I (2)
- PAS312/L Clinical Laboratory Medicine (2/0)
- PAS313 Preventive Medicine (2)
- PAS314 Pathophysiology (3)
- PAS410 Fundamentals of Clinical Medicine II (5)
- PAS411/L Physical Diagnosis II (4/0)
- PAS412 Pharmacology II (2)
- PAS413 Cultural and Psychosocial Dynamics of Medicine (3)
- PAS414 Medical Professional Issues (3)
- PAS501 Clinical Pediatrics (2)
- PAS502 Clinical Problem Solving (3)
- PAS503 Surgery and Orthopedics (3)
- PAS504 Geriatrics (2)
- PAS505 Emergency Medicine (3)
- PAS506 Research Methodology (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)
- PAS614/615/616 Clinical Seminar I-II-III (2/2/2)

2. ADDITIONAL REQUIRED COURSES (6 CREDITS):

- **Statistics: Select one:**
 - NSC310 Biostatistics (3)
 - PSY333 Statistics for Psychology and Social Sciences (3)
- PHI321 Medical Ethics (3)

MS: TOTAL PROGRAM REQUIREMENTS = 104 CREDITS

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.

Physician Assistant Studies Courses

Physician Assistant Studies

PAS 301: Advanced Human Anatomy I (2)

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 301L, 302, 303, 312, 314. Offered Each Year (Fall). (UG)

PAS 301L: Advanced Human Anatomy Laboratory (0)

Laboratory techniques for Advanced Human Anatomy I. Corequisite: PAS 301. (UG)

PAS 302: Clinical Microbiology/Immunology (3)

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 will be discussed in detail including resistance to disease, immunity and serology, and immune disorders. Corequisites: PAS 301, 303, 312, 314. Offered Each Year (Fall). (UG)

PAS 303: Medical Informatics (2)

The course covers the practical terminology needed for the medical interview, problem oriented medical record, anatomical structures, and physical examination. Students are introduced to the practice of medicine as a Physician Assistant with an emphasis on the profession's history, philosophy, and enabling legislation. Prerequisite: Three year program acceptance; Corequisites: PAS 301, 302, 312, 314. Offered Each Year (Fall). (UG)

PAS 304: Fundamentals of Clinical Medicine I (5)

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 is 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 and electrocardiography. Prerequisites: Minimum grade of C in PAS 301, 302, 303, 312, and 314; Corequisites: PAS 306, 310, and 313. Offered Each Year (Spring). (UG)

PAS 305: Advanced Human Anatomy II (2)

This course is a continuation of PAS 301, 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: Minimum grade of C in PAS 301, 302, 303, 312, and 314; Corequisites: PAS 304, 306, and 310. Offered Each Year (Spring). (UG)

PAS 305L: Advanced Human Anatomy II Lab (0)

Laboratory techniques for Advanced Human Anatomy II. Corequisite: PAS 305. (UG)

PAS 306: Physical Diagnosis I (4)

Emphasis will be placed on properly conducting a medical interview for problem definition and performing a complete physical examination. Both lecture presentations and laboratory instruction will be utilized to teach history taking and physical examination maneuvers. The laboratory portion includes practical hands-on sessions supervised by faculty in small group settings. Students develop the skills needed to obtain a thorough history and perform a total physical examination. Prerequisites: Minimum grade of C in PAS 301, 302, 303, 312, and 314; Corequisites: PAS 304, 310, 306L. Offered Each Year (Spring). (UG)

PAS 306L: Physical Diagnosis I Laboratory (0)

Laboratory techniques for Physical Diagnosis I. Corequisite: PAS 306. (UG)

PAS 310: Pharmacology I (2)

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: PAS 301, 302, 303, 312, and 314; Corequisites: PAS 304, 306, and 313. Offered Each Year (Spring). (UG)

PAS 312: Clinical Laboratory Medicine (2)

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, demonstrated, and performed. In addition to the laboratory experience, students will be exposed to interpreting case studies and laboratory reports. Prerequisite: Three year program acceptance; Corequisite of PAS 301, 302, 303, and 314. Offered Each Year (Fall). (UG)

PAS 313: Preventive Medicine (2)

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. Prerequisites: PAS 301, 302, 303, 312, and 314. Offered Each Year (Spring). (UG)

PAS 314: Pathophysiology (3)

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 301, 302, 303, and 312. Offered Each Year (Fall). (UG)

PAS 410: Fundamentals of Clinical Medicine II (5)

This course is a continuation of PAS 304, Fundamentals of Clinical Medicine I. Topics include gynecology, obstetrics, psychiatry, infectious disease, neurology, ophthalmology, cardiology and rheumatological disorders. The anatomy, physiology, and concepts of physical diagnosis relating to each system are reviewed. The pathophysiology of disease states, differential diagnosis of symptoms and physical findings, along with interpretation of laboratory and radiographic tests appropriate to each system is discussed. Both pediatric and geriatric problem correlations will be presented in appropriate context. The course will use both lecture and seminar formats. Prerequisite: Successful completion of all PAS 300 level courses; Corequisites: PAS 411, 412. Offered Each Year (Fall). (UG)

PAS 411: Physical Diagnosis II (4)

This is a continuation of PAS 306, Physical Diagnosis I. The lecture course introduces the student to the concepts and techniques of medical interviewing, of obtaining an accurate history, and of performing a complete and thorough physical examination. The proper written recording of clinical data as well as the oral presentation of clinical findings will be stressed. Clinical bedside teaching experiences will be scheduled using individual and small group formats. Prerequisites: Successful completion of all PAS 300 level courses; Corequisites: PAS 410, 412. Offered Each Year (Fall). (UG)

PAS 411L: Physical Diagnosis II Laboratory (0)

Laboratory techniques for Physical Diagnosis II. Corequisite: PAS 411. (UG)

PAS 412: Pharmacology II (2)

This course is a continuation of PAS 310, Pharmacology I and designed in sequence with Fundamentals of Clinical Medicine II. Prerequisite: Successful completion of all PAS 300-level courses; Corequisites: PAS 410, 411. Offered Each Year (Fall). (UG)

PAS 413: The Cultural and Psychosocial Dynamics of Medicine (3)

Topic areas will include clinical decision-making and problem solving, domestic violence, rape, death and dying, sexuality issues, substance abuse, HIV and other special topics. A critical review of selected readings will be required for seminar discussions. 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. Students are introduced to the techniques of modeling and role-playing and are required to participate in the roles of health care practitioner, patient and family member. Emphasis is placed on establishing a relationship, and understanding the effects of culture and personality types. Prerequisite: Successful completion of all PAS 300-level courses. Offered Each Year (Fall). (UG)

PAS 414: Medical Professional Issues (3)

This seminar course is designed specifically for the PA student covering the following topic areas: the PA role and legal standing in US health care, federal programs and initiatives in health care delivery, payment mechanisms and reimbursement policies, rural health care, public health care, community resources, and risk management and quality assurance. A critical review of selected readings will be required for seminar discussions. Prerequisite: Successful completion of all PAS 300 level courses. Offered Each Year (Fall). (UG)

PAS 501: Clinical Pediatrics (2)

This course is an introduction to the study of pediatric 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. Prerequisite: Successful completion of all PAS 400 level courses. Offered Each Year (Spring). (GR)

PAS 502: Clinical Problem Solving (3)

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. Prerequisite: Successful completion of all PAS 400-level courses. Offered Each Year (Spring). (GR)

PAS 503: Surgery and Orthopedics (3)

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. Prerequisite: Successful completion of all PAS 400-level courses. Offered Each Year (Spring). (GR)

PAS 504: Geriatrics (2)

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 chronic and acute geriatric patients in nursing home and acute care hospital settings. Through required readings, lectures, field experience and group discussions, the students will learn the fundamentals of geriatric medicine and the multi-dimensional aspects of long term care. Prerequisite: Successful completion of all PAS 400-level courses. Offered Each Year (Spring). (GR)

PAS 505: Emergency Medicine (3)

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 sterile technique and universal precautions. There are hands-on skill sessions. Prerequisites: Successful completion of all PAS 400- level courses and BLS CPR certification. Offered Each Year (Spring). (GR)

PAS 506: Research Methodology (3)

Fulfills core competency: Information Literacy. Together with PAS 612 and PAS 613, combination of all three courses meet 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. Prerequisites: Successful completion of all 400 level courses. Corequisite: PAS 507. Offered Each Year (Spring). (GR)

PAS 507: Preliminary Writing for Research (1)

Writing Intensive. This course is a Corequisite to PAS 506. (GR)

PAS 601: Clerkship I (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 602: Clerkship II (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 603: Clerkship III (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 604: Clerkship IV (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 605: Clerkship V (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 606: Clerkship VI (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 607: Clerkship VII (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 608: Clerkship VIII (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 609: Clerkship IX (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 610: Clerkship X (3)

As part of a comprehensive and coordinated 40 week clinical schedule, each four (4) week full-time clinical clerkship is designed to offer the PA student supervised clinical 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, psychiatry/behavioral medicine, and geriatrics. (GR)

PAS 612: Research I (1)

Fulfills core competency: Information Literacy. Writing Intensive. Together with PAS-506 and PAS-613, combination of all three courses meet Research & Presentation requirement. During the summer semester of the clinical year the student will apply concepts reviewed in PAS 506 Research Methodology and develop an evidence-based clinical practice project.

Prerequisite: PAS 506. Offered Each Summer (GR)

PAS 613: Research II (1)

Fulfills core competency: Information Literacy. Writing Intensive. Together with PAS-506 and PAS-612, combination of all three courses meet Research & Presentation requirement. During the spring semester of the clinical year the student will apply concepts reviewed in PAS 506 Research Methodology and complete an evidence-based clinical practice project. Prerequisite: PAS 612. Offered Each Summer (GR)

PAS 614: Clinical Seminar I (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of clinical clerkship, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to clinical clerkships will register for a two-credit seminar each semester. Offered Summer, Fall, and Spring. (GR)

PAS 615: Clinical Seminar II (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of clinical clerkship, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to clinical clerkships will register for a two-credit seminar each semester. Offered Summer, Fall, and Spring. (GR)

PAS 616: Clinical Seminar III (2)

As a supplement to the experience and knowledge gained through the completion of approximately 2000 hours of clinical clerkship, students enrolled in the final year of the Daemen College PA Program prepare for clinical practice and the Physician Assistant National Certifying Examination (PANCE) through the use of computer tutorials, group "call back day," lectures, case presentations, and on-site faculty evaluation/mentoring. All students assigned to clinical clerkships will register for a two-credit seminar each semester. Offered Summer, Fall, and Spring. (GR)

Social Work Undergraduate Programs

Degrees Offered

- [Bachelor of Arts in Social Work](#)

Social Work Program Mission Statement

The mission of the Social Work program is to prepare students to be professionally responsible beginning generalist practitioners who will intervene on behalf of diverse groups. This preparation includes education in foundational knowledge, skills, and values necessary for work with client systems of all sizes. Through the integration of classroom instruction and community-based learning opportunities, students are prepared for leadership in the community and the profession.

Program Goals

The Bachelor of Arts in Social Work degree program is comprised of a two-year lower division and an additional two-year upper division undergraduate curriculum, which has as its primary goals:

1. To promote the development of professional entry-level social work practitioners.
2. To provide students with opportunities to develop and demonstrate leadership skills in the community.
3. To prepare students to pursue graduate level social work education.

Program Objectives

Graduates of the Daemen College Social Work program will demonstrate:

1. that they have internalized both a professional identity and professional responsibility required for effective social work practice;
2. the ability to apply knowledge, practice and problem-solving skills included in the generalist model of social work practice with client systems of all sizes;
3. leadership skills by advancing social justice within organizations and delivery systems on behalf neighborhoods and communities;
4. the ability to integrate the bio-psychosocial sources of human development into their social work practice;
5. the capacity to apply empirical principles to evaluate and advance their practice and evaluate and apply research results to their practice;
6. critical thinking skills necessary to analyze, formulate, and influence social policy within the context of past and present social work and social welfare issues.

The program of study leading to the Bachelor of Arts degree in Social Work is accredited at the baccalaureate level by the Commission on Accreditation of the Council on Social Work Education.

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

Freshmen are admitted to the Social Work program on a conditional basis. In the second semester of the sophomore year, conditionally accepted students submit an application for full acceptance 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 catalogue. 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)
- SW311 Methods of Social Work Research I (3) -- ILIT. **NOTE:** IN COMBINATION WITH SW312=RP; IL; UD
- SW312 Methods of Social Work Research II (3) - ILIT; WI. **NOTE:** IN COMBINATION WITH SW311=RP; IL; UD
- SW325 Foundations of Generalist Practice I (3)
- SW326 Foundations of Generalist Practice II (3)
- SW333 Human Behavior & Social Environment I (3)
- SW334 Human Behavior & Social Environment II (3)
- SW409 Social Work with Groups (3)
- SW424 Foundations of Generalist Practice III (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 (3)

2. REQUIREMENTS OUTSIDE OF THE MAJOR: 6 credits

- SOC224 Ethnicity, Race, & Cultural Diversity (3) -- AA; WI
- 3 credits in Government Studies: Any course in Govt (GVT) is acceptable. Suggested: GVT114 State & Local Government (3) -- CR; GV247/ 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 Psychology (3) - CC
- PSY408 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 catalogue.
- **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) - CC; ME; UD

- **Suggested Free electives:**
 - CA/SED106 American Sign Language – Level II (3)
 - CMP301 Professional Writing (3)
 - HSM210 Introduction to 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

- A. Completion of: BIO103; MTH104; PSY103; SOC201; SOC224; SOC303; SW/SOC218; 3 credits in an Economics course AND 3 credits in a Government course.
- B. 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.
- C. Submission of evidence of 120 hours of volunteer experience in a social work or human service program.
- D. Completion of the upper division application including a personal statement.
- E. Submission of two letters of recommendation.
- F. Satisfactory completion of interview with the Social Work Admissions Committee.

*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)

- A. Upper division status and minimum grade point average (GPA) of 2.0
- B. Minimum grade of C in all Social Work courses
- C. Completion of Field Experience application
- D. Two letters of recommendation from volunteer experiences
- E. Submit evidence of the completion of six credits in Social Work/Sociology electives
- F. Satisfactorily complete an interview with the Field Coordinator

Continuance in Field Experience

Maintenance of a 2.5 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

- A. An overall grade point average (GPA) of 2.00
- B. 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.

Social Work Courses

Anthropology

ANT 210: Contemporary Native America (3)

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. Offered As Needed. (UG)

Sociology

SOC 110: Individual, College and Society: Introduction to the Sociological Imagination (3)

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. Offered Each Year (Fall). (UG)

SOC 201: Introductory Sociology (3)

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. Offered Each Semester. (UG)

SOC 202: Individual and Society (3)

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. Offered As Needed. (UG)

SOC 209: Social Problems (3)

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. Offered As Needed. (UG)

SOC 217: Alcoholism, Substance Abuse and Other Addictions (3)

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. Offered Alternate Years. (UG)

SOC 218: Introduction to Social Work and Social Welfare (3)

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. Offered as Needed. (UG)

SOC 224: Ethnicity, Race and Cultural Diversity (3)

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. Students are required to spend two hours per week in service learning. Offered Each Semester. (UG)

SOC 232: The Aging Process: An Introduction to Gerontology (3)

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. Offered Alternate Years. (UG)

SOC 243: Child Welfare Policy and Services (3)

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. Offered Each Semester and Summer. (UG)

SOC 303: Sociology of the Family (3)

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. Offered Each Year (Spring). (UG)

SOC 304: Social Class and Inequality (3)

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. Offered As Needed. (UG)

SOC 305: Sociology of Sport (3)

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)

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: PSY103 or SOC201. Offered as Needed. (UG)

SOC 327: Death, Dying and Bereavement (3)

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. Offered Alternate Years. (UG)

SOC 328: Basic Training in Military Culture Military Families and Veterans (3)

Fulfills core competencies: Contextual Competency; 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. Offered as Needed. (UG)

SOC 411: Contemporary Issues in Mental Health (3)

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. Prerequisite: PSY 103 or permission of instructor. Offered Alternate Years. (UG)

SOC 432: Contemporary Social Welfare Policy and Services (3)

Cross-listed as SW 432. A functional analysis of contemporary social policies and how they are developed in social welfare delivery systems, the linkages between social problems, policies, programs and services and the advocacy and lobbying processes; political and economic implications of major social welfare legislation. Prerequisites: SW 311 and senior status in Social Work program. Offered Each Year (Fall). (UG)

Social Work

SW 217: Alcoholism, Substance Abuse and Other Addictions (3)

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. Offered Alternate Years. (UG)

SW 218: Introduction to Social Work & Social Welfare (3)

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. Offered as Needed. (UG)

SW 226: Adolescence: Interdisciplinary Approach To the Understanding and Treatment of Adolescents (3)

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. Offered Alternate Years. (UG)

SW 232: The Aging Process: An Introduction to Gerontology (3)

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. Offered Alternate Years. (UG)

SW 243: Child Welfare Policy and Services (3)

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. Offered Each Semester and Summer. (UG)

SW 307: The Juvenile Justice System (3)

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: PSY103 or SOC201. Offered as Needed. (UG)

SW 311: Methods of Social Work Research I (3)

Fulfills core competency: Information Literacy. Together with SW 312, combination of both courses meet Research and Presentation requirement. Introduces students to major research techniques used to observe and interpret the social world. Engages students in exploration and analysis of such research concepts as research methods, measurements, sampling and surveying, single subject designs; culturally sensitive professional skill development in scientific inquiry, problem formation, planning and implementation of research designs, analysis of data, and assessment of research. Prerequisite: SW 214. Offered Each Year (Fall). (UG)

SW 312: Methods of Social Work Research II (3)

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 examine and apply theory and research techniques for evaluating change, needs assessment, and assessment of social systems utilizing descriptive and inferential statistics to social work problems and issues. Students acquire experience in computer statistical programs and apply quantitative research methods in a final research project. Prerequisite: SW 311. Offered Each Year (Spring). (UG)

SW 325: Foundations of Generalist Practice I (3)

This is the first of a four-course practice sequence. The generalist model of professional practice utilizing the sequential problem solving approach is presented. Content focuses on value based, culturally sensitive techniques for effective worker-client communication; establishing, maintaining, and terminating effective working relationships; and engaging in data collection, assessment, intervention and evaluation processes with client systems of various sizes. Students are required to spend two hours per week in service learning. Prerequisites: SW 214 and upper division status in Social Work program. Offered Each Year (Fall). (UG)

SW 326: Foundations of Generalist Practice II (3)

Continues building on a value based, culturally sensitive generalist model of social work practice from a strengths perspective. Interactional skills necessary for intervention with systems of all sizes with a focus on individuals and families are explored. Emphasis is placed on personal and ethical issues as students examine and refine learned skills from their personal frame of reference. Students are required to spend 2 hours per week in service learning. Prerequisites: SW 325 and upper division status in Social Work program. Offered Each Year (Spring). (UG)

SW 327: Death, Dying and Bereavement (3)

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. Offered Alternate Years. (UG)

SW 328: Basic Training in Military Culture Military Families and Veterans (3)

Fulfills core competencies: Contextual Competency; 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. Offered as Needed. (UG)

SW 333: Human Behavior and Social Environment I (3)

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. Students are required to spend two hours per week in service learning. Prerequisites: SW 214, SOC 224, BIO 103 and upper division status in Social Work program, or permission of instructor. Offered Each Year (Fall and Spring). (UG)

SW 334: Human Behavior and Social Environment II (3)

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. Students are required to spend two hours per week in service learning. Prerequisites: SW 333 and upper division status in Social Work program, or permission of instructor. Offered Each Year (Fall and Spring). (UG)

SW 351: Intervention in Marriage and Family Problems (3)

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. Offered Alternate Years. (UG)

SW 409: Social Work With Groups (3)

This course examines the various types of groups used in contemporary social work practice for the purpose of acquainting students with the process of assessing for therapeutic need for a group. In addition, students will acquire a basic understanding of all the stages required for proposing, developing, and leading a group. Prerequisites: SW 214, SW 325 and upper division status in Social Work. Offered Each Year (Spring). (UG)

SW 411: Contemporary Issues in Mental Health (3)

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. Prerequisite: PSY 103 or permission of instructor. Offered Alternate Years. (UG)

SW 424: Foundations of Generalist Practice III (3)

Guides students in the value based, culturally sensitive, conceptually framed professional skill development utilizing the interactional (mediation) model of intervention with diverse populations and systems of all sizes. Target systems include individuals and groups. Offered concurrently with the first semester of field placement. Prerequisites: SW 326, 334, senior status in Social Work program and concurrent enrollment in SW 451. Offered Each Year (Fall). (UG)

SW 432: Contemporary Social Welfare Policy and Services (3)

Cross-listed as SOC 432. A functional analysis of contemporary social policies and how they are developed in social welfare delivery systems, the linkages between social problems, policies, programs and services and the advocacy and lobbying processes; political and economic implications of major social welfare legislation. Prerequisites: SW 311 and senior status in Social Work program. Offered Each Year (Fall). (UG)

SW 451: Field Experience in Social Work I (5)

Senior assignment, which requires students to complete a 420-hour, supervised field placement experience (210 hours per semester). Students are given the opportunity to work in agencies with diverse systems of all sizes. This experience affords students the opportunity to achieve a maximum integration of social work knowledge, values and skills and engage in professional relationships with the social work practice community. A weekly field experience seminar is held concurrently with the field experience and attendance is required. This seminar provides the opportunity for the integration of the theoretical and practice components of the bachelor's level field placement experience. Prerequisite: Senior status in Social Work program. Offered Each Semester. (UG)

SW 451S: Field Experience in Social Work I Seminar (1)

This course will focus on processing and understanding central issues in field placement and enhancement of general practice and clinical skills, from social work practice to Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), diagnoses, as professionally experienced concurrently by the student in their field placement. The role of ethnicity, and diversity in practice will also be addressed. Corequisite: SW 451 (UG)

SW 452: Field Experience in Social Work II (5)

Senior assignment, which requires students to complete a 420-hour, supervised field placement experience (210 hours per semester). Students are given the opportunity to work in agencies with diverse systems of all sizes. This experience affords students the opportunity to achieve a maximum integration of social work knowledge, values and skills and engage in professional relationships with the social work practice community. A weekly field experience seminar is held concurrently with the field experience and attendance is required. This seminar provides the opportunity for the integration of the theoretical and practice components of the bachelor's level field placement experience. Prerequisite: SW 451; Senior status in Social Work program; Co-requisite: SW 452S. Offered Each Semester. (UG)

SW 452S: Field Experience in Social Work II Seminar (1)

This course is the second seminar in a two-course sequence. This second seminar builds upon and continues discussion of issues raised in SW 451S, and therefore, has the expectation of an increase in student knowledge, understanding, and performance of advanced Social Work practice. Corequisite: SW 452. (UG)

SW 454: Foundations of Generalist Practice IV (3)

This course continues the interactional (mediation) model of intervention and engages students in value/ethically based, culturally sensitive professional skill development needed for establishing, and maintaining, effective working relationships with organizations and communities as client systems. Students are required to spend two hours per week in community service learning. Prerequisite: SW 424, and concurrent enrollment in SW 452. Offered Each Year (Spring). (UG)

SW 457: Independent Study Or Research (1 - 6)

Individually guided research in social work. Prerequisite: Senior status in Social Work program. Offered As Needed. (UG)

INTERDISCIPLINARY PROGRAMS

CAREER SERVICES

CENTER FOR SUSTAINABLE COMMUNITIES & CIVIC ENGAGEMENT

CIVIL SOCIETY & SUSTAINABLE COMMUNITIES

ENTREPRENEURSHIP

ENVIRONMENTAL STUDIES

FORENSIC STUDIES

GLOBAL AND LOCAL SUSTAINABILITY

INDIVIDUALIZED STUDIES

LIBERAL STUDIES

MILITARY SCIENCE (ARMY ROTC)

SERVICE LEARNING

Career Services

Director: Dr. Maureen Millane, MBA

Career Counselor: Regina Rexford, MS

Career Counselor Assistant: Lou Ann Mages, MS

Instructor: Lamark Shaw, MS

Career Field Experience (CFE)

200, 300, 400 Career Field Experience (1-6)

201, 301, 401 Career Field Experience (1-6)

202, 302, 402 Career Field Experience (1-6)

The Career Field Experience is an opportunity for students to receive practical experience in the career area of their choice through an internship or co-op. 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 and is granted for each experience depending upon the number of hours spent in the field throughout a semester/summer. One academic credit is earned for every fifty hours at the location site. In addition to the hours spent on site, students must 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 in the field. Final letter grades are granted upon completion of all field experience requirements. Offered each semester and summer.

Internships and Co-Ops

Students receive academic credit while gaining practical on-the-job experience and training, and learning about workplace values and attitudes necessary to succeed. The Career Field Experience curriculum is individually designed to meet each student's goals for personal development and career objectives. The program is open to students in every academic discipline. Internships are arranged with businesses, governmental agencies, and public or private institutions. Internships are available on a part-time basis throughout the academic year and during the summer term. A co-op is a type of internship that is usually a semester long opportunity, primarily situated within an organization, that supports the academic career interest of the student. Daemen College recognizes the Washington D.C. Internship Institute program for academic credit. Learning is done primarily on site. One or two courses are taught in a classroom setting. The co-op experience is a full academic semester of credits.

Admission Requirements

All students are encouraged to participate in a Career Field Experience. Eligibility to participate will be determined by the Career Services staff, who may consult with the appropriate academic advisor and/or department chairperson for additional information regarding a student's eligibility for Career Field Experience participation.

Prior to consideration for a Career Field placement, students must:

1. have a minimum 2.0 cumulative grade point average, except when specific departmental requirements apply (e.g. 2.5 required for Business and Accounting);
2. have achieved sophomore status;
3. have earned a grade of P (pass) in the prerequisite course, CFE 97 Career Field Experience Seminar.

Prerequisite:

CFE 97 Career Field Experience Seminar (non-credit) prepares the student for the Career Field Experience. Students are given information regarding the structure of the internship program and the benefits of participation. They develop skills and knowledge through self-assessment, resume preparation, professional correspondence, and practice interviews. Fee: \$50. Offered each semester, intersemester and summer.

Limits on Total Career Education Academic Credit:

A maximum of twelve (12) academic credits may be earned through Career Field Experience.

Placement Limitations:

Career Field placements are not permitted in situations where the student is working out of a person's home, or is an immediate relative of, an owner, partner, or officer of the corporation sponsoring the Career Field Experience.

Center for Sustainable Communities and Civic Engagement

Executive Director: Cheryl Bird

Special Projects Coordinator: Sharon Benz

The [Center for Sustainable Communities and Civic Engagement](#) has as its mission to partner Daemen College and its students with urban communities to promote civic responsibility, leading to communities that are healthy, safe and vital, and that will remain so for future generations. The Center is supported by funding from the College and various agencies, foundations and corporations.

The Center offers service learning placements with community based organizations, businesses and government entities with a common goal of developing active, livable neighborhoods in the City of Buffalo. Students learn new approaches for solving problems and can take those skills with them to the next community they serve. Students may be teaching children study skills for success in school, teaching techniques for securing government services, working on environmental events, or assisting in the management of community organizations. All majors are welcome.

The Center for Sustainable Communities and Civic Engagement is located in Curtis Hall, 2nd floor.

Civil Society and Sustainable Communities Minor

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 Language 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 Language 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 PHI/REL232 Learning Through Service 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 Language 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

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 collaborative and creative learning, in addition to a more directed study of business methodology. A liberal arts education provides the necessary lens to view the entrepreneurial mindset and encourages students to find creative and innovative ways to apply their knowledge.

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: Students will propose the completion of 6 additional credits relevant to their area of interest. Proposed studies are subject to the approval of the Program Director.

Entrepreneurship Courses (ENTR)

ENTR 201: The Entrepreneurial Mindset (3)

Fulfills core competency: Critical Thinking and Problem Solving. This course identifies and analyzes the values, abilities, and personal attributes of successful entrepreneurs. The primary premise of the course is that all people have the inborn ability to be successful. Students will be guided through a self awareness of the skills and attributes common to successful entrepreneurs. Concepts to be explored include 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 profit, non-profit, and social ventures.

ENTR 301: The Entrepreneurial Skill Set (3)

Fulfills core competency: Critical Thinking and Problem Solving. In this course, students will 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 resulting solutions will fall within the following categories: financing, planning, networking, and growing (or exiting) a business. Students will learn how to develop their leadership skills and organizational effectiveness with an emphasis on recognizing the critical importance of high ethical standards necessary for success. Prerequisite: ENTR 201. Offered As Needed.

ENTR 401: Entrepreneurship in Action (3)

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 or expand a 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; ENTR-301. Offered as needed.

Environmental Studies

The Environmental Studies program prepares students who are majoring in History and Government, 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 three areas: government and policy studies, science, and interdisciplinary courses in environmental studies offered by the History and Government and Natural Sciences Departments.

The following degree programs are available: Bachelor of Arts in History and Government 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 Government and Natural Sciences sections of the Catalog for requirements.

Environmental Studies Courses (ENS)

ENS 201: Introduction to Environmental Science (3)

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. Offered As Needed. (UG)

ENS 205: Planet Earth I: Physical Features (3)

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. Offered Alternate Years. (UG)

ENS 206: Planet Earth II: Geographical Features (3)

Cross-listed as NSC 206. An examination of the features that distinguish the different ecosystems. Topics include the use of spatial statistics, remote sensing and interpretation of land/satellite data as a means of distinguishing the features. This course cannot be used as credit in the major for science majors. Offered As Needed. (UG)

ENS 211: Environmental and Energy Policies I (3)

Cross-listed as GVT 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. Offered Each Year. (UG)

ENS 212: Environmental and Energy Policies II (3)

A continuation of ENS/GVT 211. Prerequisite: GVT/ENS 211. Offered As Needed. (UG)

ENS 219: Politics, Planning and Land Use (3)

Cross-listed as GVT 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. Offered As Needed. (UG)

ENS 303: Environmental Toxicology (3)

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. Offered Each Year (Fall). (UG)

ENS 304: Environmental Chemistry (3)

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. Offered Each Year (Spring). (UG)

ENS 304L: Environmental Chemistry Lab (1)

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 source is also explored. Corequisite: ENS-304. (UG)

ENS 309: Population Dynamics (3)

An examination of the relationships between human and animal populations and their environment. Topics include demography, population growth and relevant models, population genetics and environmental stresses on populations. Prerequisite: BIO 302. Offered As Needed. (UG)

ENS 310: Global Water Issues (3)

Fulfills core competencies: Information Literacy, Contextual Competency. Cross-listed as SUST-310. 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 highlight these water problems in the context of socioeconomic and political issues. Prerequisite: BIO-100, BIO-110, or ENS-201. Offered as Needed. (UG)

Forensic Studies

Contact: Brenda Young, Natural Sciences Department; Denise Emer, Psychology 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 Psychology departments, or from the Office of the Registrar.

Requirements for the Minor: (17 credits)

- FOR210 Criminalistics (3)
- PSY223 Forensic Psychology (3)

- **Select one**
 - CHE112/L Introduction to Forensic Chemistry lecture/lab (4)
 - PHY125/L Forensic Physics lecture/ lab (4)

- **Select a minimum of 7 credits from the following:**
 - BIO/FOR334/L Forensic Entomology lecture/lab (4)
 - BIO316/L Anatomy & Physiology lecture/lab (4)*
 - GVT230 U.S. Judicial Process (3)
 - GVT305 American Constitutional Law (3)
 - PSY311 Psychology of Adolescence (3)
 - PSY404 Biological Bases of Behavior (3)
 - PSY408 The Psychology of Mental Illness (3)
 - SOC209 Social Problems (3)
 - SOC/SW217 Alcoholism, Substance Abuse & other Addictions (3)
 - **Select 3 credits from the following:**
 - Career Field Experience
 - NSC Research Problems
 - other relevant credit-bearing experience as determined by the Natural Sciences Chair

* * 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 Catalogue 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)

- GVT117 Introduction to Criminal Justice (3)
- PSY103 Introduction to Psychology (3)

Global Studies

Program Advisor: Professor Mills

- IND120 Introduction to Global Studies (3)
- 12 credits selected from the listing of Global Studies courses below. **NOTE:**
 - Maximum of 6 credits may be taken in any one department.
 - One language-learning course may be substituted in place of the course options listed below and with the permission of the Global Studies Program Director.
 - International Service Learning and local Service Learning experiences dealing with refugee/international populations may be applied toward the 12 credits with the approval of the Global Studies Program Director.
 - Additional studies may be allowed. Students wishing to take courses other than those on the listing below must submit his/her request, with rationale for the substitution, to the Global Studies Program Director. Substitutions are subject to the approval of the Global Studies Committee.
- **International Experience:** All experiences are subject to the approval of the Global Studies Committee. Experiences will be submitted to the Global Studies Program Director. The international experience:
 - may be short or long term
 - may be credit bearing, volunteer, group or individual
- Completion of a non-credit study abroad course is required prior to departure on the international experience. Consult the Global Studies Program Director for details.
- Foreign Language studies are recommended but not required for the minor:
 - Study of the language of the nation of the international experience is encouraged – coursework at Daemen or through Daemen's VLLP program is strongly recommended
 - Strongly suggested (as appropriate): CHI100 Survival Chinese (3); SPA110 Spanish for the Health Professions (3)
 - In-country language learning is highly encouraged.

GLOBAL STUDIES COURSES TO BE SELECTED FROM THE FOLLOWING:

- BA201 Introduction to International Business (3)
- BA220 Diversity and Cross-Cultural Management (3)
- ECO206 The Economics of Sustainable Development (3)
- ECO343 Global Economic Geography (3)
- ENS/NSC205 Planet Earth I: Physical Features (3)
- ENS/NSC206 Planet Earth II: Geographical Features (3)
- ENS309 Population Dynamics (3)
- ENS/SUST310 Global Water Issues (3)
- FRE 299/399/499 Service Learning in French – see above for requirements (1-3)
- GEO117 World Geography (3)
- GVT 101 Comparative Politics (3)
- GVT 121 International Relations (3)
- GVT 210 Politics of Globalization (3)
- GVT 213 Sustainability & Third World Development (3)
- GVT/ECO 221 Political Economy of East Asia (3)
- GVT 231 Global Governance (3)
- GVT/ECO 232 International Political Economy (3)
- GVT 238 Dictatorship and Democracy in World Politics (3)
- GVT 315 Politics of Western Europe (3)
- GVT 326 Politics of East Asia (3)
- GVT 327 Politics of South Asia (3)
- HCS201 Survey of Eastern and Western Complementary Medical Approaches (3)
- HCS335 Critical Issues in Global Health (3)
- HIS106 Introduction to World History II: From 1500 (3)
- HIS 230 Problems of the Third World (3)
- HIS 308 Modern Latin America (3)
- HIS 312 Sub-Saharan Africa (3)

- HIS 317 The Middle East (3)
- HIS 324 Global Environmental History (3)
- IND448 International Service Learning (1-3)
- LNG309 Language in Society (3)
- MGT306 International Management (3)
- MKT310 Foreign Markets of International Business (3)
- SPA 240 / 250 Grammar & Culture Workshop I & II (3/3)
- SPA 299/399/499 Service Learning in French – see above for requirements (1-3)
- SPA 315 Spanish Civilization & Culture (3)
- SPA316 Spanish American Civilization & Culture (3)

Individualized Studies

Contact: Chair, Core and Interdisciplinary Studies Committee

Degree Offered

Bachelor of Arts 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 Core and Interdisciplinary Studies Committee (CIS). 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 Core and Interdisciplinary Studies Committee 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 or the Chair of CIS.

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 preapproved (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 catalogue. 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

Bachelor of Arts in Liberal 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: 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 the CIEL Program, and/or 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.
- **SOCIAL SCIENCES: 9 credits**
 - Courses to be taken in a minimum of **two** of the following areas: Economics; Geography; Government; History; Linguistics; 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 (Army 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 (12-17 credits = full time) each semester without additional charge. Should a student exceed the 17-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.

Service Learning

Joining hands between theory and practice – benefiting students and the global community.

No “ivory tower” here!

Daemen College sees to it – through our core curriculum and philosophy of 21st century education – that students strike a healthy balance between in-class instruction and hands-on learning experiences outside of the classroom. In doing so, students fulfill the civic responsibility competency of the core curriculum, and become more engaged learners, as well as informed, responsible citizens.

Our innovative program has been recognized with the U.S. Thousand Points of Light National Service Award and, for five consecutive years, has been named to the President's Higher Education Community Service Honor Roll for exemplary efforts in service-learning.

Through the three-credit, 60 hour service learning requirement, nearly 100% of Daemen students participate in some form of service learning. This mandate may find our students actively engaged in work with refugee and international populations, in a soup kitchen or homeless shelter, helping out at a nursing home, boys and girls club, hospital, clinic, or after-school tutoring and enrichment program in urban schools. Many students even participate in urban gardening and neighborhood clean-up projects during spring break.

Whether a local or global experience, short- or long-term project, as an individual or part of a group, students from every field of study and class level reap the benefits of service-learning. And while there are many benefits, most important is how their contribution of time and effort benefits people in need.

Service learning is mutually beneficial. As students help their fellow citizens in need, they enhance leadership, civic awareness, and critical thinking skills, and form values that will guide them throughout their lives. It's a priceless opportunity to apply classroom learning in real-world contexts, and through structured reflection and journal activities, experience a more integrated and richer understanding of academic course materials and objectives.

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 service 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 assisting those less fortunate.

Sustainability Undergraduate Programs

Degrees Offered

- [Bachelor of Arts in Global and Local Sustainability](#)

Minors

- [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:

- A. Overall grade point average (GPA) of 2.0.
- B. A minimum grade of C in: CMP101; BIO302 or ENS201 or ENS304; IND/SUST123; SUST140; SUST240.
- C. A grade point average (GPA) of at least 2.25 in the courses referenced above.
- D. A minimum grade of C in all courses taken to-date which are required courses in the major section of the curriculum.
- E. 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 Program Director. 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.

Mission and Objectives

Mission Statement

The mission of the Global and Local Sustainability Program is to prepare students to be compassionate and informed citizens working to create and maintain sustainable communities across the globe. With its interdisciplinary and experiential emphasis, our program will foster the skills to solve problems creatively and with cultural sensitivity, while developing graduates who can communicate solutions with clarity and confidence.

The Sustainability major inspires and prepares leaders, both on an intellectual and practical level, for interdisciplinary careers that require a fundamental understanding of the factors necessary to maintain healthy communities at the local, national and global level. Working in government agencies, not-for-profits, and with any company interested in the social good, graduates will provide the leadership, energy and creativity to develop new approaches and new models 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 community partners.
- To partner staff and students with local, national and international communities to promote sustainability.
- 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 understand 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 catalogue. 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

- **Select one (3 credits):**
 - BIO302 Ecology (3)
 - ENS201 Introduction to Environmental Science (3) - CT
 - ENS304 Environmental Chemistry (3)
- IND/SUST123 Introduction to Sustainable Communities (3) - CC; 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)

- **Select four (12 credits):**
 - BIO/SUST304 Conservation Biology (3) - CC; CR; ME; WI
 - ENS/SUST310 Global Water Issues (3) - CC; ILIT
 - HCS308 Environmental Health (3)
 - HCS335 Critical Issues in Global Health (3) - CC
 - IND/SUST322 Alternative and Renewable Energy Issues (3) - CC; CT
 - IND/SUST326 Green Buildings (3) - CC; CT
 - IND/SUST338 Food & Agriculture Issues (3) - CC
 - IND/SUST344 Sustainable Business Practices (3) - CC; ME
 - IND/SUST351 Urban Planning & Community Development (3) - CC; CR
- SUST443 Capstone Research in Sustainability (3)

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 Program Director.
- 18 credits must be completed at the 300-level or above

2. CORE: 45 credits

- CMP101 English Composition (3) - CS; ILIT; WI
- **Select one (3 credits):**
 - CMP311 Advanced English Composition (3) - CS; ILIT; UD; WI
 - CMP315 Advanced Composition for Health Professionals (3) - CS; ILIT; UD; WI
- IND101 Sustainable & Critical Relationships (3)
- **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
- **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):**
 - GVT113 Introduction to American Politics (3) - CR
 - GVT114 State & Local Government (3) - CR
 - GVT121 International Relations (3) - CC
 - GVT125 Introduction to Public Policy (3) - CT
 - GVT210 The Politics of Globalization (3) - CC
 - HG/IND250 Introduction to Historic Preservation (3) - CC
 - HIS222 Urban America (3) - CT
 - HIS324 Global Environmental History - CR; UD
- **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 Program Director. 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 may but 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 catalogue 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 and Local Sustainability Minor

Requirements (18 Credits)

- IND/SUST 123 Introduction to Sustainable Communities (3) -CC; CT **OR** online course (minimum of 3 credits) approved by the Program Director
- **Select one (3 credits):**
 - BIO302 Ecology (3)
 - ENS201 Introduction to Environmental Science (3)
 - ENS304 Environmental Chemistry (3)
- **Select one (3 credits):**
 - ECO201 Principles of Microeconomics (3)
 - ECO202 Principles of Macroeconomics (3)
 - ECO206 The Economics of Sustainable Development (3)
 - ECO213 Economics of Inequality (3)
 - ECO343 Global Economic Geography (3)
- **Select one (3 credits):**
 - GVT113 Introduction to American Politics (3)
 - GVT114 State & Local Government (3)
 - GVT121 International Relations (3)
 - GVT125 Introduction to Public Policy (3)
 - GVT210 The Politics of Globalization (3)
 - HG/IND250 Introduction to Historic Preservation (3)
 - HIS222 Urban America (3)
 - HIS324 Global Environmental History (3)
- **Select two (6 credits):**
 - BIO/SUST304 Conservation Biology (3) - CC; CR; ME; WI
 - ENS/SUST310 Global Water Issues (3) - CC; ILIT
 - HCS308 Environmental Health (3)
 - HCS335 Critical Issues in Global Health (3) - CC
 - IND/SUST322 Alternative and Renewable Energy Issues (3) - CC; CT
 - IND/SUST326 Green Buildings (3) - CC; CT
 - IND/SUST338 Food & Agriculture Issues (3) - CC
 - IND/SUST344 Sustainable Business Practices (3) - CC; ME
 - IND/SUST351 Urban Planning & Community Development (3) - CC; CR

Sustainability Courses

Sustainability

SUST 123: Introduction to Sustainable Communities (3)

Cross-listed as IND 123. Fulfills core competencies: Contextual Competency; Critical Thinking and Problem Solving. Students will be introduced to economic, environmental and social sustainability, and evaluate local communities on sustainable characteristics. Research will be reviewed on model sustainable communities: locally, nationally and internationally. Students will visit exemplary sites in Buffalo and participate in community meetings and lectures. Offered As Needed. (UG)

SUST 140: Sustainability Design Seminar I (3)

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 and to communicating possible solutions, seminar students will apply the 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 one of the three neighborhoods where Daemen's Center for Sustainable Communities has established programs and relationships. Some field trips will be scheduled outside of class meeting time. Offered each year (Spring). (UG)

SUST 240: Sustainability Design Seminar II (3)

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 and to communicating possible solutions, seminar students will apply the 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 one of the three neighborhoods where Daemen's Center for Sustainable Communities has established programs and relationships. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 140 or permission of the instructor. Offered each year (Spring). (UG)

SUST 304: Conservation Biology (3)

Fulfills core competencies: Contextual Competency; 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 100 or BIO 109 and BIO 110, and CMP 101. Lecture, 3 hours. Offered Alternate Years (Spring). (UG)

SUST 310: Global Water Issues (3)

Fulfills core competencies: Information Literacy; Contextual Competency. Cross-listed as ENS 310. 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 highlight these water problems in the context of socioeconomic and political issues. Prerequisite: BIO 100, BIO 110, or ENS 201. Offered as Needed. (UG)

SUST 322: Alternative and Renewable Energy Issues (3)

Fulfills core competencies: Contextual Competency; Critical Thinking & Creative Problem Solving. Cross-listed as IND 322. This course will introduce students to the history of energy use, different energy technologies available and under development, as well as discuss the role of governmental policies and funding in promoting new technologies. Prerequisites: MTH 124. Offered as Needed. (UG)

SUST 326: Green Buildings (3)

Fulfills core competencies: Contextual Competency; Critical Thinking and Problem Solving. Cross-listed as IND 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. Prerequisites: MTH 124. Offered as Needed. (UG)

SUST 338: Food and Agriculture Issues (3)

Fulfills core competency: Contextual Competency. Cross-listed as IND 338. The course integrates the science associated with food production with the social and economic issues influencing food production, distribution, safety and policy.

Prerequisites: IND/SUST 123 or ENS 201, or permission of instructor. Offered as Needed. (UG)

SUST 340: Sustainability Design Seminar III (3)

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 and to communicating possible solutions, seminar students will apply the 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 one of the three neighborhoods where Daemen's Center for Sustainable Communities has established programs and relationships. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 240 or permission of the instructor. Offered each year (Spring). (UG)

SUST 344: Sustainable Business Practices (3)

Fulfills core competency: Contextual Competency; Moral and Ethical Discernment. Cross-listed as IND 344. This course will introduce the concepts of sustainable business practices and corporate social responsibility. Sustainable Business is a new paradigm shift from today's status quo management style of maximizing profit at any cost. Traditional economic indicators have relied on gross domestic production and purchasing; however, these measures do not incorporate the costs to the environment and society. Newer indicators try to include these externalities to more accurately represent the economic health of a society. Sustainable business aims to restore and maintain environmental quality and develop social equity, while pursuing long term profitability. Prerequisites: Sophomore status or permission of instructor. Offered as Needed. (UG)

SUST 351: Urban Planning and Community Development (3)

Fulfills core competencies: Contextual Competency; 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. Offered as Needed. (UG)

SUST 440: Sustainability Design Seminar IV (3)

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 and to communicating possible solutions, seminar students will apply the 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 one of the three neighborhoods where Daemen's Center for Sustainable Communities has established programs and relationships. Some field trips will be scheduled outside of class meeting time. Prerequisite: SUST 340 or permission of the instructor. Offered each year (Spring). (UG)

SUST 443: Capstone Research in Sustainability (3)

The capstone course provides the opportunity for students to demonstrate their understanding of the concepts of sustainability, apply these to a community research project and evaluate the effectiveness of the project. Capstone research projects may result from previous community work in the Sustainable Design seminars, other coursework or Study Abroad experiences. (UG)

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MARY LOU RUSIN, *Professor of Nursing, Department Chair*; B.S., M.S., Ed.D., University at Buffalo; ANEF, Fellow of the Academy of Nursing Education.

CYNTHIA RUSSELL, *Natural Science Lab Coordinator*; B.S., John Carroll University; M.A., University at Buffalo.

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RONALD J. SCHENK, *Associate Professor of Physical Therapy; Dean, Division of Health and Human Services*; B.S., M.S., Ithaca College; M.S., Ph.D., State University of New York at Buffalo.

MINDY SCHREINER SCIRRI, *Assistant Professor of Education*; B.A., University of Rochester; M.A., Binghamton University; M.S., Syracuse University; Ph.D. candidate, Syracuse University.

EVELYN SCHACHNER-SEEVE, *Instructor, Alternative Teacher Certification Program*; B.A., Thomas Edison State College; M.S., Daemen College; Ed.D. candidate, Rutgers University.

BRUCE A. SHIELDS, *Associate Professor of Education*; B.S., Slippery Rock University; M.A., University at Missouri; M.Ed., Ph.D., University at Buffalo.

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GEORGE F. SIEFERT, *Associate Professor of Social Work*; B.S., SUNY College at Brockport; M.S.S.W., San Diego State University; Ph.D., University at Buffalo.

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LAURA WATTS SOMMER, *Associate Professor of Art History and Department Director for Visual & Performing Arts Department*; B.F.A., University of Kansas; M.A., Ph.D., Temple University.

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BLAKE THURMAN, (*Courtesy Appointment*) *Executive Director of Retention Activities*; B.A., Beloit College; M.A., New York University; Ph.D., Syracuse University.

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Adjunct, Part-Time, and Visiting Faculty with a Standing Relationship to Daemen College

JAMES A. ALLEN, *Professor Emeritus of Art*; B.F.A., University of Notre Dame; M.F.A., Wayne State University.

TED J. ANDREWS, *Instructor of Physical Therapy/Psychology*; B.A., University at Buffalo; M.S., Alfred University; Ph.D., The Ohio State University; MD, St. George's University.

STEVEN APPLER, *Instructor of Ceramics*; B.S., M.S., University at Buffalo.

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CONNIE M. ZIMICKI, *Instructor of Physical Therapy*; A.A.S., Upstate Medical Center; B.S., Empire State College; M.S., University at Buffalo.

Current lists of adjunct clinical professors in Physical Therapy, Physician Assistant Studies, and Social Work may be obtained by contacting the respective academic departments.

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, Philadelphia, PA 19104-2680, (267) 284-5000, fax (215) 662-5501. Email: info@msche.org. Spanish: españolinfo@msche.org. The Commission on Higher Education is a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2002.

Nursing baccalaureate (B.S.) programs are accredited by the [National League for Nursing Accrediting Commission](#), Inc. (NLNAC), 3343 Peachtree Road, NE, Suite 850, Atlanta, GA 30326, (404) 975-5000, fax (404) 975-5020, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2001. Email: nlac@nlac.org.

The clinical doctorate in **Physical Therapy (DPT)** is accredited by the [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#), American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA, 22314-1488, (703) 706-3245, email: accreditation@apta.org, an accrediting body for professional programs for the physical therapist, recognized by the Council for Higher Education Accreditation (CHEA), January 2002.

The **Physician Assistant Studies program** is accredited by the [Accreditation Review Commission on Education for the Physician Assistant](#), Inc. (ARC-PA), 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224, fax (770) 476-1738, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), January 2004.

The **Social Work program** is 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, a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), April 2003. Email: info@cswe.org.

Bachelor of Science (B.S.) programs in Accounting and Business Administration and the dual **(B.S./M.S.) degree in Accounting/Professional Accountancy** are accredited by the [International Assembly for Collegiate 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.

Teacher Education programs are accredited by [Regents Accreditation of Teacher Education](#) (RATE), New York State Education Department, 89 Washington Avenue, 5 N. Mezzanine, Albany, NY 12234, (518) 474-1914, fax (518) 486-2779, a specialized accrediting body for teacher education programs in New York State.

The **Athletic Training program (B.S. in Health Care Studies/M.S. in Athletic Training)** is accredited by the [Commission on Accreditation of Athletic Training Education](#) (CAATE), 2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664, (512) 733-9700, fax (512) 733-9701.

Affiliations:

- ASIANetwork
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities
- Association of Arts Administration Educators
- Commission on Independent Colleges and Universities
- Consortium for Innovative Environments in Learning
- Council of Independent Colleges
- Council on Undergraduate Research
- National Association of Independent Colleges and Universities
- National Collegiate Athletic Association (NCAA) Division II - Candidacy Year One Status
- New York Campus Compact
- P2 Collaborative of WNY, Inc.
- United States Collegiate Athletic Association (USCAA)
- 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 to and sent to the:

Office of the President/Daemen College
4380 Main Street, Amherst, NY 14226-3592

Offices Designated to Disseminate 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 complaints should communicate directly with the department or office concerned, with a view to resolving the issue as expeditiously as possible. Students who are unsure of whom to contact or whose complaint remains unresolved may contact Dr. Kathleen Boone, Associate Vice President for Academic Affairs, Duns Scotus Hall 102, Daemen College, 4380 Main St., Amherst, NY 14226, telephone: 716.839.8301 for assistance in resolving the complaint.

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 antidiscrimination laws. It is the policy of Daemen College to provide all students and applicants an equal access to all programs and facilities without regard to race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. 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 race, color, sex, sexual orientation, religion, age, disability, national origin, veteran status, marital status, genetic predisposition, carrier status, or status as a victim of domestic violence. 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 Associate Vice President for Academic Affairs, who shall be the College's Equal Opportunity and Affirmative Action Officer. Any questions concerning this policy and any complaints of discrimination should be communicated to the Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, telephone (716) 839-8301 (campus extension 8301).

A student also has the right to file a complaint of discrimination 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 Disability Services Coordinator. 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 Disability Services Coordinator will discuss with the applicant or student the limitation resulting from the disability and the potential reasonable accommodations that the College might make. The Disability Services Coordinator may also consult as needed with the Associate Vice President for Academic Affairs, who is the College's 504/ADA Officer. The College has established specific guidelines for the documentation of disabilities; the guidelines may be obtained from the College's 504/ADA officer (Associate VP), the Disability Services Coordinator, or from the College's website. The Disability Services Coordinator, 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, the availability of funding, 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 or obtained from the Office of the Associate Vice President for Academic Affairs.

Procedure for Receiving Approved Accommodations

The Disability Services Coordinator 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 his/her 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 Disability Services Coordinator 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 (Associate Vice President for Academic Affairs, Duns Scotus Hall, Room 102, telephone (716) 839-8301.)

FERPA Policy

Student Rights Under the Family Educational Rights and Privacy Act

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.

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